

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



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Common Core State Standards Included

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906

Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills. By design, JA Programs incorporate grade level reading, speaking, and listening skills in all programs and many programs at the High School grade level also offer opportunities to do research, use technology for writing and responding, and practice presentation skills, all while supporting the JA Pillars of Financial Literacy, Work and Career Readiness and Entrepreneurship.

In this document, Junior Achievement programs are correlated to Texas Academic Standards for Social Studies, Career Development, Financial Math, and Career and Technical Education. This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed. Alternate delivery methods, such as remote digital delivery and student self-guided options, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

High School Programs

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

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

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

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

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

[JA It's My Job \(Soft Skills\)](#)[™] (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](#)[™] [Blended Model](#) is a comprehensive experience that helps students design an individualized career path. Supporting blended as well as self-guided activities, JA Job Shadow provides a design-thinking structure for career exploration.

[JA 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](#)[®] allows students to experience the interrelationship between today's financial decisions and future financial freedom.

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

[JA Titan](#)[®] introduces critical economics and management decisions through an interactive simulation.

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

JA All About Cars

Session Description	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session One: All About Cars</p> <p>JA All About Cars introduces students to the essential costs related to buying and operating a first car and offers tips on being a smart consumer when purchasing a vehicle. In this volunteer-led session, students will consider their needs and wants to make a real-world connection to the car-buying experience to help motivate them to make good financial decisions when buying or leasing.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Assess their driving needs • Prioritize the car features that best meet their needs • Compare the advantages of buying versus leasing a car • Identify a care that meets their driving needs 	<p>Personal Finance Literacy</p> <p>8 - Credit and borrowing. The student understands the use of credit to make purchases. The student is expected to:</p> <p>(A) compare and contrast sources of credit such as banks, merchants, peer-to-peer, payday loans, and title loans;</p> <p>(B) compare and contrast types of credit, including revolving and installment credit, and collateralized loans versus unsecured credit;</p> <p>12 - Insuring and protecting. The student identifies the costs and benefits of insurance for transferring risk. The student is expected to:</p> <p>(G) explain the costs and benefits of supplemental types of insurance such as extended warranties, mortgage protection life insurance, accidental death and dismemberment life insurance, car loan payoff coverage, debt cancellation coverage, and credit life coverage.</p>	<p>NA</p>	<p>English I</p> <p>1.A, B 4. B, C, E, F 5. A, C, D, E 11.A, E, G</p> <p>English II</p> <p>1.A, B 4. B, C, E, F 5. A, C, D, E 11.A, E, G</p>

JA Be Entrepreneurial Creative Problem Solving

Session Description	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session One: Identifying the Problem</p> <p>Students are oriented to problem/solution thinking practices and introduced to the Design Thinking process of creative problem solving. They explore the first step (Empathize) that teaches them to look at problems as human-centered, from the customer’s perspective.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe how brainstorming several ideas and then picking the best options will lead to creative problem solving. Describe the Design Thinking model and the steps involved in the process. Describe the advantages of applying the Design Thinking model to new ideas or problem solving. Describe the Empathize step in the Design Thinking model. Demonstrate how an empathy map can be used to identify a user’s needs. 	NA	<p>Career Development</p> <p>(3) The student applies concepts of critical thinking and problem solving. The student is expected to:</p> <p>(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Two: Exploring Solutions</p> <p>Students focus on the second and third steps of the Design Thinking process (Define and Ideate). They summarize the root cause of the issue in a problem statement and then use brainstorming techniques to generate viable ideas as solutions.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the Define step in the Design Thinking model. Demonstrate how to write a short, clear problem statement that reflects the problem to be solved. Describe the Ideate step in the Design Thinking model. Apply ideation methods by brainstorming ideas in a fast-paced activity. 	NA	<p>Career Preparation II</p> <p>(4) The student applies and enhances academic knowledge and skills in the workplace. The student is expected to:</p> <p>(A) apply critical- and creative-thinking skills to solve complex problems;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, B, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, B, C, D, E, F, H</p>

JA Be Entrepreneurial Creative Problem Solving

Session Description	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session Three: Prototyping the Solution</p> <p>Students use rapid prototyping techniques to create an inexpensive model of their solution for customer review and feedback. This process teaches the importance of keeping customers involved in the process without large investments of time or money.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the Prototype step in the Design Thinking model. Construct a prototype based on a problem statement and a brainstormed solution to the problem. 	NA	<p>Career Development</p> <p>(3) The student applies concepts of critical thinking and problem solving. The student is expected to:</p> <p>(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions;</p>	<p>English I</p> <p>1. A, B, D 2. A 4. A, B, C, E, F, G 5. A, B, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 2. A 4. A, B, C, E, F, G 5. A, B, C, D, E, F, H</p>
<p>Session Four: Testing the Solution</p> <p>Students devise testing plans to validate the design and function of their prototyped ideas with customer participants. User testing emphasizes the importance of ongoing improvement cycles in the Design Thinking model.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define the Test step in the Design Thinking model. Develop a testing plan for a given product and target audience. 	<p>Economics</p> <p>(18) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions.</p>	NA	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Five: Applying Design Thinking (Optional, Self-Guided)</p> <p>Students complete a cumulative Design Thinking project to demonstrate comprehension and execution of the creative problem-solving process.</p> <p>Students will:</p> <ul style="list-style-type: none"> Use the Design Thinking model to create a solution to an identified problem. Produce an artifact for each step of the Design Thinking process to demonstrate their work. 	NA	<p>Career Preparation II</p> <p>(4) The student applies and enhances academic knowledge and skills in the workplace. The student is expected to:</p> <p>(A) apply critical- and creative-thinking skills to solve complex problems;</p>	<p>English I</p> <p>1. A, B, D 2. A 4. A, B, C, E, F, G 5. A, B, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 2. A 4. A, B, C, E, F, G 5. A, B, C, D, E, F, H</p>

JA Be Entrepreneurial Think Like an Entrepreneur

Session Description	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session One: Developing a Mindset</p> <p>Students are introduced to entrepreneurship and the characteristics of a mindset that promote success in their personal and professional lives.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define entrepreneurship and some key qualities of entrepreneurs. Differentiate the important components of a positive, growth mindset from a fixed mindset as a foundation of entrepreneurship. Describe the advantages in life of embracing a growth mindset. Define the entrepreneurial mindset. Describe the key characteristics of a successful entrepreneur’s mindset. 	NA	<p>Career Preparation I</p> <p>(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:</p> <p>(B) describe entrepreneurial opportunities in the occupational area;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Two: Assessing Entrepreneurial Potential</p> <p>Students demonstrate their understanding of the entrepreneurial characteristics by identifying prevalent skills in scenarios. Then, they complete an introspective personal assessment about their entrepreneurial potential.</p> <p>Students will:</p> <ul style="list-style-type: none"> Analyze the characteristics of the entrepreneurial mindset. Evaluate personal entrepreneurial strengths and areas for refinement using an entrepreneurial potential self-assessment. 	NA	<p>Career Preparation I</p> <p>(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:</p> <p>(B) describe entrepreneurial opportunities in the occupational area;</p>	<p>English I</p> <p>1. A, B, D 2. A, B 4. A, B, C, E, F, G 5. A, B, C, D, E, F, G, H, I 8. A, B, D</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, B, C, D, E, F, G, H, I 8. A, B, D</p>
<p>Session Three: Creating an Entrepreneurial Action Plan (Optional, Self-Guided)</p> <p>Students craft a personal action plan to start thinking like an entrepreneur in their daily life and career aspirations.</p> <p>Students will:</p> <ul style="list-style-type: none"> Evaluate the results of the entrepreneurial mindset self-assessment. Develop a personal action plan that includes goal setting to strengthen aspects of an entrepreneurial mindset. 	NA	<p>Career Preparation I</p> <p>(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:</p> <p>(B) describe entrepreneurial opportunities in the occupational area;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 10. B</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 10. B</p>

JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Planning with the Customer in Mind</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>Students will:</p> <ul style="list-style-type: none"> Identify the purpose of a business plan. Describe the key elements of the lean business plan model. State the problem to be solved in the Lean Canvas as a customer-centered problem statement. Identify the customers in the target audience for the proposed product or service. Identify the solution that answers the problem statement. 	NA	<p>Financial Math</p> <p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <p>A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, or digital means;</p> <p>(C) demonstrate an understanding of appropriate customer service such as building customer relationships and resolving customer complaints</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 10. B</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 10. B</p>
<p>Summarizing the Customer Elements</p> <p>Students learn about customer communication channels and the most effective practices for reaching their customers. Then, they practice completing the customer elements of the lean business plan using an original or supplied idea.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define channels as they relate to business planning Differentiate uses of each channel based on situations/context Practice the lean business planning process by applying information to the Problem, Customer Segments, Solution, and Channels sections of the Lean Canvas. 	NA	<p>Financial Math</p> <p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <p>A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, or digital means;</p> <p>(C) demonstrate an understanding of appropriate customer service such as building customer relationships and resolving customer complaints</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>

JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Formulating the Finances:</p> <p>Students focus on financial elements of the Lean Canvas, including cost structure, pricing, and revenue streams. Then, they identify what metrics are key to gauge the performance and health of the venture.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the cost structure for a product/service by listing associated fixed and variable costs. Determine the appropriate price for a product/service given data about the associated costs, breakeven point, and desired profitability. Recognize the revenue streams that will generate profitability for a product or service. Explain how key metrics help determine the success of a product/service and impact the business decisions made about it. 	<p>Personal Finance Literacy</p> <p>(10) Credit and borrowing. The student evaluates a decision to use credit. The student is expected to:</p> <p>(A) examine the components of the cost of borrowing, including annual percentage rate (APR), fixed versus variable interest, [length of term, grace period, and additional fees such as late payment, cash advance, and prepayment penalties]</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math Algebra I and II</p> <p>1. A, B, C, D, E</p>
<p>Conveying the Business’s Value:</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>Students will:</p> <ul style="list-style-type: none"> Describe the process used to convey the unique value proposition of a business idea. Identify what competitive (or unfair) advantage is as it relates to a lean business plan. 	<p>NA</p>	<p>CTE – Money Matters</p> <p>(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:</p> <p>(E) explain the time value of money</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 10. B</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 10. B</p>
<p>Completing and Testing the Lean Business Plan</p> <p>Students practice completing the marketing and financial elements of the lean business plan using an original or supplied idea. Then, they review the importance of testing the business plan for ongoing refinement.</p> <p>Students will:</p> <ul style="list-style-type: none"> Practice the lean business planning process by applying information to the Cost Structure, Revenue Streams, Key Metrics, Unique Value Proposition, and Competitive (Unfair) Advantage sections of the Lean Canvas Describe the importance of testing and validating the assumptions and ideas that frame a business plan 	<p>NA</p>	<p>Financial Math</p> <p>(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 10. B</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 10. B</p>

JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Developing a Lean Business Plan (Optional, Self-Guided)</p> <p>Students construct a lean business plan with an original idea using the Lean Canvas to demonstrate comprehension and execution of business planning.</p> <p>Students will:</p> <ul style="list-style-type: none"> Produce a lean business plan in the Lean Canvas template using the identified problem or a startup business idea 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 10. B</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 10. B</p> <p>Math Algebra I and II</p> <p>1. A, B, C, D, E</p>

JA Career Exploration Fair High School

Session Description	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session One: Before the Fair</p> <p>In the pre-fair session, students will assess their abilities, interests, work preferences, and values in preparation for the JA Career Exploration Fair.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define careers Differentiate among abilities, interests, work preferences, and values Identify their personal characteristics 	<p>Advanced Studies</p> <p>(1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:</p> <p>(A) analyze the relationship between his or her interests and career/discipline;</p>	<p>Career Preparation II</p> <p>(10) The student identifies skills and characteristics necessary for professional advancement. The student is expected to:</p> <p>(E) determine personal priorities such as interests, abilities, and family responsibilities affecting career choice;</p>	<p>Reading for English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Two: Day of the Fair</p> <p>During the JA Career Exploration Fair, students engage with volunteers and learn more about different businesses and jobs.</p> <p>Students will:</p> <ul style="list-style-type: none"> Relate the impact of personal interests and abilities on career choices Investigate a variety of careers and the skills, educational preparation, training, and personal qualities needed for those careers Examine how school skills apply to career paths Explain the importance of staying in school and graduating high school 	<p>Advanced Studies</p> <p>(1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:</p> <p>(A) analyze the relationship between his or her interests and career/discipline;</p> <p>(B) review literature from varied sources from the selected career or discipline</p>	<p>Career Preparation II</p> <p>(10) The student identifies skills and characteristics necessary for professional advancement. The student is expected to:</p> <p>(E) determine personal priorities such as interests, abilities, and family responsibilities affecting career choice;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Three: After the Fair</p> <p>In the post-fair session, students will reflect on their JA Career Exploration Fair experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify a future career goal Create a personal action plan 	<p>Advanced Studies</p> <p>(1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:</p> <p>(A) analyze the relationship between his or her interests and career/discipline;</p>	<p>Career Preparation II</p> <p>(1) The student uses and evaluates employability skills to improve marketability within the workplace. The student is expected to:</p> <p>(A) refine a professional electronic portfolio such as a two- to four-year individual career plan of study, [resume, cover letter, awards, commendations, and thank you letters;]</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A</p>

JA Career Speaker Series

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session One: Before the Event</p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify skills and interests. Recognize Career Clusters Recall future high-demand occupations 	<p>Advanced Studies</p> <p>(1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:</p> <p>(A) analyze the relationship between his or her interests and career/discipline;</p>	<p>Career Preparation II</p> <p>(10) The student identifies skills and characteristics necessary for professional advancement. The student is expected to:</p> <p>(E) determine personal priorities such as interests, abilities, and family responsibilities affecting career choice;</p> <p>Financial Math</p> <p>(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:</p> <p>(B) research and align interests and skills with potential careers and postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Two: During the Event</p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p>Students will:</p> <ul style="list-style-type: none"> Practice active listening skills. Equate job responsibilities with skills and interests 	<p>Advanced Studies</p> <p>(1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:</p> <p>(A) analyze the relationship between his or her interests and career/discipline;</p>	<p>Career Preparation</p> <p>(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:</p> <p>(E) develop listening skills;</p> <p>(F) apply effective listening skills used in the workplace</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize Career Clusters 	<p>Advanced Studies</p> <p>(1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:</p> <p>(A) analyze the relationship between his or her interests and career/discipline;</p>	<p>Career Development – Project-Based Research</p> <p>(6) The student evaluates the research project. The student is expected to:</p> <p>(D) compose written reflections regarding strengths and weaknesses as well as areas of growth;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 10.B</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 10. B</p>

JA Career Success

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session One: Get Hired– Critical Thinking and Creativity</p> <p>Students are introduced to the need to be work ready by developing the 4 C’s skills that employers want from people entering the workforce. Students apply critical-thinking skills and creativity to solve problems in real-life work scenarios.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use a problem-solving technique to solve personal and professional problems • Apply critical-thinking skills to work-based problems • Recognize that decisions made in the workplace have consequences 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>Extended Career Preparation</p> <p>(1) The student demonstrates professional standards/employability skills as required by business and industry.</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Two: Get Hired– Communication and Conflict-Management Skills</p> <p>Students apply communication skills to resolve conflicts in work-based scenarios. They role-play conflicts and conflict management and explore behaviors that inflame conflict and behaviors that lead to resolution.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize common responses to conflict • Apply conflict-management skills to resolve work-based issues 	<p>NA</p>	<p>Career Preparation I</p> <p>(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:</p> <p>(B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Three: Get Hired– Collaboration and Creativity</p> <p>Students practice collaboration, a 4 C’s skill, by using a teambuilding model referred to as the GRPI (Goals, Roles and Responsibilities, Processes, and Interpersonal Relationship Skills). The model describes the behaviors found in high-performance teams in the workplace.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate collaboration with team members to accomplish work-based challenges • Recognize the components of a high-performance team 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>Career Preparation I</p> <p>(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:</p> <p>(B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>

JA Career Success

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session Four: Get Hired– Strong Soft Skills</p> <p>Students will review soft skills that are in demand by employers and rate their own soft skills. They will use personal stories in a job interview workshop to communicate these skills to a potential employer.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify soft skills that are in demand by employers Demonstrate personal soft skills in a mock interview 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>Career Preparation II</p> <p>(1) The student uses and evaluates employability skills to improve marketability within the workplace. The student is expected to:</p> <p>(A) refine a professional electronic portfolio such as a two- to four-year individual career plan of study, resume, cover letter, awards, commendations, and thank you letters;</p> <p>(B) obtain letters of recommendation;</p> <p>(C) expand personal communication skills; and</p> <p>(D) refine interview skills.</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Five: Know Your Work Priorities</p> <p>Students learn that in the current workforce, people change jobs or careers several times over a lifetime. That means it is important to be prepared and adaptable. Students explore which of their priorities should be their anchors as they prepare to enter the working world.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the importance of being focused, proactive, and adaptable when exploring careers Rank work environment priorities as an anchor for making career planning decisions 	<p>Advanced Studies</p> <p>(1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:</p> <p>(A) analyze the relationship between his or her interests and career/discipline;</p> <p>(B) review literature from varied sources from the selected career or discipline</p>	<p>Extended Career Preparation</p> <p>(1) The student demonstrates professional standards/employability skills as required by business and industry.</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Six: Know Who’s Hiring</p> <p>In groups, students analyze factors to consider when researching careers: skills learned through training and education; interests in various career clusters; and specific high-growth jobs and the requirements needed to earn them.</p> <p>Students will:</p> <ul style="list-style-type: none"> Analyze requirements needed for high-growth industries, such as those offering STEM-related jobs Identify the education and training needed to be adaptable and competitive in the job market 	<p>Advanced Studies</p> <p>(1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:</p> <p>(A) analyze the relationship between his or her interests and career/discipline;</p>	<p>Extended Career Preparation</p> <p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <p>(A) participate in a paid work-based application of previously studied knowledge and skills related to career and technical education;</p> <p>(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>

JA Career Success

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session Seven: Know Your Personal Brand</p> <p>Students work in teams to rate the personal brand of candidates applying for a job by comparing cover letters, resumes, and digital profiles of the candidates.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore how to hunt for a job and the tools needed • Determine choices they can make to create a positive personal brand as they build their careers 	<p>Advanced Studies</p> <p>(1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:</p> <p>(A) analyze the relationship between his or her interests and career/discipline;</p>	<p>Career Development – Project-Based Research</p> <p>(5) The student uses technology needed to complete a research project. The student is expected to:</p> <p>(A) use search engines, databases, and other digital electronic tools effectively to locate information</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>

JA Career Success Blended

Session Descriptions	Academic Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Welcome to the Workplace</p> <p>Students are onboarded by the Human Resources department on their first day at Orbit Boom, explore the employee handbook and organizational hierarchy, and set SMART goals for their internship.</p> <p>Students:</p> <ul style="list-style-type: none"> Examine a company's organizational hierarchy and cultural norms to adapt to the specific business environment. Establish SMART performance goals that align with the company's key success factors. 	<p>Advanced Studies</p> <p>(1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:</p> <p>(A) analyze the relationship between his or her interests and career/discipline;</p>	<p>Career Preparation I</p> <p>(2) The student develops skills for success in the workplace. The student is expected to:</p> <p>(A) identify and model appropriate grooming and appearance for the workplace;</p> <p>(B) demonstrate dependability, punctuality, and initiative;</p> <p>(C) research positive interpersonal skills, including respect for diversity;</p> <p>(D) model appropriate business and personal etiquette in the workplace;</p> <p>(E) exhibit productive work habits, ethical practices, and a positive attitude;</p> <p>(F) demonstrate the ability to work with other employees to support the organization and complete assigned tasks;</p> <p>(G) identify how to prioritize work to fulfill responsibilities and meet deadlines;</p> <p>(H) evaluate the relationship of good physical and mental health to job success and personal achievement;</p> <p>(I) demonstrate effective methods to secure, maintain, and terminate employment; and</p> <p>(J) develop soft skills in a working environment.</p>	<p>English I</p> <ol style="list-style-type: none"> A, B, D A, B A, B, C, E, F, G, I A, C, D, E, F, H, I D, F A, B, C, D <p>English II</p> <ol style="list-style-type: none"> A, B, D A, B, C, E, F, G A, C, D, E, F, H D, F A, B, C, D
<p>Workplace Decision Making</p> <p>Students are asked by the head of Information Services to evaluate communication platform options using a seven-step decision-making process and share their decision in a persuasive summary.</p> <p>Students:</p> <ul style="list-style-type: none"> Demonstrate self-direction by identifying credible sources, conducting research, and summarizing recommendations. Communicate recommendations using evidence for persuasion. 	<p>Government</p> <p>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.</p>	<p>Career Preparation I</p> <p>(2) The student develops skills for success in the workplace. The student is expected to:</p> <p>(J) develop soft skills in a working environment.</p>	<p>English I</p> <ol style="list-style-type: none"> A, B, D A, B A, B, C, E, F, G, I A, C, D, E, F, H, I D, F A, B, C, D <p>English II</p> <ol style="list-style-type: none"> A, B, D A, B, C, E, F, G A, C, D, E, F, H D, F A, B, C, D

JA Career Success Blended

Session Descriptions	Academic Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Work Smart: Planning and Remote Collaboration</p> <p>Students work in groups to plan a company-wide remote meeting with a detailed timeline for the Executive team.</p> <p>Students:</p> <ul style="list-style-type: none"> Organize work priorities based on importance and urgency. Plan realistic pacing for tasks to self-manage time and productivity. Identify best practices for collaborating when working remotely. 	NA	<p>Career Development Project-Based Research</p> <p>(1) The student applies mathematics, science, English language arts, and social studies in an independent study. The student is expected to:</p> <p>(A) select an original independent study project for personal enrichment and career development;</p> <p>(B) use reading and research skills to investigate self-selected topics and compile a research portfolio;</p> <p>(C) collaborate with an interdisciplinary team to develop a project</p>	<p>English I</p> <ol style="list-style-type: none"> A, B, D A, B A, B, C, E, F, G, I A, C, D, E, F, H, I D, F A, B, C, D <p>English II</p> <ol style="list-style-type: none"> A, B, D A, B, C, E, F, G A, C, D, E, F, H D, F A, B, C, D
<p>Conflict Resolution in the Workplace</p> <p>Students role-play conflicts in the Logistics department and apply conflict management techniques through improvisation to resolve conflicts in the warehouse.</p> <p>Students:</p> <ul style="list-style-type: none"> Apply logic and reason to determine a win-win outcome for the team's success. Express empathy and use active listening in a conflict resolution situation. 	<p>Government</p> <p>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.</p>	<p>Career Preparation I</p> <p>(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:</p> <p>(B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism</p>	<p>English I</p> <ol style="list-style-type: none"> A, B, C, D A, B A, B, C, E, F, G, I A, C, D, E, F, H, I D, F A, B, C, D <p>English II</p> <ol style="list-style-type: none"> A, B, C, D A, B, C, E, F, G A, C, D, E, F, H D, F A, B, C, D
<p>Workplace Creativity</p> <p>Students collaborate to generate, narrow down, and elaborate on creative ideas for new products and services with the R&D department.</p> <p>Students:</p> <ul style="list-style-type: none"> Invent creative and reasonable solutions using collaborative brainstorming techniques. Present the creative idea clearly and briefly, highlighting the solution's features and benefits. Adjust the chosen solution based on business requirements and real-world limitations. 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>Career Preparation I</p> <p>(2) The student develops skills for success in the workplace. The student is expected to:</p> <p>(J) develop soft skills in a working environment.</p>	<p>English I</p> <ol style="list-style-type: none"> A, B, C, D A, B, C, E, F, G A, C, D, E, F, H <p>English II</p> <ol style="list-style-type: none"> A, B, D A, B, C, E, F, G A, C, D, E, F, H

JA Career Success Blended

Session Descriptions	Academic Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Solving Work Problems</p> <p>Students analyze declining sales of a key software product. They identify the root cause and present findings to the Sales & Marketing department head.</p> <p>Students:</p> <ul style="list-style-type: none"> • Apply analytical thinking to research and identify the root cause of an issue. • Present a clear solution that conveys sound reasoning and directly addresses the root cause. 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>Career Preparation I</p> <p>(2) The student develops skills for success in the workplace. The student is expected to:</p> <p>(J) develop soft skills in a working environment.</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Crisis Management</p> <p>Students evaluate an existing contingency plan in the Production department and generate recommendations for improvement in an executive summary. They reassess their Session One goals, and Orbit Boom hires them.</p> <p>Students:</p> <ul style="list-style-type: none"> • Identify potential crises and plan appropriate risk responses for each situation (avoid, reduce, transfer, or accept). • Develop recommendations to revise an existing contingency plan to prepare for future problems. • Communicate the revised contingency plan accurately and briefly. • Reassess the original SMART goal based on the soft skills practiced in the simulated internship. 	<p>Government</p> <p>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.</p>	<p>Career Preparation I</p> <p>(2) The student develops skills for success in the workplace. The student is expected to:</p> <p>(J) develop soft skills in a working environment.</p>	<p>English I</p> <p>1. A, B, D 2. A, B 4. A, B, C, E, F, G, I 5. A, C, D, E, F, H, I 7. D, F 8. A, B, C, D</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 7. D, F 8. A, B, C, D</p>

JA Company Program

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/ Math
<p>Meeting One: Start a Business</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>Students will:</p> <ul style="list-style-type: none"> Identify the JA Company Program overall objectives by reviewing the major milestones. Describe the importance of setting goals and developing a vision as first steps toward entrepreneurial success. Identify the roles and associated skill sets that are integral in a company structure. Assess personal strengths against the designated company roles to determine a potential business role. Identify different means by which to raise capital for a start-up business. Differentiate between facts and myths about entrepreneurs. Reflect on personal and professional vision and set some immediate goals for becoming an entrepreneur. 	<p>Economics</p> <p>(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:</p> <p>(C) describe the economic factors of production: land, labor, capital, and entrepreneurship;</p>	<p>Career Preparation I</p> <p>(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:</p> <p>(B) describe entrepreneurial opportunities in the occupational area;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Meeting Two: Solve a Customer's Problem</p> <p>Students use creative problem solving to brainstorm ideas for a business service/product, with the goal of identifying their top choices to research.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe how brainstorming several ideas and then picking the best option will lead to creative problem solving. Describe the Design Thinking model and the steps involved in the process. Describe the advantages of applying the Design Thinking model to new ideas or problem solving. Describe the Empathize, Define, and Ideate steps in the Design Thinking model. Apply the Empathize, Define, and Ideate steps of the Design Thinking model to identify a customer need and some plausible solutions. 	<p>Economics</p> <p>(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:</p> <p>(C) describe the economic factors of production: land, labor, capital, and entrepreneurship;</p>	<p>Career Development</p> <p>(3) The student applies concepts of critical thinking and problem solving. The student is expected to:</p> <p>(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 11. A, B, C, D, E, F, I</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 11. A, B, C, D, E, F, I</p>

JA Company Program

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/ Math
<p>Meeting Three: Evaluate the Options</p> <p>Students apply their personal entrepreneurial skills while exploring good decision making and vetting the viability of a venture, using a SWOT analysis tool to narrow their decision on their company's final product idea.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain why innovation is an integral factor for a company's health and growth. • Explain how failure leads to success and how using a growth mindset can provide the appropriate perspective in challenging situations. • Define the entrepreneurial mindset. • Describe the key characteristics that a successful entrepreneur embodies. • Explain the uses and benefits of a SWOT analysis for a start-up venture. • Apply a SWOT analysis to each product/service the company is considering. • Define the terms pivot and persevere related to business venture startups. • Use data to make informed decisions about the direction of the business. • Execute a final decision about whether to proceed with the team's chosen product/service using data-informed decision making. • Demonstrate that entrepreneurs have accountability by completing a Product Approval application to submit to JA. 	<p>Advanced Studies</p> <p>3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:</p> <p>(A) collaborate with the appropriate professionals to define the product;</p> <p>(B) develop a plan for product completion;</p> <p>(C) develop assessment criteria for successful completion of the project;</p> <p>(D) establish the appropriateness of the product for the intended audience;</p> <p>(E) implement the plan for product completion; and</p> <p>(F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.</p>	<p>Career Preparation I</p> <p>(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:</p> <p>(B) describe entrepreneurial opportunities in the occupational area;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 11. A, B, C, D, E, F, I</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 11. A, B, C, D, E, F, I</p> <p>Math Algebra I and II</p> <p>1. A, B, C, D, E</p>

JA Company Program

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/ Math
<p>Meeting Four: Create a Structure</p> <p>Students initiate the company’s structure by establishing roles, commence planning within business teams, and finalize capitalization decisions.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the five functional roles of the company and the essential responsibilities of each role. • Relate the sections of the Business Snapshot with the business planning information necessary to identify for a start-up company. • Evaluate personal strengths aligned to each role and select team members for business teams. • Evaluate the different means for raising capital and select an option for the company’s start-up venture. • Identify essential tasks for different roles in the startup by drafting Business Team task lists for each functional role. • Discuss collaboration and communication strategies within and between business teams. 	<p>Advanced Studies</p> <p>3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:</p> <p>(A) collaborate with the appropriate professionals to define the product;</p> <p>(B) develop a plan for product completion;</p> <p>(C) develop assessment criteria for successful completion of the project;</p> <p>(D) establish the appropriateness of the product for the intended audience;</p> <p>(E) implement the plan for product completion; and</p> <p>(F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.</p>	<p>Career Preparation I</p> <p>(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:</p> <p>(B) describe entrepreneurial opportunities in the occupational area;</p>	<p>English I</p> <ol style="list-style-type: none"> 1. A, B, D 2. A, B 4. A, B, C, E, F, G, I 5. A, C, D, E, F, H, I 7. D, F 8. A, B, C, D <p>English II</p> <ol style="list-style-type: none"> 1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 7. D, F 8. A, B, C, D <p>Math Algebra I and II</p> <ol style="list-style-type: none"> 1. A, B, C, D, E
<p>Meeting Five: Launch the Business</p> <p>Students explore corporate leadership roles and responsibilities, evaluate personal leadership skills, and elect leaders for the business venture. Then, they organize their business teams, start deep dives into business team roles, and complete work on the Business Snapshot and Company Charter.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Evaluate different leadership styles and the most positive leadership influence for companies in different situations. • Assess personal leadership styles and reflect on what considerations might be important in decision making as a leader of a start-up company. • Describe the significance of accountability as an entrepreneur and a student as it relates to a company venture and JA experience. • Evaluate the different leader candidates, and elect people for the company leadership positions. 	<p>Advanced Studies</p> <p>3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:</p> <p>(A) collaborate with the appropriate professionals to define the product;</p> <p>(B) develop a plan for product completion;</p> <p>(C) develop assessment criteria for successful completion of the project;</p> <p>(D) establish the appropriateness of the product for the intended audience;</p> <p>(E) implement the plan for product completion; and</p> <p>(F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.</p>	<p>Career Preparation I</p> <p>(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:</p> <p>(B) describe entrepreneurial opportunities in the occupational area;</p>	<p>English I</p> <ol style="list-style-type: none"> 1. A, B, D 2. A, B 4. A, B, C, E, F, G, I 5. A, C, D, E, F, H, I 7. D, F 9. A, C, D, E 10. B <p>English II</p> <ol style="list-style-type: none"> 1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 7. D, F 9. A, C, D, E 10. B <p>Math Algebra I and II</p> <ol style="list-style-type: none"> 1. A, B, C, D, E

JA Company Program

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/ Math
<ul style="list-style-type: none"> Demonstrate basic business planning by completing the Business Snapshot which outlines all the key elements to launch a business. Express the legal and social need for a company's guiding principles by developing and agreeing to a company charter. 			
<p>Business Operations</p> <p>Over the course of several meetings, students launch their business, work in their business teams to run the business, and share weekly progress with Leadership. They have access to self-guided content to support their specific roles.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the five functional roles of the company and the essential responsibilities of each role. Describe the steps involved in a company status update report. Present status updates from each business team of the company. Identify the purpose of each element of the Finance Workbook and when each will be used in company operations. Establish a functional startup through completing tasks related to the management and running of their company 	<p>Advanced Studies</p> <p>3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:</p> <p>(A) collaborate with the appropriate professionals to define the product;</p> <p>(B) develop a plan for product completion;</p> <p>(C) develop assessment criteria for successful completion of the project;</p> <p>(D) establish the appropriateness of the product for the intended audience;</p> <p>(E) implement the plan for product completion; and</p> <p>(F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.</p>	<p>Career Preparation I</p> <p>(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:</p> <p>(B) describe entrepreneurial opportunities in the occupational area;</p>	<p>English I</p> <ol style="list-style-type: none"> A, B, D A, B A, B, C, E, F, G, I A, C, D, E, F, H, I D, F A, B, C, D <p>English II</p> <ol style="list-style-type: none"> A, B, D A, B, C, E, F, G A, C, D, E, F, H D, F A, B, C, D <p>Math</p> <p>Algebra I and II</p> <ol style="list-style-type: none"> A, B, C, D, E
<p>Topic: Finances (Self-Guided)</p> <p>Students learn how the finance department is a vital part of an organization and review the characteristics that contribute to a strong finance team</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the importance of finance in a company. Explain the primary tasks and responsibilities of the finance team to understand this team's role in company operations. 	NA	<p>Applied Math</p> <p>(5) The student uses mathematical processes with graphical and numerical techniques to study patterns and analyze data related to finance. The student is expected to:</p> <p>(A) use rates and linear functions to solve problems involving finance and budgeting, including compensations and deductions;</p>	<p>English I</p> <ol style="list-style-type: none"> A, B, D A, B, C, E, F, G A, C, D, E, F, H <p>English II</p> <ol style="list-style-type: none"> A, B, D A, B, C, E, F, G A, C, D, E, F, H <p>Math</p> <p>Algebra I and II</p> <ol style="list-style-type: none"> A, B, C, D, E

JA Company Program

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/ Math
<p>Topic: Leadership and Management (Self-Guided)</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>Students will:</p> <ul style="list-style-type: none"> Describe the importance of leadership and management in a company. Explain the primary tasks and responsibilities of the Leadership and Management team to understand this team’s role in company operations. 	<p>NA</p>	<p>Career Preparation II</p> <p>(7) The student applies the use of interpersonal skills to improve personal development. The student is expected to:</p> <p>(B) participate in leadership and career-development activities.</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Topic: Marketing (Self-Guided)</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>Students will:</p> <ul style="list-style-type: none"> Describe the importance of marketing in a company Explain the primary tasks and responsibilities of the Marketing team to understand this team’s role in company operations. 	<p>Advanced Studies</p> <p>3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:</p> <p>(A) collaborate with the appropriate professionals to define the product;</p> <p>(B) develop a plan for product completion;</p> <p>(C) develop assessment criteria for successful completion of the project;</p> <p>(D) establish the appropriateness of the product for the intended audience;</p> <p>(E) implement the plan for product completion; and</p> <p>(F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Topic: Sales (Self-Guided)</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>Students will:</p> <ul style="list-style-type: none"> Describe the importance of sales in a company Explain the primary tasks and responsibilities of the Sales team 	<p>Personal Finance Literacy</p> <p>(4) Earning and spending. The student critically evaluates consumption decisions. The student is expected to:</p> <p>(D) apply strategies for making informed decisions about purchasing consumer goods such as comparing prices per unit, looking for sales or promotions, and negotiating price.</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math</p> <p>Algebra I and II</p> <p>1. A, B, C, D, E</p>

JA Company Program

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/ Math
<p>Topic: Supply Chain Workflow (Self-Guided)</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>Students will:</p> <ul style="list-style-type: none"> Describe the function of a supply chain and the purpose of each link in the supply chain as it relates to company operations. 	<p>Personal Finance Literacy</p> <p>(4) Earning and spending. The student critically evaluates consumption decisions. The student is expected to:</p> <p>(D) apply strategies for making informed decisions about purchasing consumer goods such as comparing prices per unit, looking for sales or promotions, and negotiating price.</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Meeting Twelve: Liquidate the Company</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>Students will:</p> <ul style="list-style-type: none"> Describe the liquidation process for the company and the associated tasks. Demonstrate the liquidation process of a business by executing the tasks to complete the student company. 	<p>NA</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math</p> <p>Algebra I and II</p> <p>1. A, B, C, D, E</p>
<p>Meeting Thirteen: Create a Personal Plan of Action</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>Students will:</p> <ul style="list-style-type: none"> Describe the importance of networking related to your business and overall entrepreneurial success. Execute an introductory plan to initiate networking by determining immediate people and organizations you can connect with. Execute a personal action plan to detail the next steps you will take in your entrepreneurial journey. 	<p>Special Topics in Social Studies</p> <p>(1) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>(G) depending on the topic, use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A, E</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A, E</p>

JA Company Program

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/ Math
<p>Meeting Fourteen: Develop an Annual Report (Optional)</p> <p>During this optional meeting, students create an annual report as a summary of their student company experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe an annual report and its purpose. Develop a summary annual report project to complete the business venture experience. 	<p>Advanced Studies</p> <p>3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:</p> <p>(A) collaborate with the appropriate professionals to define the product;</p> <p>(B) develop a plan for product completion;</p> <p>(C) develop assessment criteria for successful completion of the project;</p> <p>(D) establish the appropriateness of the product for the intended audience;</p> <p>(E) implement the plan for product completion;</p>	<p>Career and Technical Education – Money Matters</p> <p>(3) The student describes investment analysis and selection processes. The student is expected to:</p> <p>(E) analyze information that can be obtained from financial statements and annual reports;</p>	<p>English I</p> <p>1. A, B, D 2. A, B 4. A, B, C, E, F, G, I 5. A, C, D, E, F, H, I 7. D, F 9. A, B, C, D, E 10. B</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 7. D, F 9. A, B, C, D, E 10. B</p> <p>Math</p> <p>Algebra I and II</p> <p>1. A, B, C, D, E</p>

JA Company Program Pop Up

Session Descriptions	Academic Standards	TEKS ELA
<p>Session One: Pop-Up Warm-Up</p> <p>This meeting introduces the Pop-Up program experience and reviews the milestones related to the project. The entrepreneurial mindset and characteristics are explored to guide students in envisioning the pop-up experience through the eyes of an entrepreneur. Finally, students review the primary business goal for the pop-up project and discuss how to set business success goals and personal growth goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain what a pop-up business is and its intended purpose. ▪ Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements. ▪ Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture. 	<p>Career Development - Career Preparation I</p> <p>(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:</p> <p>(B) describe entrepreneurial opportunities in the occupational area;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Two: Doing the Research</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>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the elements of the profit equation and understand how to calculate profit. ▪ Explain what a target audience is. ▪ Recognize the importance of the customers' wants and needs related to the business's goals. ▪ Identify appropriate market research techniques to use when collecting information. 	<p>Social Studies Personal Finance Literacy</p> <p>(3) The student describes investment analysis and selection processes. The student is expected to:</p> <p>(E) analyze information that can be obtained from financial statements and annual reports;</p> <p>Advanced Studies</p> <p>3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:</p> <p>(A) collaborate with the appropriate professionals to define the product;</p> <p>(B) develop a plan for product completion;</p> <p>(C) develop assessment criteria for successful completion of the project;</p> <p>(D) establish the appropriateness of the product for the intended audience;</p> <p>(E) implement the plan for product completion; and</p> <p>(F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math</p> <p>Algebra I and II</p> <p>1. A, B, C, D, E</p>

JA Company Program Pop Up

Session Descriptions	Academic Standards	TEKS ELA
<p>Session Three: Defining the Pop-Up Structure</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>Students will:</p> <ul style="list-style-type: none"> Analyze market research data to make planning decisions about the pop-up business to maximize sales. Describe the different roles and responsibilities necessary to organize and run a pop-up business. Reflect on personal strengths and weaknesses to determine a personal role on the pop-up team. Draft a timeline of tasks and associated due dates needed to meet the company's goals. 	<p>Career Development – Project-Based Research</p> <p>(1) The student applies mathematics, science, English language arts, and social studies in an independent study. The student is expected to:</p> <p>(G) apply statistical concepts to analyze data, evaluate results, and draw conclusions;</p> <p>(H) compare and contrast findings in a coherent and organized manner;</p> <p>Advanced Studies</p> <p>3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:</p> <p>(A) collaborate with the appropriate professionals to define the product;</p> <p>(B) develop a plan for product completion;</p> <p>(C) develop assessment criteria for successful completion of the project;</p> <p>(D) establish the appropriateness of the product for the intended audience;</p> <p>(E) implement the plan for product completion; and</p> <p>(F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.</p>	<p>English I</p> <p>1. A, B, D</p> <p>4. A, B, C, E, F, G</p> <p>5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D</p> <p>4. A, B, C, E, F, G</p> <p>5. A, C, D, E, F, H</p>
<p>Session Four: The Ps of Pop-Up</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>Students will:</p> <ul style="list-style-type: none"> Explain the importance of the four 4 Ps of the marketing mix related to a pop-up business. Identify the location for the pop-up business to include dates and hours of operation for the Place "P" detail of the marketing mix. Design an optimal layout for a pop-up business that will maximize sales. 	<p>Social Studies – Personal Finance Literacy</p> <p>(4) Earning and spending. The student critically evaluates consumption decisions. The student is expected to:</p> <p>(D) apply strategies for making informed decisions about purchasing consumer goods such as comparing prices per unit, looking for sales or promotions, and negotiating price</p>	<p>English I</p> <p>1. A, B, D</p> <p>4. A, B, C, E, F, G</p> <p>5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D</p> <p>4. A, B, C, E, F, G</p> <p>5. A, C, D, E, F, H</p>

JA Company Program Pop Up

Session Descriptions	Academic Standards	TEKS ELA
<p>Session Five: Creating the Buzz</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>Students will:</p> <ul style="list-style-type: none"> Formulate the appropriate price for their product to achieve the pop-up store’s monetary goal. Design promotional strategies and materials to attract interest in the pop-up business. 	<p>Social Studies – Personal Finance Literacy</p> <p>(4) Earning and spending. The student critically evaluates consumption decisions. The student is expected to:</p> <p>(D) apply strategies for making informed decisions about purchasing consumer goods such as comparing prices per unit, looking for sales or promotions, and negotiating price</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math Algebra I and II</p> <p>1. A, B, C, D, E</p>
<p>Session Six: Open for Business!</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>Students will:</p> <ul style="list-style-type: none"> Select appropriate sales strategies to use while interacting with customers during pop-up store sales. Practice excellent retail customer care skills to maximize the pop-up store’s sales potential to reach its business goals. Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule. 	<p>Advanced Studies</p> <p>3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:</p> <p>(A) collaborate with the appropriate professionals to define the product; (B) develop a plan for product completion; (C) develop assessment criteria for successful completion of the project; (D) establish the appropriateness of the product for the intended audience; (E) implement the plan for product completion; and (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math Algebra I and II</p> <p>1. A, B, C, D, E</p>

JA Company Program Pop Up

Session Descriptions	Academic Standards	TEKS ELA
<p>Session Seven: Pop-Up Wrap-Up</p> <p>This meeting guides students through the final tasks necessary to close the popup business, reconcile the finances, and determine the business’s final profit. Students will use the final metrics and the intangible lessons they learned to discuss best practices for future businesses and to assess whether they achieved their business and personal goals. Finally, students deliver the pop-up store’s proceeds to their charitable recipient and celebrate their accomplishments.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Complete the tasks to calculate final sales and profit and close out the business. ▪ Analyze final sales information and compare it to the pop-up business’s initial profit goal. ▪ Assess company and personal goals to determine successes and areas for improvement. 	<p>Career Development – Applied Math</p> <p>(2) The student uses mathematical concepts of algebra to explain linear and non-linear applications in business and industry situations. The student is expected to:</p> <p>(B) distinguish the purpose and difference of a linear and non-linear increase and decrease of a variable with time such as cost or profit;</p> <p>(C) write systems of equations and inequalities from real-life situations that compare "best deal opportunities" with profit and expenses in businesses;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math</p> <p>Algebra I and II</p> <p>1. A, B, C, D, E</p>

JA Excellence Through Ethics

Session Descriptions	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Day of the Visit</p> <p>A business professional volunteer will speak to the students about ethics and lead self-assessment and ethics scenario activities.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define ethics. Evaluate personal values in ethical dilemmas. Articulate and identify the steps necessary to make ethical decisions. Recognize the importance of identifying and understanding personal values as a means of avoiding unethical choices. 	<p>Career Preparation I</p> <p>(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:</p> <p>(A) illustrate how personal integrity affects human relations on the job;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Reflection Activity (Optional)</p> <p>Students will reflect and discuss their learnings after interacting with a local business professional.</p> <p>Students will:</p> <ul style="list-style-type: none"> Reflect on what they learned during their volunteer visit. Begin to understand ethical choices beyond the perspective of what they read in books. Give thoughtful consideration to “right” and “wrong” choices and examination of personal beliefs. Self-examine to develop a personal awareness of values to begin to see the disconnect between their words and actions. Strengthen the belief that ethics is an active ethos and start to develop a deeper commitment to living ethically. 	<p>Career Preparation I</p> <p>(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:</p> <p>(A) illustrate how personal integrity affects human relations on the job;</p> <p>(B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism;</p> <p>(C) discuss and analyze employer expectations;</p> <p>(D) demonstrate respect for the rights of others;</p> <p>(E) develop listening skills;</p> <p>(F) apply effective listening skills used in the workplace;</p> <p>(G) identify ethical standards; and</p> <p>(H) comply with organizational policies and procedures.</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Extended Learning Opportunities (Optional)</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>Students will:</p> <ul style="list-style-type: none"> Work independently to discover more about ethics. 	<p>Career Preparation I</p> <p>(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace.</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>

JA High School Heroes

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Effective Civic Leadership.</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>Students will:</p> <ul style="list-style-type: none"> Identify qualities of a leader. Recognize the role of civic leadership in a community. Develop conflict-resolution skills. 	<p>NA</p>	<p>Career Preparation I</p> <p>(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:</p> <p>(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers; and</p> <p>(B) develop effective leadership skills through participation in activities such as career and technical student organizations.</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Presentation Skills and Classroom Management</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>Students will:</p> <ul style="list-style-type: none"> Use strong presentation skills to communicate effectively. Develop classroom management practices. Recognize and use techniques that further teamwork and achieve group goals. 	<p>Economics</p> <p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly; and</p> <p>(B) create written, oral, and visual presentations of economic information using effective communication skills, including proper citations and avoiding plagiarism.</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Critical Thinking and Problem Solving</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>Students will:</p> <ul style="list-style-type: none"> Use a problem-solving technique to solve personal and professional problems. Apply critical-thinking skills to work-based problems. Recognize that decisions have consequences. 	<p>NA</p>	<p>Career Development</p> <p>(3) The student applies concepts of critical thinking and problem solving. The student is expected to:</p> <p>(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>

JA High School Heroes

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Reflection</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>Students will:</p> <ul style="list-style-type: none"> • Implement objective criteria to self-evaluate • Recognize the value of constructive feedback and the growth mind-set • Develop a personal action plan. 	<p>Advanced Studies</p> <p>(4) The student will demonstrate an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:</p> <p>(D) consider feedback received from the audience;</p>	<p>Career Development</p> <p>(3) The student applies concepts of critical thinking and problem solving. The student is expected to:</p> <p>(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>

JA Inspire Virtual

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session One: Career Interests and Your Path</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>Students will:</p> <ul style="list-style-type: none"> Consider their values, skills, and interests. Take a Career Interest Inventory. Relate their values, skills, interests, and Career Interest Inventory to future career opportunities. 	<p>Advanced Studies</p> <p>(1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:</p> <p>(A) analyze the relationship between his or her interests and career/discipline;</p>	<p>Career Preparation II</p> <p>(10) The student identifies skills and characteristics necessary for professional advancement. The student is expected to:</p> <p>(E) determine personal priorities such as interests, abilities, and family responsibilities affecting career choice;</p>	<p>English I</p> <p>1. A, B, D 5. A</p> <p>English II</p> <p>1. A, B, D 5. A</p>
<p>Session Two: Career Planning and Your Path</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>Students will:</p> <ul style="list-style-type: none"> Learn why career planning is important. Recognize career clusters. Identify career clusters that match their skills and interests. Identify requirements to obtain jobs in fields of interest. 	<p>Personal Financial Literacy</p> <p>(15) College and postsecondary education and training. The student recognizes the costs and benefits of various types of college, postsecondary education, and training. The student is expected to:</p> <p>(A) analyze the relationship between education and training and earnings;</p>	<p>Career Preparation II</p> <p>(10) The student identifies skills and characteristics necessary for professional advancement. The student is expected to:</p> <p>(E) determine personal priorities such as interests, abilities, and family responsibilities affecting career choice;</p> <p>Financial Math</p> <p>(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:</p> <p>(B) research and align interests and skills with potential careers and postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living;</p>	<p>English I</p> <p>1. A, B, D 5. A</p> <p>English II</p> <p>1. A, B, D 5. A</p>
<p>Session Three: Preparing to Meet Your Future</p> <p>Students learn how awareness of their values, skills, and interests helps guide them to a career that is meaningful, enjoyable, and positioned for success. They learn about soft skills and explore education and training requirements in their fields of interest.</p> <p>Students will:</p> <ul style="list-style-type: none"> Understand why it's important to choose a career where they can be successful and develop a career plan. Practice soft skills. Recognize education and training requirements and opportunities for careers of interest. 	<p>Personal Financial Literacy</p> <p>(15) College and postsecondary education and training. The student recognizes the costs and benefits of various types of college, postsecondary education, and training. The student is expected to:</p> <p>(A) analyze the relationship between education and training and earnings;</p>	<p>Career Preparation I</p> <p>(2) The student develops skills for success in the workplace. The student is expected to:</p> <p>(J) develop soft skills in a working environment.</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>

JA Inspire Virtual

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session Four: Local Business Means Opportunity</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>Students will:</p> <ul style="list-style-type: none"> Recognize traits of their local economy. Identify common career clusters in their area and among JA Inspire Virtual exhibitors. Create a list of exhibitors to visit during JA Inspire Virtual. 	NA	<p>Financial Math</p> <p>(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:</p> <p>(B) research and align interests and skills with potential careers and postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Five: Learn from the Experts</p> <p>Students review the speakers and webinars available at the JA Inspire Virtual career fair, create a list of at least three to view, and define what they would like to learn from them.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify relevant JA Inspire Virtual speakers and webinars to attend. Note facts about the speakers and topics of webinars they will attend. Develop questions to consider when watching the speakers and webinars. 	NA	<p>Career Preparation I</p> <p>(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:</p> <p>(E) develop listening skills;</p> <p>(F) apply effective listening skills used in the workplace</p> <p>Career Development – Project-Based Research</p> <p>(6) The student evaluates the research project. The student is expected to:</p> <p>(D) compose written reflections regarding strengths and weaknesses as well as areas of growth;</p>	<p>English I</p> <p>1. A, B, D 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 5. A, C, D, E, F, H</p>

JA Inspire Virtual

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session Six: Welcome to JA Inspire Virtual</p> <p>Students attend the JA Inspire Virtual Career fair.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Visit exhibits at JA Inspire Virtual. • Attend speeches and webinars at JA Inspire Virtual. • Complete the What I Learned section of the chart from their Learn from the Experts worksheet. 	NA	<p>Career Preparation I</p> <p>(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:</p> <p>(E) develop listening skills;</p> <p>(F) apply effective listening skills used in the workplace</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Seven: JA Inspire Personal Reflection</p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Evaluate personal goals and priorities based on their experience at the JA Inspire Virtual event. • Identify next steps, including exploration of high school coursework and other research. 	NA	<p>Career Development – Project-Based Research</p> <p>(6) The student evaluates the research project. The student is expected to:</p> <p>(D) compose written reflections regarding strengths and weaknesses as well as areas of growth;</p>	<p>English I</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>

JA It's My Job (Soft Skills)

Session Descriptions	Career Development; Career & Technical Education	TEKS ELA
<p>Communicating About Yourself</p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the importance of manners as an element of professionalism. Identify language and style appropriate for the workplace. Listen actively for content, not to anticipate response. 	<p>Career Preparation I</p> <p>(2) The student develops skills for success in the workplace. The student is expected to:</p> <p>(A) identify and model appropriate grooming and appearance for the workplace;</p> <p>(B) demonstrate dependability, punctuality, and initiative;</p> <p>(C) research positive interpersonal skills, including respect for diversity;</p> <p>(D) model appropriate business and personal etiquette in the workplace;</p> <p>(E) exhibit productive work habits, ethical practices, and a positive attitude;</p>	<p>Grades 9-10 RI.9-10.1,4,11 SL.9-10.1-3 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1,4,11 SL.11-12.1-3 L.11-12.1-2 L.11-12.6</p>
<p>Applications and Resumes</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>Students will:</p> <ul style="list-style-type: none"> Identify information necessary for a job application. Recognize key features and formatting of resumes. Use appropriate language for a resume. 	<p>Career Preparation II</p> <p>(1) The student uses and evaluates employability skills to improve marketability within the workplace. The student is expected to:</p> <p>(A) refine a professional electronic portfolio such as a two- to four-year individual career plan of study, resume, cover letter, awards, commendations, and thank you letters;</p>	<p>English I 1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II 1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Interviewing for a Job</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>Students will:</p> <ul style="list-style-type: none"> Identify appropriate content for a personal brag sheet Adapt personal information to interview situations. Develop answers to common interview questions. Recognize appropriate professional dress and demeanor for a job interview. 	<p>Career Preparation II</p> <p>(1) The student uses and evaluates employability skills to improve marketability within the workplace. The student is expected to:</p> <p>(D) refine interview skills.</p>	<p>English I 1. A, B, D 5. A</p> <p>English II 1. A, B, D 5. A</p>

JA It's My Job (Soft Skills)

Session Descriptions	Career Development; Career & Technical Education	TEKS ELA
<p>Cell Phones in the Workplace</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>Students will:</p> <ul style="list-style-type: none"> Recognize and identify appropriate and inappropriate uses of cell phones in the workplace. Identify the effects of inappropriate usage of cell phones in the workplace. Adapt cell phone behavior and functions for professional uses. Recognize and apply appropriate texting style for communicating in the workplace. 	<p>Career Preparation II</p> <p>(3) The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace.</p>	<p>English I</p> <p>1. A, B, D 5. A</p> <p>English II</p> <p>1. A, B, D 5. A</p>
<p>Workplace Communication</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>Students will:</p> <ul style="list-style-type: none"> Identify and use an appropriate professional tone in workplace communication. Identify appropriate and inappropriate subjects for workplace discussion. Enable cooperative and productive group interactions. Communicate to solve problems collaboratively and respectfully. 	<p>Career Preparation II</p> <p>(3) The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:</p> <p>(A) evaluate personal integrity and its effects on human relations in the workplace;</p> <p>(B) evaluate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;</p> <p>(D) analyze employer expectations;</p> <p>(F) communicate effectively to a variety of audiences;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A, B, C</p>
<p>Workplace Writing</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>Students will:</p> <ul style="list-style-type: none"> Use proper spelling, grammar, and punctuation in the workplace. List best practices for effective business writing. Use clear language and appropriate style for written communication in the workplace. Identify important ideas and express them clearly and concisely in writing. 	<p>Career Preparation II</p> <p>(3) The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace.</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A, B, C</p>

JA Job Shadow Blended

Session Descriptions	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session One: Finding Your Future</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>Students will:</p> <ul style="list-style-type: none"> Identify the three Design for Delight innovation principles Correlate the Design for Delight innovation principles to the development of a personal career plan Explain career clusters and their relationship to career pathways, industries, and careers 	<p>Career Preparation II</p> <p>(7) The student applies the use of interpersonal skills to improve personal development. The student is expected to:</p> <p>(B) participate in leadership and career-development activities.</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A, B, C</p>
<p>Session Two: Career Exploration & Informational Interviews</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>Students will:</p> <ul style="list-style-type: none"> Analyze which career options most closely relate to their interests, strengths, and skills Describe informational interviews and their relevancy to personal career exploration Develop questions for informational interviews to identify preferable careers Practice positive interview techniques and etiquette Research local individuals working in preferable careers (optional) Craft a personal elevator pitch (optional) 	<p>Career Preparation II</p> <p>(10) The student identifies skills and characteristics necessary for professional advancement. The student is expected to:</p> <p>(E) determine personal priorities such as interests, abilities, and family responsibilities affecting career choice;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A, B, C</p>

JA Job Shadow Blended

Session Descriptions	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session Three: Job Site Visit</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>Students will:</p> <ul style="list-style-type: none"> Observe and analyze a company’s presentations to discern business mission, values, and functions Make ethical decisions related to a business scenario Conduct informational interviews Relate what was learned from a workplace visit to a personal career path 	<p>Financial Math</p> <p>(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:</p> <p>(B) research and align interests and skills with potential careers and postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A, B, C</p>
<p>Session Four: Site Visit Reflection</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>Students will:</p> <ul style="list-style-type: none"> Evaluate personal career plan Create a resume Research local individuals working in preferable careers (optional) Create an online job search profile Write thank you notes 	<p>Career Preparation I</p> <p>(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:</p> <p>(C) develop a resume;</p> <p>(D) demonstrate proper interview techniques in various situations; and</p> <p>(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters.</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H 9. A, B, C</p>
<p>Session Five: Interviewing for a Job</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>Students will:</p> <ul style="list-style-type: none"> Identify common interview mistakes Investigate common job interview formats Practice job interviews from both the employer’s and applicant’s perspectives Prepare for job interview Plan and obtain job shadow commitment 	<p>Career Preparation II</p> <p>(1) The student uses and evaluates employability skills to improve marketability within the workplace. The student is expected to:</p> <p>(A) refine a professional electronic portfolio such as a two- to four-year individual career plan of study, resume, cover letter, awards, commendations, and thank you letters;</p> <p>(B) obtain letters of recommendation;</p> <p>(C) expand personal communication skills; and</p> <p>(D) refine interview skills.</p>	<p>English I</p> <p>1. A, B, C, D 5. A, C, D, E, F, H 9. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 5. A, C, D, E, F, H 9. A, B, C</p>

JA Job Shadow Blended

Session Descriptions	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Session Six: Job Shadow Prep</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>Students will:</p> <ul style="list-style-type: none"> • Research the job shadow subject’s company, employees, and industry • Develop questions for the job shadow experience • Distinguish between appropriate and inappropriate workplace behavior • Assess personal preparedness for the job shadow experience 	<p>Career Preparation II</p> <p>(2) The student demonstrates professional employability skills as required by business and industry. The student is expected to:</p> <p>(A) maintain appropriate grooming and appearance for the workplace;</p> <p>(B) demonstrate positive interpersonal skills, including respect for diversity;</p> <p>(C) demonstrate appropriate business and personal etiquette in the workplace;</p>	<p>English I</p> <p>1. A, B, C, D 5. A, C, D, E, F, H 9. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 5. A, C, D, E, F, H 9. A, B, C</p>
<p>Session Seven: Job Shadow Experience</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>Students will:</p> <ul style="list-style-type: none"> • Complete a job shadow experience • Observe and analyze a workplace to evaluate relevancy to personal career plan • Adapt behavior to a work environment • Develop professional networking contacts 	<p>Financial Math</p> <p>(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:</p> <p>(B) research and align interests and skills with potential careers and postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living;</p>	<p>English I</p> <p>1. A, B, C, D 5. A, C, D, E, F, H 9. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 5. A, C, D, E, F, H 9. A, B, C</p>
<p>Session Eight: Job Shadow Reflection & Career Planning</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>Students will:</p> <ul style="list-style-type: none"> • Analyze job shadow experience. • Re-evaluate personal career plan. • Demonstrate appropriate workplace etiquette. 	<p>Career Preparation I</p> <p>(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:</p> <p>(E) develop listening skills;</p> <p>(F) apply effective listening skills used in the workplace</p>	<p>English I</p> <p>1. A, B, C, D 5. A, C, D, E, F, H 9. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 5. A, C, D, E, F, H 9. A, B, C</p>

JA Launch Lesson

Session Descriptions	Career Development; Financial Math; Career & Technical Education	TEKS ELA
<p>Optional Pre-Lesson Enhancements</p> <p>To prepare for the guest entrepreneur, consider these optional entrepreneurship-focused opportunities:</p> <p>Students will:</p> <ul style="list-style-type: none"> Determine their entrepreneur profile brainstorm possible products or services that meet product criteria 	<p>Career Preparation II</p> <p>(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:</p> <p>(B) describe entrepreneurial opportunities in the occupational area;</p>	<p>English I 1. A, B, D 5. A</p> <p>English II 1. A, B, D 5. A</p>
<p>Day of the Visit</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>Students will:</p> <ul style="list-style-type: none"> Analyze a real-world example of entrepreneurship. Determine one next step that could lead to a new business venture. 	<p>Career Preparation II</p> <p>(9) The student acquires the academic and technical skills for future education and employment in high-skill, high-wage, or high-demand occupations. The student is expected to:</p> <p>(C) research entrepreneurial opportunities;</p> <p>(D) analyze rewards and demands for various levels of employment;</p> <p>(E) identify the academic and technical entry requirements for employment in various high-skill, high-wage, or high-demand occupations;</p>	<p>English I 1. A, B, D 5. A</p> <p>English II 1. A, B, D 5. A</p>
<p>Extended Learning Opportunities (Optional)</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>Students will:</p> <ul style="list-style-type: none"> Work independently to discover more about entrepreneurship. 	<p>Career Preparation II</p> <p>(9) The student acquires the academic and technical skills for future education and employment in high-skill, high-wage, or high-demand occupations. The student is expected to:</p> <p>(C) research entrepreneurial opportunities;</p>	<p>English I 1. A, B, D 5. A</p> <p>English II 1. A, B, D 5. A</p>

JA Personal Finance 2.0

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Session One: Earning, Employment, and Income</p> <p>Students learn that healthy personal finances require planning and managing. They begin to analyze the financial implications of their educational and career choices as a basis for understanding the relationship between earnings and personal finance. Students also explore how their decisions can affect other people with whom they have relationships and practice using healthy behaviors to discuss shared financial decisions.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain how values, priorities, and educational goals can affect career decisions. • Identify employment options that align with your priorities and values. • Recognize how your financial decisions can affect others. • Use healthy relationship behaviors to discuss shared financial decisions. 	<p>Personal Financial Literacy</p> <p>(15) College and postsecondary education and training. The student recognizes the costs and benefits of various types of college, postsecondary education, and training. The student is expected to:</p> <p>(A) analyze the relationship between education and training and earnings;</p>	<p>Career Preparation II</p> <p>(9) The student acquires the academic and technical skills for future education and employment in high-skill, high-wage, or high-demand occupations. The student is expected to:</p> <p>(A) research and identify current or emerging occupations;</p> <p>(B) analyze future employment outlook;</p> <p>(C) research entrepreneurial opportunities;</p> <p>(D) analyze rewards and demands for various levels of employment;</p> <p>(E) identify the academic and technical entry requirements for employment in various high-skill, high-wage, or high-demand occupations;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math Algebra I and II</p> <p>1. A, B, C, D, E</p>
<p>Session Two: Budgeting</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>Students will:</p> <ul style="list-style-type: none"> • Recognize the importance of making and keeping a budget or spending plan. • Identify categories of expenses on a budget. • Explain how to use a budget to clarify shared financial decisions with another person. • Prioritize expense categories on a budget. 	<p>Personal Financial Literacy</p> <p>2) Earning and spending. The student understands how financial statements are used to assess and monitor financial well-being. The student is expected to:</p> <p>(B) track income and expenses and develop an income statement;</p> <p>(C) develop a budget that incorporates short-, medium-, and long-term financial goals;</p>	<p>Financial Math</p> <p>(15) The student applies mathematical process standards to demonstrate an understanding of the budgeting process. The student is expected to:</p> <p>(A) create a comprehensive balanced personal budget, including fixed and variable expenses, college savings, emergency savings, and retirement savings;</p> <p>(B) identify free resources to assist with maintaining a budget;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math Algebra I and II</p> <p>1. A, B, C, D, E</p>

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Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Session Three: Savings</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>Students will:</p> <ul style="list-style-type: none"> Recognize reasons for saving. Explain how saving can help you earn interest instead of paying interest. Use strategies to achieve a saving goal. Recognize unhealthy relationship behaviors related to saving. 	<p>Personal Financial Literacy</p> <p>(5) Saving and investing. The student understands the importance of saving and investing in creating wealth and building assets. The student is expected to:</p> <p>(A) develop a short-term saving strategy to achieve a goal such as establishing and maintaining an emergency fund;</p> <p>(B) develop an intermediate-term saving and investing strategy to achieve a goal such as accumulating a down payment on a home or vehicle;</p>	<p>Career and Technical Education - Money Matters</p> <p>(9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:</p> <p>(A) develop a budget based on personal financial goals;</p> <p>(B) explain the benefits of saving and investing;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math Algebra I and II</p> <p>1. A, B, C, D, E</p>
<p>Session Four: Credit and Debt</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>Students will:</p> <ul style="list-style-type: none"> Differentiate between credit and debt. Recognize the factors that affect an individual's credit score and credit history. Recognize the consequences of a low credit score. Recognize the impact of sharing credit cards or cosigning for loans. 	<p>Personal Financial Literacy</p> <p>(8) Credit and borrowing. The student understands the use of credit to make purchases. The student is expected to:</p> <p>(C) evaluate the impact of credit decisions on monthly budget, income statement, and net worth statement.</p>	<p>Career and Technical Education - Money Matters</p> <p>(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:</p> <p>(A) explain forms of financial exchange, including cash, credit cards, debit cards, and electronic funds transfer;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Five: Consumer Protection</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>Students will:</p> <ul style="list-style-type: none"> List ways to protect online information. Recognize how a credit report can help identify suspicious activity related to your finances. Recognize risks involved with sharing finances. 	<p>Personal Finance Literacy</p> <p>(9) Credit and borrowing. The student identifies factors that affect credit worthiness. The student is expected to:</p> <p>(B) describe how to access and interpret a sample credit report and score;</p> <p>(C) describe the importance of monitoring credit reports regularly and addressing mistakes;</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>

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Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Session Six: Smart Shopping</p> <p>Students learn about comparison shopping and participate in a simulated shopping experience. They explore communicating with other people about consumer behaviors and shared shopping. A volunteer or the teacher can introduce and wrap up the session.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the factors necessary for making an informed purchase. Compare and contrast prices and data when making a purchase decision. Calculate savings gained through smart shopping. 	<p>Personal Finance Literacy</p> <p>(4) Earning and spending. The student critically evaluates consumption decisions.</p> <p>(D) apply strategies for making informed decisions about purchasing consumer goods such as comparing prices per unit, looking for sales or promotions, and negotiating price</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math</p> <p>Algebra I and II</p> <p>1. A, B, C, D, E</p>
<p>Session Seven: Risk Management</p> <p>Students practice applying appropriate risk management strategies in scenarios and learn how to discuss risk management and manage the risks associated with shared financial choices.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the risk of financial loss as an everyday reality for everyone. Recognize risk management strategies and apply them appropriately. Understand the role of personal responsibility in preventing financial loss. 	<p>Personal Finance Literacy</p> <p>(11) Insuring and protecting. The student recognizes financial risks faced by individuals and families and identifies strategies for handling these risks. The student is expected to:</p> <p>(A) identify risk as potential loss of assets or earning potential;</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Eight: Investing</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>Students will:</p> <ul style="list-style-type: none"> Evaluate investments with different levels of risk and reward. Describe the role that compound interest plays in wealth over time. Recognize that investment options carry different levels of risk and reward. Analyze the risk tolerances for different investment strategies. Recognize the importance of practicing healthy relationship behaviors in shared investment decisions. 	<p>Personal Finance Literacy</p> <p>5) Saving and investing. The student understands the importance of saving and investing in creating wealth and building assets. The student is expected to:</p> <p>(D) develop a long-term investing strategy to achieve a goal such as a financially secure retirement (</p> <p>6. (C) evaluate the costs and benefits of various savings options such as bank savings accounts, certificates of deposit, and money market mutual funds; and</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math</p> <p>Algebra I and II</p> <p>1. A, B, C, D, E</p>

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Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Session Nine: Credit Cards (Optional: Self-Guided)</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>Students will:</p> <ul style="list-style-type: none"> Define the term “credit card.” Understand the difference between a credit card and a debit card. Discuss the reasons to use—and not to use—a credit card. Describe how using a credit card can impact your credit rating for better or worse. Discuss some of the pros and cons of sharing a credit card. 	<p>8) Credit and borrowing. The student understands the use of credit to make purchases. The student is expected to:</p> <p>(B) compare and contrast types of credit, including revolving and installment credit, and collateralized loans versus unsecured credit; and</p> <p>(C) evaluate the impact of credit decisions on monthly budget, income statement, and net worth statement.</p>	<p>Career and Technical Education - Money Matters</p> <p>(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:</p> <p>(A) explain forms of financial exchange, including cash, credit cards, debit cards, and electronic funds transfer</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Ten: Debt Management (Optional: Self-Guided)</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>Students will:</p> <ul style="list-style-type: none"> Recognize the process, purpose, and outcomes of declaring bankruptcy. Identify the different types of bankruptcy. Evaluate the pros and cons of declaring bankruptcy in different situations. Analyze the impact of bankruptcy when debt is shared. 	<p>Economics</p> <p>(18) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:</p> <p>(A) examine ways to avoid and eliminate credit card debt;</p> <p>(B) evaluate the costs and benefits of declaring personal bankruptcy;</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session 11: Net Worth (Optional: Self-Guided)</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>Students will:</p> <ul style="list-style-type: none"> Define net worth. Explore the process of determining net worth. Summarize the different types of net worth. Investigate the significance of shared net worth. Calculate personal net worth. 	<p>Personal Finance Literacy</p> <p>(2) Earning and spending. The student understands how financial statements are used to assess and monitor financial well-being. The student is expected to:</p> <p>(D) identify assets and liabilities;</p> <p>(E) construct a balance sheet or net worth statement;</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>

JA Take Stock in Your Future

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Session One: Understanding Stocks</p> <p>Students are introduced to the foundational concepts of stocks and the stock market through the analysis of an authentic, real-time stock market report. Then, they practice selecting stocks from a fictitious market to develop a portfolio.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Distinguish between private and public companies. • Explain how and why people invest in corporations when they purchase stocks. • Identify why companies issue stock. • Explain how stocks can increase and decrease in value. • Identify the steps in the process for buying and selling stocks on the stock market. 	<p>(6) Saving and investing. The student understands the implementation of a saving and investing plan.</p> <p>(A) discuss the role of financial institutions and markets in saving and investing;</p> <p>(D) evaluate risk and return of various investment options, including stocks, bonds, and mutual funds.</p>	<p>Career and Technical Education – Money Matters</p> <p>(11) The student identifies various investment strategies. The student is expected to:</p> <p>(A) evaluate different types of investments such as stocks, bonds, and property;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>
<p>Session Two: Stock Trading</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>Students will:</p> <ul style="list-style-type: none"> • Discuss the impact that economic events have on stock prices and supply and demand. • Analyze the data in a stock table. • Practice following the process for buying and selling stocks on the stock market. 	<p>(6) Saving and investing. The student understands the implementation of a saving and investing plan.</p> <p>(A) discuss the role of financial institutions and markets in saving and investing;</p> <p>(D) evaluate risk and return of various investment options, including stocks, bonds, and mutual funds.</p>	<p>Financial Math</p> <p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p> <p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math</p> <p>Algebra I and II</p> <p>1. A, B, C, D, E</p>
<p>Session Three: Exploring Dividends</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>Students will:</p> <ul style="list-style-type: none"> • Analyze how current events are affecting stock prices. • Demonstrate an understanding of how cash dividends are earned and calculated. • Evaluate the success of a fictitious stock portfolio in relation to market events. 	<p>(6) Saving and investing. The student understands the implementation of a saving and investing plan.</p> <p>(D) evaluate risk and return of various investment options, including stocks, bonds, and mutual funds.</p>	<p>Career and Technical Education – Money Matters</p> <p>(4) The student identifies investments. The student is expected to:</p> <p>(A) interpret financial ratios significant to investors, including price earnings ratio;</p> <p>(B) calculate stock-related values such as the value of a constant growth stock, the expected value of future dividends, and the expected rate of return;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>

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Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Session Four: Best-in-Class Competition</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>Students will:</p> <ul style="list-style-type: none"> • Implement knowledge of how to buy and sell stocks. • Apply knowledge of how current events can impact stock prices. • Evaluate the possible trade-off for each stock decision, prior to committing to the decision. • Communicate and collaborate effectively within a team to successfully implement game strategies 	<p>(6) Saving and investing. The student understands the implementation of a saving and investing plan.</p> <p>(D) evaluate risk and return of various investment options, including stocks, bonds, and mutual funds.</p>	<p>Financial Math</p> <p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p> <p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math</p> <p>Algebra I and II</p> <p>1. A, B, C, D, E</p>
<p>Session Five: Planning for the Future</p> <p>Students reflect on the experience of participating in the in-class competition and/or the JA Stock Market Challenge event and connect the simulations to the real world. They conclude the program by developing their own.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Compare and contrast real vs. simulated stock markets • Identify various asset classes and assess the risks of each • Develop a personal financial plan • Reflect on your learning and growth throughout the program 	<p>(7) Saving and investing. The student demonstrates an understanding of the importance of planning for retirement. The student is expected to:</p> <p>(A) identify costs of retirement such as living expenses, health care expenses, and long-term care expenses;</p> <p>(C) demonstrate an understanding of the importance of saving early and at a sufficient level to achieve financial security in retirement</p>	<p>Career and Technical Education - Money Matters</p> <p>(2) The student uses career planning concepts, tools, and strategies to explore, obtain, and develop a financial plan. The student is expected to:</p> <p>(A) discuss the nature and benefits of financial planning;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>Math</p> <p>Algebra I and II</p> <p>1. A, B, C, D, E</p>
<p>Analyzing Initial Public Offerings (IPOs)</p> <p>Students learn some of the factors that investors consider when selecting an IPO for investment.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the factors to consider when deciding whether to invest in an IPO 	<p>(6) Saving and investing. The student understands the implementation of a saving and investing plan.</p> <p>(D) evaluate risk and return of various investment options, including stocks, bonds, and mutual funds.</p>	<p>Career and Technical Education - Money Matters</p> <p>(11) The student identifies various investment strategies. The student is expected to:</p> <p>(A) evaluate different types of investments such as stocks, bonds, and property</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, C, D, E, F, H</p>

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Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Comparing Investment Channels</p> <p>Students learn about several ways in which investors buy and sell stocks, uncovering the upsides and downsides of each method.</p> <p>Students will:</p> <ul style="list-style-type: none"> Compare the advantages and disadvantages of buying and selling investments through various channels. 	<p>(6) Saving and investing. The student understands the implementation of a saving and investing plan.</p> <p>(D) evaluate risk and return of various investment options, including stocks, bonds, and mutual funds.</p>	<p>Career and Technical Education - Money Matters</p> <p>(11) The student identifies various investment strategies. The student is expected to:</p> <p>(A) evaluate different types of investments such as stocks, bonds, and property</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C 11. A</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C 11.A</p>
<p>Data Gathering</p> <p>Students learn where investors can find detailed information about companies and how to evaluate each source of information.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify what resources investors use to make informed investment decisions. Express why investors research companies before making investment decisions. 	<p>NA</p>	<p>Career and Technical Education - Money Matters</p> <p>(11) The student identifies various investment strategies. The student is expected to:</p> <p>(A) evaluate different types of investments such as stocks, bonds, and property;</p> <p>(C) investigate the opportunities and costs of postsecondary education;</p> <p>(D) investigate long-term needs and financial goals, including retirement; and</p> <p>(E) investigate the factors that affect the value of investments.</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C 11. A</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C 11.A</p> <p>Math</p> <p>Algebra I and II</p> <p>1. A, B, C, D, E</p>
<p>Diversification and Risk</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>Students will:</p> <ul style="list-style-type: none"> Identify different levels of risk tolerance. Express how and why investors use diversification to minimize risk. 	<p>(6) Saving and investing. The student understands the implementation of a saving and investing plan.</p> <p>(D) evaluate risk and return of various investment options, including stocks, bonds, and mutual funds.</p>	<p>Career and Technical Education - Money Matters</p> <p>(11) The student identifies various investment strategies. The student is expected to:</p> <p>(A) evaluate different types of investments such as stocks, bonds, and property;</p> <p>(B) evaluate investment goals and objectives as they relate to risk tolerance;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C 11. A</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C 11.A</p>

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Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Evaluating Your Financial Plan</p> <p>Students learn how to review their financial plans and select investments that meet stated goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> Review and evaluate their financial plans. Select possible investments that meet the goals of the financial plan. 	<p>(5) Saving and investing. The student understands the importance of saving and investing in creating wealth and building assets</p> <p>(A) develop a short-term saving strategy to achieve a goal ...</p> <p>(B) develop an intermediate-term saving and investing strategy to achieve a goal...</p>	<p>Career and Technical Education - Money Matters</p> <p>(2) The student uses career planning concepts, tools, and strategies to explore, obtain, and develop a financial plan. The student is expected to:</p> <p>(A) discuss the nature and benefits of financial planning;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C 11. A</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C 11.A</p>
<p>Factors That Influence Stock Prices</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>Students will:</p> <ul style="list-style-type: none"> Explain how supply and demand govern the price of a stock when it is traded on a stock market. Describe the factors that can influence stock price. 	<p>Economics</p> <p>(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:</p> <p>(A) understand the effect of changes in price on the quantity demanded and quantity supplied;</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C 11. A</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C 11.A</p>
<p>Financial Watchdogs</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>Students will:</p> <ul style="list-style-type: none"> Identify the protections provided to investors by market regulatory agencies that oversee financial markets, products, and professionals. 	<p>Economics</p> <p>(17) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:</p> <p>(A) assess ways to be a wise investor in the stock market and in other personal investment options such as developing a personal retirement plan;</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C 11. A</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C 11.A</p>

JA Take Stock in Your Future

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Investing for the Long Term</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>Students will:</p> <ul style="list-style-type: none"> Identify the value of and benefits associated with long-term investments. Express the risks associated with day trading and short-term investments. 	<p>Personal Finance Literacy</p> <p>(2) Earning and spending. The student understands how financial statements are used to assess and monitor financial well-being. The student is expected to:</p> <p>5. (C) demonstrate an understanding of the importance of saving early and at a sufficient level to achieve financial security in retirement.</p> <p>(6) Saving and investing. The student understands the implementation of a saving and investing plan.</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C 11. A</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C 11.A</p> <p>Math Algebra I and II</p> <p>1. A, B, C, D, E</p>
<p>My Stock Portfolio</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>Students will:</p> <ul style="list-style-type: none"> Apply research-based investment decisions. Practice following the process for buying and selling stocks. 	<p>(6) Saving and investing. The student understands the implementation of a saving and investing plan.</p>	<p>Financial Math</p> <p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p> <p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C 11. A</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C 11.A</p> <p>Math Algebra I and II</p> <p>1. A, B, C, D, E</p>
<p>Preparing for the JA Stock Market Challenge</p> <p>Students learn about the JA Stock Market Challenge and review the big ideas about stocks and the stock market.</p> <p>Students will:</p> <ul style="list-style-type: none"> Review the big ideas about investing, specifically stocks and stock trading. Prepare for the JA Stock Market Challenge. 	<p>(6) Saving and investing. The student understands the implementation of a saving and investing plan.</p>	<p>Career and Technical Education - Money Matters</p> <p>(11) The student identifies various investment strategies. The student is expected to:</p> <p>(A) evaluate different types of investments such as stocks, bonds, and property;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p>

JA Take Stock in Your Future

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Private vs. Public Companies</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>Students will:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the differences between private and public companies as they relate to company ownership. • Explain why a company would remain private or go public. 	<p>Government</p> <p>(4) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system.</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C 11. A</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C 11.A</p>
<p>Setting Stock Prices & Trading Stock</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>Students will:</p> <ul style="list-style-type: none"> • Identify how a stock’s price is set during a company’s initial public offering. • Identify the steps in the process for buying and selling stocks on a stock exchange. 	<p>Personal Finance Literacy</p> <p>(5) Saving and investing. The student understands the importance of saving and investing in creating wealth and building assets.</p>	<p>Financial Math</p> <p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p> <p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p> <p>Math</p> <p>Algebra I and II</p> <p>1. A, B, C, D, E 2. CC 3. A, B, C, D, E</p>
<p>Smart Investing</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>Students will:</p> <ul style="list-style-type: none"> • Recognize basic principles of investing in stocks. • List strategies for smart investing. 	<p>Personal Finance Literacy</p> <p>(5) Saving and investing. The student understands the importance of saving and investing in creating wealth and building assets.</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p>
<p>Taxes and the Stock Market</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>Students will:</p> <ul style="list-style-type: none"> • Examine how short- and long-term capital gains are taxed. 	<p>NA</p>	<p>Financial Math</p> <p>(3) (A) identify sources of income, including wages and salaries, interest, rent, dividends, and capital gains;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p>

JA Take Stock in Your Future

Session Descriptions	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>The Animals of the Stock Market</p> <p>Students learn terms and jargon commonly used by investors when talking about investing and the stock market.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express terms that describe people, events, and situations linked to investing 	<p>Personal Finance Literacy</p> <p>(5) Saving and investing. The student understands the importance of saving and investing in creating wealth and building assets.</p>	<p>Career and Technical Education - Money Matters</p> <p>(9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:</p> <p>(A) develop a budget based on personal financial goals;</p> <p>(B) explain the benefits of saving and investing;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p>

JA Titan

Session Descriptions	Social Studies Standards	TEKS ELA	Common Core Math
<p>Session One: How Much? How Many?</p> <p>Students explore how price and production can affect business performance.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain how product price makes an impact on profits • Describe how production can affect price, sales, and profit 	<p>Advanced Studies</p> <p>(3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:</p> <p>(A) collaborate with the appropriate professionals to define the product;</p> <p>(B) develop a plan for product completion;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p>	<p>NA</p>
<p>Session Two: How Much? How Many? – The Simulation</p> <p>Students make decisions about price and production levels using the <i>JA Titan</i> computer simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Make informed business price and production decisions 	<p>Personal Finance Literacy</p> <p>(4) Earning and spending. The student critically evaluates consumption decisions. The student is expected to:</p> <p>(D) apply strategies for making informed decisions about purchasing consumer goods such as comparing prices per unit, looking for sales or promotions, and negotiating price.</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p>	<p>Statistics and Probability</p> <p>CC.2.4. HS.B. CC.2.4. HS.B.3 CC.2.4. HS.B.5</p>
<p>Session Three: Cutting Edge</p> <p>Students design a marketing plan.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore why a business conducts research and development • Explain how businesses determine their target markets and conduct market research • Explain how marketing affects sales • Identify key marketing strategies 	<p>Personal Finance Literacy</p> <p>(4) Earning and spending. The student critically evaluates consumption decisions. The student is expected to:</p> <p>(D) apply strategies for making informed decisions about purchasing consumer goods such as comparing prices per unit, looking for sales or promotions, and negotiating price</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p>	<p>NA</p>

JA Titan

Session Descriptions	Social Studies Standards	TEKS ELA	Common Core Math
<p>Session Four: Cutting Edge–The Simulation</p> <p>Students make decisions about price, production, and research and development using the <i>JA Titan</i> computer simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Make informed research and development and marketing decisions 	<p>Personal Finance Literacy</p> <p>(4) Earning and spending. The student critically evaluates consumption decisions. The student is expected to:</p> <p>(D) apply strategies for making informed decisions about purchasing consumer goods such as comparing prices per unit, looking for sales or promotions, and negotiating price.</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p>	<p>Statistics & Probability</p> <p>S-IC S-IC.1 S-IC.6</p> <p>Mathematical Practices</p> <p>1-8</p>
<p>Session Five: Make an Investment</p> <p>Students solicit capital investment.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Discuss reasons that businesses use different capital investment strategies • Make recommendations for capital investment based on set parameters • Define charitable giving and explain why businesses make decisions to share their resources 	<p>Economics</p> <p>(5) Economics. The student understands the basic characteristics and benefits of the U.S. free enterprise system. The student is expected to:</p> <p>(A) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p>	<p>NA</p>
<p>Session Six: Make an Investment–The Simulation</p> <p>Students make decisions about capital investment, price, production, research and development, and charitable giving using the <i>JA Titan</i> computer simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Make business decisions by applying their knowledge to a business simulation • Use what they have learned about price, production, research and development, marketing, capital investment, and charitable giving to make business decisions using the <i>JA Titan</i> computer simulation 	<p>Economics</p> <p>(18) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions.</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p>	<p>Statistics and Probability</p> <p>CC.2.4.HS.B. CC.2.4.HS.B.3 CC.2.4.HS.B.5</p>

JA Titan

Session Descriptions	Social Studies Standards	TEKS ELA	Common Core Math
<p>Session Seven: JA Titan of Industry – The Competition</p> <p>Students make decisions about capital investment, price, production, research and development, and charitable giving using the <i>JA Titan</i> computer simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate how business decisions affect business performance • React appropriately to decisions made by other businesses 	<p>Economics</p> <p>(18) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions.</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p>	<p>Statistics and Probability</p> <p>CC.2.4.HS.B. CC.2.4.HS.B.3 CC.2.4.HS.B.5</p>

JA Titan Blended Model

Session Details	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Tutorial: Getting Ready for Business*</p> <p>Students are guided through an interactive tour of the JA Titan simulation. They learn about the program’s goals and key terms used in the simulation, and how to play JA Titan.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize and correctly express the program’s key terms. Predict and identify various business trade-offs based on business decisions. Apply business decisions that indicate an understanding of the importance of profit to the success of a business. 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>NA</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p>
<p>Competition Prep: Freestyle Exploration</p> <p>Students jump straight into playing the JA Titan simulation. There is no teacher or volunteer led guidance or focus on a business concept. Instead, students learn solely by playing, using the Student Quick Start Guide and Student Activity Sheet.</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply the profit equation: profit equals total revenue minus total costs. Apply the concept of pricing based on costs, productivity, and profit. Demonstrate an understanding that companies are constrained by limited resources. Evaluate the possible trade-offs for each business decision before committing to the decision. Use a budget as a strategy to monitor income, expenses, and other financial records. Identify potential customers and their preferred phone features to increase profitability. Identify a new phone feature to be developed to potentially increase profits. 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>Career Development – Applied Math</p> <p>(2) The student uses mathematical concepts of algebra to explain linear and non-linear applications in business and industry situations. The student is expected to:</p> <p>(B) distinguish the purpose and difference of a linear and non-linear increase and decrease of a variable with time such as cost or profit;</p> <p>(C) write systems of equations and inequalities from real-life situations that compare "best deal opportunities" with profit and expenses in businesses;</p>	<p>English I</p> <p>1. A, B, D 5. A</p> <p>English II</p> <p>1. A, B, D 5. A</p> <p>Math</p> <p>Algebra I and II</p> <p>1. A, B, C, D, E</p>

JA Titan Blended Model

Session Details	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Competition Prep: How to Play JA Titan</p> <p>Students learn key terms and concepts for the simulation: budget, cash-on-hand, CEO, expenses, income statement, price, and production.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express and use the program’s key terms. Use a budget as a strategy to monitor income, expenses, and other financial records. Demonstrate an understanding that businesses are constrained by limited resources. Express the importance of profit to the success of a business. Practice using the features and functionality of the simulation interface. 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>Financial Math</p> <p>(15) The student applies mathematical process standards to demonstrate an understanding of the budgeting process.</p>	<p>English I 1. A, B, D 5. A</p> <p>English II 1. A, B, D 5. A</p> <p>Math Algebra I and II 1. A, B, C, D, E</p>
<p>Competition Prep: Exploring Production</p> <p>Students focus on the interconnected aspects of profit, price, cost, and production.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express the profit equation. Describe how price is determined by cost plus markup. Express the importance of profit to the success of a business. Practice using the features and functionality of the simulation interface. 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>Career and Technical Education</p> <p>(5) The student examines economic systems. The student is expected to:</p> <p>(A) explain sole proprietorships, partnerships, and corporations;</p> <p>(B) identify factors affecting profit, revenue, and expenses;</p>	<p>English I 1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II 1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p> <p>Math Algebra I and II 1. A, B, C, D, E</p>
<p>Competition Prep: Examining R&D and Marketing</p> <p>Students focus on the impact R&D and marketing can have on the product and the profits.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe why R&D and marketing expenses are investments. Express how R&D and marketing decisions support the success of a company. Practice using the features and functionality of the simulation interface. 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>Financial Math</p> <p>(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;</p>	<p>English I 1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II 1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p> <p>Math Algebra I and II 1. A, B, C, D, E</p>

JA Titan Blended Model

Session Details	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Competition Prep: Considering Economic Factors</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>Students will:</p> <ul style="list-style-type: none"> Express and use the program’s key terms. Express the importance of profit to a business’s success. Evaluate and select the optimal business-based choices using the resources available. Recognize that shocks to demand or supply affect business management decisions. 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>Financial Math</p> <p>(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p> <p>Math Algebra I and II</p> <p>1. A, B, C, D, E</p>
<p>Competition Prep: Presenting the JA Titan of Business Competition</p> <p>In this game-based session, students compete as businesses to see which will be crowned the JA Titan of Industry.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express the importance of profit to the success of a business. Apply the profit equation Demonstrate an understanding that companies are constrained by limited resources. Evaluate the possible trade-offs for each business decision before committing to the decision. Use a budget as a strategy to monitor income, expenses, and other financial records. Identify potential customers and their preferred phone features to increase profitability. Identify a new phone feature to be developed to potentially increase profits. Additionally, depending on the simulation settings selected, students may: Apply debt financing for profitability. Express the benefits to a business of making intentional, positive CSR decisions for the business, its employees, and the community. 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>Financial Math</p> <p>(15) The student applies mathematical process standards to demonstrate an understanding of the budgeting process.</p> <p>Career and Technical Education – Money Matters</p> <p>(5) The student examines economic systems. (A) explain sole proprietorships, partnerships, and corporations; (B) identify factors affecting profit, revenue, and expenses</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p> <p>Math Algebra I and II</p> <p>1. A, B, C, D, E</p>

JA Titan Blended Model

Session Details	Social Studies Standards	Career Development; Financial Math; Career & Technical Education	TEKS ELA/Math
<p>Deep Dive: Research & Development*</p> <p>This session provides a deeper exploration and study of R&D concepts.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express the importance of R&D to the continued profitability of a business. Identify a new feature to be developed for a smartphone that would potentially increase profits and practice working through the product design phase. 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>Financial Math</p> <p>(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p> <p>Math Algebra I and II</p> <p>2. A, B, C, D, E</p>
<p>Deep Dive: Marketing*</p> <p>This session provides a deeper exploration and study of marketing concepts.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express the importance of marketing as an investment in the continued profitability of a business. Apply the Four Ps of Marketing (product, place, price, and promotion) to a marketing plan to potentially increase a company's profits. 	<p>Personal Finance Literacy</p> <p>(4) Earning and spending. The student critically evaluates consumption decisions. The student is expected to:</p> <p>(D) apply strategies for making informed decisions about purchasing consumer goods such as comparing prices per unit, looking for sales or promotions, and negotiating price.</p>		<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p> <p>Math Algebra I and II</p> <p>1. A, B, C, D, E</p>
<p>Deep Dive: Corporate Social Responsibility*</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>Students will:</p> <ul style="list-style-type: none"> Express how a business, its employees, and the community all benefit when the business makes intentional, positive CSR decisions. Resolve an ethical business dilemma between a business's responsibilities of profit versus its responsibilities to various stakeholders, including employees, customers, and the community. 	<p>Economics</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>Career Development Project-Based Research</p> <p>(3) The student demonstrates professional ethical behavior standards and legal responsibilities. The student is expected to:</p> <p>(A) analyze ethical challenges determined by factors such as cost, new and emerging technologies, and allocation of limited resources;</p> <p>Career Expectation I</p> <p>(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace.</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p>

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<p>Deep Dive: Daily Business Operations Speaker Session*</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>Students will:</p> <ul style="list-style-type: none"> Recognize real-world applications of the terms and concepts from the game through a volunteer guest speaker presentation. 	<p>Economics</p> <p>(22) Social studies skills. The student communicates in written, oral, and visual forms.</p>	<p>Career Expectation I</p> <p>(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace.</p>	<p>English I</p> <p>1. A, B, C, D 4. A, B, C, 5. A, B, C</p> <p>English II</p> <p>1. A, B, C, D 4. A, B, C, E, F, G 5. A, B, C</p>