

A Correlation:

Minnesota

Academic Standards and Junior Achievement High School Programs

INSPIRING
TOMORROWS

TM



Updated January 2025

[2024 Minnesota Personal Finance Statewide Guidance Standards](#)

[2021 Minnesota Social Studies Standards](#)

[2020 Minnesota ELA Standards](#)

[2007 Minnesota Math Standards](#)

[Career and College Readiness Resource Guide: Domains and Competencies](#)

Junior Achievement USA
12320 Oracle Blvd.
Ste 310
Colorado Springs, CO 80921

Overview

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

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

JA High School Classroom Learning Experiences

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

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

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

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

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

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

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

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

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

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

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

[JA Job Shadow®](#) is a comprehensive experience that helps students design an individualized career path. Supporting blended as well as self-guided activities, JA Job Shadow provides a design-thinking structure for career exploration.

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

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

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

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

JA All About Cars®

JA All About Cars Session Description	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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 car that meets their driving needs 	<p>ECONOMICS</p> <p>9. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>MPF 1.5 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.</p> <p>MPF 1.6 Evaluate the need for family financial planning to include short/medium/long-term goal setting.</p> <p>Topic: Budget and Record Keeping</p> <p>MPF 3.1 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.</p> <p>MPF 3.3 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time and human capital.</p> <p>Topic: Credit and Identity Protection</p> <p>MPF 6.1 Explore the pros and cons of basic types of credit including loans.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> ● Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> ● Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). ● Effectively participate in digital learning environments. <p>Critical Thinking</p> <ul style="list-style-type: none"> ● Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> ● Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g., using core math skills in construction, manufacturing, or family and consumer science courses). <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> ● Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Be Entrepreneurial Creative Problem Solving®

JA Creative Problem Solving Session Description	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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. 	<p>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). <p>Creativity</p> <ul style="list-style-type: none"> Find comfort with multiple paths to a solution or changing an approach when unsuccessful. Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Contribute new ideas or thinking, seek clarification and understanding, and require active listening. <p>Problem Solving</p> <ul style="list-style-type: none"> Develop confidence and skills in identifying and resolving both procedural and conceptual challenges. Follow procedures, experiment, infer, hypothesis (e.g., “what if we do it this way?”), and construct processes to complete a task. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.1 9.3.1.2 10.3.1.1 10.3.1.2 11.3.1.1 11.3.1.2</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. 	<p>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). <p>Creativity</p> <ul style="list-style-type: none"> Find comfort with multiple paths to a solution [or changing an approach when unsuccessful.] Create innovative and novel ideas or solutions 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.2.1 9.2.5.1 9.2.7.1 10.2.2.1 10.2.5.1 10.2.7.1 11.2.2.1 11.2.5.1 11.2.7.1</p>

JA Creative Problem Solving Session Description	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<ul style="list-style-type: none"> • 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. 	<p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>to a problem or situation.</p> <ul style="list-style-type: none"> • Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. <p>Critical Thinking</p> <ul style="list-style-type: none"> • Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> • Contribute new ideas or thinking, seek clarification and understanding, and require active listening. <p>Problem Solving</p> <ul style="list-style-type: none"> • Develop confidence and skills in identifying and resolving both procedural and conceptual challenges. • Follow procedures, experiment, infer, hypothesis (e.g., “what if we do it this way?”), and construct processes to complete a task. 	<p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.1 9.3.1.2 10.3.1.1 10.3.1.2 11.3.1.1 11.3.1.2</p>
<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. 	<p>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> • Develop clear and precise written work and verbal communications targeted to different audiences. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> • Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). • Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, video, infographics, blog posts, or photo essays. <p>Creativity</p> <ul style="list-style-type: none"> • Find comfort with multiple paths to a solution or changing an approach when unsuccessful. • Create innovative and novel ideas or solutions to a problem or situation. • Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. <p>Critical Thinking</p> <ul style="list-style-type: none"> • Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Creative Problem Solving Session Description	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Develop confidence and skills in identifying and resolving both procedural and conceptual challenges. Follow procedures, experiment, infer, hypothesis (e.g., “what if we do it this way?”), and construct processes to complete a task. 	
<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>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. <p>Creativity</p> <ul style="list-style-type: none"> Find comfort with multiple paths to a solution or changing an approach when unsuccessful. Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets).. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Develop confidence and skills in identifying and resolving both procedural and conceptual challenges. Follow procedures, experiment, infer, hypothesis (e.g., “what if we do it this way?”), and construct processes to complete a task. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.2.1 9.2.5.1 9.2.7.1 10.2.1.1 10.2.2.1 10.2.5.1 10.2.7.1 11.2.1.1 11.2.2.1 11.2.5.1 11.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</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>	<p>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p>	<p>Reading</p> <p>9.1.2.1 9.1.2.2 9.1.3.1 10.1.2.1 10.1.2.2 10.1.3.1 11.1.2.1 11.1.2.2 11.1.3.1</p> <p>Writing</p>

JA Creative Problem Solving Session Description	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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. 	<p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<ul style="list-style-type: none"> • Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). • Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Creativity</p> <ul style="list-style-type: none"> • Find comfort with multiple paths to a solution or changing an approach when unsuccessful. • Pursue their curiosity and interests through inquiry-based projects and tasks. • Create innovative and novel ideas or solutions to a problem or situation. • Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. <p>Critical Thinking</p> <ul style="list-style-type: none"> • Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. • Formulate and express original ideas in academic and real-world settings. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> • Contribute new ideas or thinking, seek clarification and understanding, and require active listening. <p>Problem Solving</p> <ul style="list-style-type: none"> • Develop confidence and skills in identifying and resolving both procedural and conceptual challenges. • Follow procedures, experiment, infer, hypothesis (e.g., “what if we do it this way?”), and construct processes to complete a task. 	<p>9.2.1.1 9.2.2.1 9.2.5.1 9.2.7.1 9.2.7.2 10.2.1.1 10.2.2.1 10.2.5.1 10.2.7.1 10.2.7.2 11.2.1.1 11.2.2.1 11.2.5.1 11.2.7.1 11.2.7.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.2.1 9.3.3.1 10.3.1.2 10.3.2.1 10.3.3.1 11.3.1.2 11.3.2.1 11.3.3.1</p>

JA Be Entrepreneurial Think Like an Entrepreneur®

Session Description	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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. 	<p>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset: Students embrace effort as a means to improved academic learning and job performance, viewing challenges and failures as opportunities to improve knowledge and skills for future career and college success.</p> <p>CAREER DEVELOPMENT</p> <p>Career Awareness: Students have early exposure to career options, jobs and occupations.</p>	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 10.3.1.2 11.3.1.2</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. 	<p>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Practice goal setting [and completion based on their personal strengths and interests. Goals are recorded in the student’s PLP.] <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting goals Identify a way to organize their career planning materials [and review them periodically (one method could be using the PLP organizing structure).] <p>CAREER DEVELOPMENT</p> <p>Career Awareness: Students have early exposure to career options, jobs and occupations.</p>	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 10.3.1.2 11.3.1.2</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. 	<p>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> • Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> • Practice goal setting [and completion based on their personal strengths and interests. Goals are recorded in the student’s PLP.] <p>Self-Management</p> <ul style="list-style-type: none"> • Learn and practice the process of setting goals • Identify a way to organize their career planning materials [and review them periodically (one method could be using the PLP organizing structure).] <p>CAREER DEVELOPMENT</p> <p>Career Awareness: Students have early exposure to career options, jobs and occupations.</p>	<p>Reading</p> <p>9.1.2.1 9.1.2.2 9.1.3.1 10.1.2.1 10.1.2.2 10.1.3.1 11.1.2.1 11.1.2.2 11.1.3.1</p> <p>Writing</p> <p>9.2.1.1 9.2.2.1 9.2.7.1 9.2.7.2 10.2.1.1 10.2.2.1 10.2.7.1 10.2.7.2 11.2.1.1 11.2.2.1 11.2.7.1 11.2.7.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>
--	---	---	--

JA Be Entrepreneurial Rapid Business Planning®

JA BeEntrepreneurial Session Description	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>Session One: 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. 	<p>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p> <p>ECONOMICS 9. Personal Finance 9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Contribute new ideas or thinking, seek clarification and understanding, and require active listening. <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.g., “what if we do it this way?”), and construct processes to complete a task. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.2.1 9.2.5.1 10.2.1.1 10.2.2.1 10.2.5.1 11.2.1.1 11.2.2.1 11.2.5.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 10.3.1.2 11.3.1.2</p>
<p>Session Two: 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>	<p>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p> <p>ECONOMICS 9. Personal Finance 9.2.9.5 Explain the pricing, sales,</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.2.1 9.2.5.1 10.2.1.1 10.2.2.1 10.2.5.1 11.2.1.1</p>

JA BeEntrepreneurial Session Description	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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. 	<p>advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<ul style="list-style-type: none"> Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Contribute new ideas or thinking, seek clarification and understanding, and require active listening. <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.g., “what if we do it this way?”), and construct processes to complete a task. 	<p>11.2.2.1 11.2.5.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.3.1 10.3.1.2 10.3.3.1 11.3.1.2 11.3.3.1</p>
<p>Session Three: 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. 	<p>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p> <p>ECONOMICS</p> <p>9. Personal Finance</p> <p>9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>10. Microeconomics</p> <p>9.2.10.2 Graph market demand and explain that market demand is based on each buyer’s willingness and ability to pay and the number of buyers in the market. Analyze the effect of factors that can change demand.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.g., “what if we do it this way?”), and construct processes to complete a task. Apply mathematical computational skills 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA BeEntrepreneurial Session Description	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<ul style="list-style-type: none"> Explain how key metrics help determine the success of a product/service and impact the business decisions made about it. 		<p>appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses).</p>	
<p>Session Four: 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>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p> <p>ECONOMICS</p> <p>9. Personal Finance 9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>10. Microeconomics 9.2.10.2 Graph market demand and explain that market demand is based on each buyer’s willingness and ability to pay and the number of buyers in the market. Analyze the effect of factors that can change demand..</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis and construct processes to complete a task. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.4.2 9.2.5.1 10.2.1.1 10.2.4.2 10.2.5.1 11.2.1.1 11.2.4.2 11.2.5.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 10.3.1.2 11.3.1.2</p>
<p>Session Five: 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 	<p>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p> <p>9. Personal Finance 9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 10.3.1.2 11.3.1.2</p>

JA BeEntrepreneurial Session Description	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>assumptions and ideas that frame a business plan</p>	<p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.g., “what if we do it this way?”), and construct processes to complete a task. Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses). 	
<p>Session Six: 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>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.g., “what if we do it this way?”), and construct processes to complete a task. Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses). 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.4.2 9.2.5.1 10.2.1.1 10.2.4.2 10.2.5.1 11.2.1.1 11.2.4.2 11.2.5.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA Career Exploration Fair High School[®]

JA Career Exploration Fair Session Description	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>Session One: Before the Fair</p> <p>In the pre-fair session, students reflect on 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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways.</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. <p>CAREER DEVELOPMENT</p> <p>Career Exploration</p> <ul style="list-style-type: none"> Research occupations of interest, including labor market information data, Compare occupations using a list of important characteristics such as skills, work conditions, salary, type of preparation needed, employment outlook, etc. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.2.2 9.2.7.1 10.2.2.2 10.2.7.1 11.2.2.2 11.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.2.1 10.3.2.1 11.3.2.1</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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways.</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <p>Collaboration</p> <p>Creativity</p> <p>CAREER DEVELOPMENT</p> <p>Career Awareness</p> <ul style="list-style-type: none"> Identify different jobs and careers in their school, neighborhood and community. <p>Career Exploration</p> <ul style="list-style-type: none"> Research occupations of interest, including labor market information data, Identify the requirements needed to pursue occupations of interest <p>TRANSITIONAL KNOWLEDGE</p> <p>Career Field and Postsecondary Entrance Requirements</p> <ul style="list-style-type: none"> Participate in career fairs [and/or job shadow experiences] to understand career pathway options and career field entrance requirements. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.2.1 10.3.1.2 10.3.2.1 11.3.1.2 11.3.2.1</p>

JA Career Exploration Fair High School®

<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways.</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> ● Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Creativity</p> <ul style="list-style-type: none"> ● Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> ● Practice goal setting and completion based on their personal strengths and interests. Goals are recorded in the student's PLP. <p>Self-Management</p> <ul style="list-style-type: none"> ● Learn and practice the process of setting goals. ● Identify a way to organize their career planning materials [and review them periodically (one method could be using the PLP organizing structure).] <p>CAREER DEVELOPMENT</p> <p>Career Exploration</p> <ul style="list-style-type: none"> ● Research occupations of interest, including labor market information data, [and discuss findings with a parent/guardian, teacher, or counselor.] ● Identify the requirements needed to pursue occupations of interest [and which postsecondary institutions offer the corresponding program of study.] 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.2.2 10.2.1.1 10.2.2.2 11.2.1.1 11.2.2.2</p>
---	---	---	---

JA Career Speaker Series®

JA Career Speaker Series Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> ● Develop clear and precise written work and verbal communications targeted to different audiences. ● Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> ● Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). <p>CAREER DEVELOPMENT</p> <p>Career Awareness</p> <ul style="list-style-type: none"> ● Identify different jobs and careers in their school, neighborhood and community. <p>Career Exploration</p> <ul style="list-style-type: none"> ● Research occupations of interest, including labor market information data, [and discuss findings with a parent/guardian, teacher, or counselor.] ● Compare occupations using a list of important characteristics such as skills, work conditions, salary, type of preparation needed, employment outlook, etc. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.7.1 10.2.7.1 11.2.7.1</p>

JA Career Speaker Series Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> ● Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Collaboration</p> <ul style="list-style-type: none"> ● Initiate and engage in positive interactions with peers and adults. <p>CAREER DEVELOPMENT</p> <p>Career Awareness</p> <ul style="list-style-type: none"> ● Identify different jobs and careers in their school, neighborhood and community. <p>Career Exploration</p> <ul style="list-style-type: none"> ● Research occupations of interest, including labor market information data, [and discuss findings with a parent/guardian, teacher, or counselor.] ● Identify the requirements needed to pursue occupations of interest [and which postsecondary institutions offer the corresponding program of study.] 	<p>Writing</p> <p>9.2.2.1 9.2.7.1 10.2.2.1 10.2.7.1 11.2.2.1 11.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.2.1 10.3.1.2 10.3.2.1 11.3.1.2 11.3.2.1</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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness.</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> ● Develop clear and precise written work and verbal communications targeted to different audiences. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> ● Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). ● Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>CAREER DEVELOPMENT</p> <p>Career Exploration</p> <ul style="list-style-type: none"> ● Research occupations of interest, including labor market information data, ● Identify the requirements needed to pursue occupations of interest [and which postsecondary institutions offer the corresponding program of study.] 	<p>Writing</p> <p>9.2.1.1 9.2.1.3 9.2.2.1 10.2.1.1 10.2.1.3 10.2.2.1 11.2.1.1 11.2.1.3 11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.2.1 9.3.3.1 10.3.1.2 10.3.2.1 10.3.3.1 11.3.1.2 11.3.2.1 11.3.3.1</p>

JA Career Success®

JA Career Success Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>Session One: 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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting goals. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading</p> <p>9.1.2.2 9.1.4.1 9.1.4.4 10.1.2.2 10.1.4.1 10.1.4.4 11.1.2.2 11.1.4.1 11.1.4.4</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>
<p>Session Two: 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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Use analytical strategies to find and assess the quality of information and identify potential bias. Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive 	<p>Reading</p> <p>9.1.2.1 9.1.2.2 9.1.4.1 9.1.7.1 10.1.2.1 10.1.2.2 10.1.4.1 10.1.7.1 11.1.2.1 11.1.2.2 11.1.4.1 11.1.7.1</p> <p>Writing</p> <p>9.2.1.1 9.2.2.1 9.2.4.1 9.2.4.2 9.2.5.1 10.2.1.1 10.2.2.1 10.2.4.1</p>

JA Career Success[®]

JA Career Success Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>interactions with peers and adults.</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>10.2.4.2 10.2.5.1 11.2.1.1 11.2.2.1 11.2.4.1 11.2.4.2 11.2.5.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.3.1 9.3.3.1 10.3.1.2 10.3.3.1 10.3.3.1 11.3.1.2 11.3.1.3 11.3.3.1</p>
<p>Session Three: 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. 	<p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Communicate with and consider all ideas of peers, adults, and workplace superiors with respect and confidence, sharing information and feedback 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.2.1 9.2.5.1 10.2.1.1 10.2.2.1 10.2.5.1 11.2.1.1 11.2.2.1 11.2.5.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA Career Success®

JA Career Success Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>willingly, clearly, and accurately.</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	
<p>Session Four: 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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. Negotiate corrections and adaptations to team (e.g., system) tasks if necessary. Listen to and consider all team members’ ideas, respond supportively to ideas given in class or in teams to successfully complete a project, use proactive approaches to prevent conflict or misunderstanding, and work well with all teammates. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Communicate with and consider all ideas of peers, adults, and workplace superiors with respect and confidence, sharing information and feedback willingly, clearly, and accurately. Contribute new ideas or thinking, seek clarification and understanding, and require active listening. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA Career Success®

JA Career Success Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>Cultural Fluency and Global Awareness</p> <ul style="list-style-type: none"> Actively listen to and consider all group members’ ideas, opinions, experience, and perspectives, and respond with patience and respect (e.g. forums and panel discussions, community engagement, school news reporting). <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	
<p>Session Five: 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 creative ideas clearly and briefly, highlighting the solution’s features and benefits. Adjust the solution (selected from brainstorming) based on business requirements and real-world limitations. 	<p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. Negotiate corrections and adaptations to team (e.g., system) tasks if necessary. Listen to and consider all team members’ ideas, respond supportively to ideas given in class or in teams to successfully complete a project, use proactive approaches to prevent conflict or misunderstanding, and work well with all teammates. <p>Creativity</p> <ul style="list-style-type: none"> Find comfort with multiple paths to a solution or changing an approach when unsuccessful. Create innovative and novel ideas or solutions to a problem or situation. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.1 9.3.1.2 9.3.1.3 10.3.1.1 10.3.1.2 10.3.1.3 11.3.1.1 11.3.1.2 11.3.1.3</p>

JA Career Success®

JA Career Success Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems.</p> <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Communicate with and consider all ideas of peers, adults, and workplace superiors with respect and confidence, sharing information and feedback willingly, clearly, and accurately. Contribute new ideas or thinking, seek clarification and understanding, and require active listening. <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	
<p>Session Six: 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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. Work on teams consisting of diverse members and skill sets with integrity and empathy toward a shared purpose. Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, 	<p>Reading</p> <p>9.1.2.1 9.1.2.2 9.1.4.4 9.1.6.3 9.1.7.1 10.1.2.1 10.1.2.2 10.1.4.4 10.1.6.3 10.1.7.1 11.1.2.1 11.1.2.2 11.1.4.4 11.1.6.3 11.1.7.1</p> <p>Writing</p> <p>9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.1 9.3.1.2</p>

JA Career Success[®]

JA Career Success Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>discuss options, and show respect for others.</p> <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Communicate with and consider all ideas of peers, adults, and workplace superiors with respect and confidence, sharing information and feedback willingly, clearly, and accurately. Contribute new ideas or thinking, seek clarification and understanding, and require active listening. <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>9.3.1.3 9.3.3.1 10.3.1.1 10.3.1.2 10.3.1.3 10.3.3.1 11.3.1.1 11.3.1.2 11.3.1.3 11.3.3.1</p>
<p>Session Seven: 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. 	<p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. 	<p>Reading 9.1.2.2 9.1.4.4 10.1.2.2 10.1.4.4 11.1.2.2 11.1.4.4</p> <p>Writing 9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 9.3.3.1 10.3.1.2 10.3.1.3</p>

JA Career Success[®]

JA Career Success Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<ul style="list-style-type: none"> Reassess the original SMART goal based on new information. 		<p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting goals. <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>10.3.3.1 11.3.1.2 11.3.1.3 11.3.3.1</p>

JA Company Program®

JA Company Program Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and 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>No Entrepreneurship Standards for Minnesota. Please see National Entrepreneurship Standards correlation at https://jausa.ja.org/correlations/nationalstandards/nationalcontentstandardsforentrepreneurshipeducation</p> <p>ECONOMICS</p> <p>8. Fundamental Economic Concepts</p> <p>9.2.8.2 Explain how the availability of and access to productive resources and technology limits the production of goods and services.</p> <p>9.2.8.4 Define broad long-run economic goals, [and describe the tradeoffs that exist between them; evaluate how different economic systems prioritize these goals, and evaluate the intended and unintended consequences.]</p> <p>11. Macroeconomics</p> <p>9.2.11.7 Explain interest rates and how interest rates are determined. Explain how financial institutions (banks and credit unions) make it possible for business to borrow and spend on new capital investment (machinery, tools, equipment) and for households to borrow and spend on purchase.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Practice goal setting and completion based on their personal strengths and interests. [Goals are recorded in the student’s PLP.] <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting goals. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Company Program®

JA Company Program Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>No Entrepreneurship Standards for Minnesota.</p> <p>ECONOMICS 9. Personal Finance 9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Effectively participate in digital learning environments. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Creativity</p> <ul style="list-style-type: none"> Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., "what if we do it this way?"), and construct processes to complete a task. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading 9.1.2.1 9.1.2.2 10.1.2.1 10.1.2.2 11.1.2.1 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA Company Program®

JA Company Program Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and 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>No Entrepreneurship Standards for Minnesota.</p> <p>ECONOMICS</p> <p>8. Fundamental Economic Concepts</p> <p>9.2.8.2 Explain how the availability of and access to productive resources and technology limits the production of goods and services.</p> <p>9.2.8.4 Define broad long-run economic goals, [and describe the tradeoffs that exist between them; evaluate how different economic systems prioritize these goals, and evaluate the intended and unintended consequences.]</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> ● Develop clear and precise written work and verbal communications targeted to different audiences. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> ● Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). ● Effectively participate in digital learning environments. <p>Collaboration</p> <ul style="list-style-type: none"> ● Initiate and engage in positive interactions with peers and adults. ● Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Critical Thinking</p> <ul style="list-style-type: none"> ● Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> ● Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. <p>Decision Making</p> <ul style="list-style-type: none"> ● Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading</p> <p>9.1.2.1 9.1.2.2 10.1.2.1 10.1.2.2 11.1.2.1 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 9.3.3.1 10.3.1.2 10.3.1.3 10.3.3.1 11.3.1.2 11.3.1.3 11.3.3.1</p>

JA Company Program®

JA Company Program Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and 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, including collaboration and communication between teams • 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. 	<p>No Entrepreneurship Standards for Minnesota.</p> <p>ECONOMICS</p> <p>8. Fundamental Economic Concepts</p> <p>9.2.8.2 Explain how the availability of and access to productive resources and technology limits the production of goods and services.</p> <p>9.2.8.4 Define broad long-run economic goals, [and describe the tradeoffs that exist between them; evaluate how different economic systems prioritize these goals, and evaluate the intended and unintended consequences.]</p> <p>11. Macroeconomics</p> <p>9.2.11.7 Explain interest rates and how interest rates are determined. Explain how financial institutions (banks and credit unions) make it possible for business to borrow and spend on new capital investment (machinery, tools, equipment) and for households to borrow and spend on purchase.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> • Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> • Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). • Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. • Effectively participate in digital learning environments. <p>Collaboration</p> <ul style="list-style-type: none"> • Initiate and engage in positive interactions with peers and adults. • Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Critical Thinking</p> <ul style="list-style-type: none"> • Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> • Contribute new ideas or thinking, seek clarification and understanding, and require active listening. <p>Problem Solving</p> <ul style="list-style-type: none"> • Follow procedures, experiment, infer, hypothesis (e.g., "what if we do it this way?"), and construct processes to complete a task. <p>Decision Making</p> <ul style="list-style-type: none"> • Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading</p> <p>9.1.2.1 9.1.2.2 10.1.2.1 10.1.2.2 11.1.2.1 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA Company Program®

JA Company Program Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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 and assess different leadership styles and the most positive leadership influence for companies in different situations. • 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. • 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>No Entrepreneurship Standards for Minnesota. P</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> • Develop clear and precise written work and verbal communications targeted to different audiences. • Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> • Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. • Effectively participate in digital learning environments. <p>Collaboration</p> <ul style="list-style-type: none"> • Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. • Negotiate corrections and adaptations to team (e.g. system) tasks if necessary. Listen to and consider all team members’ ideas, respond supportively to ideas given in class or in teams to successfully complete a project, use proactive approaches to prevent conflict or misunderstanding, and work well with all teammates. • Participate as team leaders or effective team members in project assignments, and organize work and utilize team roles to meet project goals. <p>Creativity</p> <ul style="list-style-type: none"> • Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> • Communicate with and consider all ideas of peers, adults, and workplace superiors with respect and confidence, sharing information and feedback willingly, clearly, and accurately. <p>Relationship Skills</p> <ul style="list-style-type: none"> • Help fellow students or community 	<p>Reading</p> <p>9.1.2.1 9.1.2.2 10.1.2.1 10.1.2.2 11.1.2.1 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 9.3.3.1 10.3.1.2 10.3.1.3 10.3.3.1 11.3.1.2 11.3.1.3 11.3.3.1</p>

JA Company Program®

JA Company Program Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>members understand tasks, find resources, and fulfill assigned roles by thinking of others as customers.</p> <p>Cultural Fluency and Global Awareness</p> <ul style="list-style-type: none"> Actively listen to and consider all group members' ideas, opinions, experience, and perspectives, and respond with patience and respect (e.g. forums and panel discussions, community engagement, school news reporting). <p>Self-Management</p> <ul style="list-style-type: none"> Participate in student leadership activities that may include [service projects,] competitions, and other activities. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	
<p>Meeting Six - Eleven: 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>No Entrepreneurship Standards for Minnesota.</p> <p>ECONOMICS 8. Fundamental Economic Concepts 9.2.8.2 Explain how the availability of and access to productive resources and technology limits the production of goods and services. 9.2.8.4 Define broad long-run economic goals, [and describe the tradeoffs that exist between them; evaluate how different economic systems prioritize these goals, and evaluate the intended and unintended consequences.]</p> <p>9. Personal Finance 9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. Effectively participate in digital learning environments. <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. Negotiate corrections and adaptations to team (e.g. system) tasks if necessary. Listen to and consider all team members' ideas, respond supportively to ideas given in class or 	<p>Reading 9.1.2.1 9.1.2.2 10.1.2.1 10.1.2.2 11.1.2.1 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 9.3.3.1 10.3.1.2 10.3.1.3 10.3.3.1 11.3.1.2 11.3.1.3 11.3.3.1</p>

JA Company Program[®]

JA Company Program Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
	<p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>in teams to successfully complete a project, use proactive approaches to prevent conflict or misunderstanding, and work well with all teammates.</p> <ul style="list-style-type: none"> ● Participate as team leaders or effective team members in project assignments, and organize work and utilize team roles to meet project goals. <p>Creativity</p> <ul style="list-style-type: none"> ● Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> ● Communicate with and consider all ideas of peers, adults, and workplace superiors with respect and confidence, sharing information and feedback willingly, clearly, and accurately. <p>Relationship Skills</p> <ul style="list-style-type: none"> ● Help fellow students or community members understand tasks, find resources, and fulfill assigned roles by thinking of others as customers. <p>Cultural Fluency and Global Awareness</p> <ul style="list-style-type: none"> ● Actively listen to and consider all group members' ideas, opinions, experience, and perspectives, and respond with patience and respect (e.g. forums and panel discussions, community engagement, school news reporting). <p>Self-Management</p> <ul style="list-style-type: none"> ● Participate in student leadership activities that may include [service projects,] competitions, and other activities. <p>Decision Making</p> <ul style="list-style-type: none"> ● Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	

JA Company Program®

JA Company Program Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>Topic: Finances (Self-Guided) 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. 	<p>No Entrepreneurship Standards for Minnesota.</p> <p>ECONOMICS</p> <p>8. Fundamental Economic Concepts</p> <p>9.2.8.2 Explain how the availability of and access to productive resources and technology limits the production of goods and services.</p> <p>9.2.8.4 Define broad long-run economic goals, [and describe the tradeoffs that exist between them; evaluate how different economic systems prioritize these goals, and evaluate the intended and unintended consequences.]</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. Participate as team leaders or effective team members in project assignments, and organize work and utilize team roles to meet project goals. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Relationship Skills</p> <ul style="list-style-type: none"> Help fellow students or community members understand tasks, find resources, and fulfill assigned roles by thinking of others as customers. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading</p> <p>9.1.2.1 9.1.2.2 10.1.2.1 10.1.2.2 11.1.2.1 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p>
<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>No Entrepreneurship Standards for Minnesota.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. Participate as team leaders or effective team members in project assignments, and organize work and utilize team roles to meet project goals. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks 	<p>Reading</p> <p>9.1.2.1 9.1.2.2 10.1.2.1 10.1.2.2 11.1.2.1 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p>

JA Company Program[®]

JA Company Program Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>MINDSETS AND SOCIAL AWARENESS</p> <p>Relationship Skills</p> <ul style="list-style-type: none"> Help fellow students or community members understand tasks, find resources, and fulfill assigned roles by thinking of others as customers. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	
<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>No Entrepreneurship Standards for Minnesota.</p> <p>ECONOMICS</p> <p>9. Personal Finance</p> <p>9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. Participate as team leaders or effective team members in project assignments, and organize work and utilize team roles to meet project goals. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Relationship Skills</p> <ul style="list-style-type: none"> Help fellow students or community members understand tasks, find resources, and fulfill assigned roles by thinking of others as customers. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading</p> <p>9.1.2.1 9.1.2.2 10.1.2.1 10.1.2.2 11.1.2.1 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p>

JA Company Program®

JA Company Program Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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 to understand this team’s role in company operations. 	<p>No Entrepreneurship Standards for Minnesota.</p> <p>ECONOMICS 9. Personal Finance 9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. Participate as team leaders or effective team members in project assignments, and organize work and utilize team roles to meet project goals. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Relationship Skills</p> <ul style="list-style-type: none"> Help fellow students or community members understand tasks, find resources, and fulfill assigned roles by thinking of others as customers. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading 9.1.2.1 9.1.2.2 10.1.2.1 10.1.2.2 11.1.2.1 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p>
<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>No Entrepreneurship Standards for Minnesota.</p> <p>ECONOMICS 8. Fundamental Economic Concepts 9.2.8.2 Explain how the availability of and access to productive resources and technology limits the production of goods and services.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. Participate as team leaders or effective team members in project assignments, and organize work and utilize team roles to meet project goals. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Relationship Skills</p> <ul style="list-style-type: none"> Help fellow students or community members understand tasks, find 	<p>Reading 9.1.2.1 9.1.2.2 10.1.2.1 10.1.2.2 11.1.2.1 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p>

JA Company Program[®]

JA Company Program Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>resources, and fulfill assigned roles by thinking of others as customers.</p> <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	
<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>No Entrepreneurship Standards for Minnesota. Please see National Entrepreneurship Standards correlation at https://jausa.ja.org/correlations/nationalstandards/nationalcontentstandardsforentrepreneurshipeducation</p> <p>ECONOMICS</p> <p>8. Fundamental Economic Concepts</p> <p>9.2.8.2 Explain how the availability of and access to productive resources and technology limits the production of goods and services.</p> <p>9.2.8.4 Define broad long-run economic goals, [and describe the tradeoffs that exist between them; evaluate how different economic systems prioritize these goals, and evaluate the intended and unintended consequences.]</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. Participate as team leaders or effective team members in project assignments, and organize work and utilize team roles to meet project goals. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Relationship Skills</p> <ul style="list-style-type: none"> Help fellow students or community members understand tasks, find resources, and fulfill assigned roles by thinking of others as customers. <p>Cultural Fluency and Global Awareness</p> <ul style="list-style-type: none"> Apply mathematical computational skills appropriately in real world contexts that integrate the skills in authentic classroom projects or assignments (e.g., using core math skills in construction, manufacturing, or family and consumer science courses). <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading</p> <p>9.1.2.1</p> <p>9.1.2.2</p> <p>10.1.2.1</p> <p>10.1.2.2</p> <p>11.1.2.1</p> <p>11.1.2.2</p> <p>Writing</p> <p>9.2.1.1</p> <p>9.2.2.1</p> <p>10.2.1.1</p> <p>10.2.2.1</p> <p>11.2.1.1</p> <p>11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2</p> <p>9.3.1.3</p> <p>10.3.1.2</p> <p>10.3.1.3</p> <p>11.3.1.2</p> <p>11.3.1.3</p>

JA Company Program®

JA Company Program Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>No Entrepreneurship Standards for Minnesota. Please see National Entrepreneurship Standards correlation at https://jausa.ja.org/correlations/nationalstandards/nationalcontentstandardsforentrepreneurshipeducation</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways. MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting goals. 	<p>Reading 9.1.2.1 9.1.2.2 10.1.2.1 10.1.2.2 11.1.2.1 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>
<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>No Entrepreneurship Standards for Minnesota. Please see National Entrepreneurship Standards correlation at https://jausa.ja.org/correlations/nationalstandards/nationalcontentstandardsforentrepreneurshipeducation</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. Participate as team leaders or effective 	<p>Reading 9.1.2.1 9.1.2.2 10.1.2.1 10.1.2.2 11.1.2.1 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 9.3.3.1 10.3.1.2 10.3.1.3 10.3.3.1 11.3.1.2</p>

JA Company Program®

JA Company Program Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>team members in project assignments, and organize work and utilize team roles to meet project goals.</p> <p>MINDSETS AND SOCIAL AWARENESS Decision Making</p> <ul style="list-style-type: none"> • Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>11.3.1.3 11.3.3.1</p>

JA Company Program[®] Pop Up

JA Company Program Pop Up Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>No Entrepreneurship Standards for Minnesota. Please see National Entrepreneurship Standards correlation at https://jausa.ja.org/correlations/nationalstandards/nationalcontentstandardsforentrepreneurshipeducation</p> <p>ECONOMICS 8. Fundamental Economic Concepts 9.2.8.4 Define broad long-run economic goals, [and describe the tradeoffs that exist between them; evaluate how different economic systems prioritize these goals, and evaluate the intended and unintended consequences.]</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> • Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Creativity</p> <ul style="list-style-type: none"> • Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> • Practice goal setting and completion based on their personal strengths and interests. [Goals are recorded in the student’s PLP.] <p>Self-Management</p> <ul style="list-style-type: none"> • Learn and practice the process of setting goals. <p>Decision Making</p> <ul style="list-style-type: none"> • Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</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</p>	<p>No Entrepreneurship Standards for Minnesota.</p> <p>ECONOMICS 8. Fundamental Economic Concepts 9.2.8.2 Explain how the availability of and access to productive resources and technology limits the production of goods and services.</p> <p>9.2.8.4 Define broad long-run economic goals, [and describe the tradeoffs that exist between</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> • Develop clear and precise written work and verbal communications targeted to different audiences. • Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> • Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p>

JA Company Program[®] Pop Up

JA Company Program Pop Up Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>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>them; evaluate how different economic systems prioritize these goals, and evaluate the intended and unintended consequences.]</p> <p>9. Personal Finance 9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>videos, infographics, blog posts, or photo essays.</p> <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Relationship Skills</p> <ul style="list-style-type: none"> Help fellow students or community members understand tasks, find resources, and fulfill assigned roles by thinking of others as customers. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>9.3.1.2 9.3.1.3 9.3.2.1 10.3.1.2 10.3.1.3 10.3.2.1 11.3.1.2 11.3.1.3 11.3.2.1</p>
<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 	<p>No Entrepreneurship Standards for Minnesota.</p> <p>ECONOMICS</p> <p>9. Personal Finance 9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. Participate as team leaders or effective team members in project assignments, and organize work and utilize team roles to meet project goals. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Communicate with and consider all ideas 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.2.1 10.2.1.1 10.2.2.1 11.2.1.1 11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA Company Program[®] Pop Up

JA Company Program Pop Up Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>meet the company's goals.</p>	<p>school, workplace and community settings.</p>	<p>of peers, adults, and workplace superiors with respect and confidence, sharing information and feedback willingly, clearly, and accurately.</p> <p>Relationship Skills</p> <ul style="list-style-type: none"> ● Help fellow students or community members understand tasks, find resources, and fulfill assigned roles by thinking of others as customers. <p>Problem Solving</p> <ul style="list-style-type: none"> ● Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g., using core math skills in constructions, manufacturing, or family and consumer science courses). <p>Decision Making</p> <ul style="list-style-type: none"> ● Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	
<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>No Entrepreneurship Standards for Minnesota.</p> <p>ECONOMICS</p> <p>9. Personal Finance</p> <p>9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Collaboration</p> <p>Participate in cooperative groups or with a partner with specific roles and a shared task to complete,</p> <p>Creativity</p> <ul style="list-style-type: none"> ● Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> ● Communicate with and consider all ideas of peers, adults, and workplace superiors with respect and confidence, sharing information and feedback willingly, clearly, and accurately. <p>Relationship Skills</p> <ul style="list-style-type: none"> ● Help fellow students or community members understand tasks, find resources, and fulfill assigned roles by thinking of others as customers. <p>Decision Making</p> <ul style="list-style-type: none"> ● Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA Company Program® Pop Up

JA Company Program Pop Up Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>No Entrepreneurship Standards for Minnesota.</p> <p>ECONOMICS</p> <p>9. Personal Finance</p> <p>9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Communicate with and consider all ideas of peers, adults, and workplace superiors with respect and confidence, sharing information and feedback willingly, clearly, and accurately. <p>Relationship Skills</p> <ul style="list-style-type: none"> Help fellow students or community members understand tasks, find resources, and fulfill assigned roles by thinking of others as customers. <p>Problem Solving</p> <ul style="list-style-type: none"> Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g., using core math skills in constructions, manufacturing, or family and consumer science courses). <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA Company Program[®] Pop Up

JA Company Program Pop Up Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>No Entrepreneurship Standards for Minnesota.</p> <p>ECONOMICS</p> <p>9. Personal Finance</p> <p>9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> • Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). <p>Collaboration</p> <ul style="list-style-type: none"> • Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Creativity</p> <ul style="list-style-type: none"> • Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> • Communicate with and consider all ideas of peers, adults, and workplace superiors with respect and confidence, sharing information and feedback willingly, clearly, and accurately. <p>Relationship Skills</p> <ul style="list-style-type: none"> • Help fellow students or community members understand tasks, find resources, and fulfill assigned roles by thinking of others as customers. <p>Problem Solving</p> <ul style="list-style-type: none"> • Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g., using core math skills in constructions, manufacturing, or family and consumer science courses). <p>Decision Making</p> <ul style="list-style-type: none"> • Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA Company Program[®] Pop Up

JA Company Program Pop Up Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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 recipients 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>No Entrepreneurship Standards for Minnesota. Please see National Entrepreneurship Standards correlation at https://jausa.ja.org/correlations/nationalstandards/nationalcontentstandardsforentrepreneurshipeducation</p> <p>ECONOMICS 8. Fundamental Economic Concepts 9.2.8.2 Explain how the availability of and access to productive resources and technology limits the production of goods and services. 9.2.8.4 Define broad long-run economic goals, [and describe the tradeoffs that exist between them; evaluate how different economic systems prioritize these goals, and evaluate the intended and unintended consequences.]</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities. Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> • Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). <p>Collaboration</p> <ul style="list-style-type: none"> • Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Creativity</p> <ul style="list-style-type: none"> • Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> • Communicate with and consider all ideas of peers, adults, and workplace superiors with respect and confidence, sharing information and feedback willingly, clearly, and accurately. <p>Relationship Skills</p> <ul style="list-style-type: none"> • Help fellow students or community members understand tasks, find resources, and fulfill assigned roles by thinking of others as customers. <p>Self Management</p> <ul style="list-style-type: none"> • Learn and practice the process of setting goals. <p>Problem Solving</p> <ul style="list-style-type: none"> • Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g., using core math skills in constructions, manufacturing, or family and consumer science courses). <p>Decision Making</p> <ul style="list-style-type: none"> • Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA Excellence in Ethics

JA Excellence in Ethics Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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. 	NA	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> • Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Collaboration</p> <ul style="list-style-type: none"> • Initiate and engage in positive interactions with peers and adults. <p>Critical Thinking</p> <ul style="list-style-type: none"> • Debate an issue, converging on an understanding, assessing a problem, and questioning. • Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> • Contribute new ideas or thinking, seek clarification and understanding, and require active listening. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</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. 	NA	<p>EMPLOYABILITY SKILLS</p> <p>Creativity</p> <ul style="list-style-type: none"> • Find comfort with multiple paths to a solution or changing an approach when unsuccessful. • Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> • Develop confidence and skills in identifying and resolving both procedural and conceptual challenges. • Develop a project identifying, analyzing, discussing, evaluating information, to resolve a procedural, conceptual, or challenge or ethical issue. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA Excellence in Ethics

JA Excellence in Ethics Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>NA</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> • Effectively participate in digital learning environments. <p>EMPLOYABILITY SKILLS</p> <p>Creativity</p> <ul style="list-style-type: none"> • Find comfort with multiple paths to a solution or changing an approach when unsuccessful. • Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Critical Thinking</p> <ul style="list-style-type: none"> • Debate an issue, converging on an understanding, assessing a problem, and questioning 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA High School Heroes

JA High School Heroes Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>CITIZENSHIP AND GOVERNMENT</p> <p>1. Civic Skills</p> <p>9.1.1.1 Demonstrate civic skills that enable people to be informed on current issues in order to monitor and influence state, local, tribal, national or international affairs.</p> <p>9.1.1.4 Analyze how means of civic engagement are used to influence the American political system at all levels.</p> <p>3. Rights and Responsibilities</p> <p>9.1.3.6 Explain the responsibilities and duties for all individuals in a republic.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Creativity</p> <ul style="list-style-type: none"> Find comfort with multiple paths to a solution or changing an approach when unsuccessful. Create innovative and novel ideas or solutions to a problem or situation. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Contribute new ideas or thinking, seek clarification and understanding, and require active listening. <p>Cultural Fluency and Global Awareness</p> <ul style="list-style-type: none"> Actively listen to and consider all group members’ ideas, opinions, experiences, and perspectives, and respond with patience and respect (e.g., forums and panel discussions, community engagement, schools news reporting). Discuss options and alternatives as much about agreement as on conflict (e.g., current issues debate, mock government, editorials, civic action planning). <p>Problem Solving</p> <ul style="list-style-type: none"> Develop confidence and skills in identifying and resolving both procedural and conceptual challenges. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA High School Heroes

JA High School Heroes Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> ● Develop clear and precise written work and verbal communications targeted to different audiences. ● Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Collaboration</p> <ul style="list-style-type: none"> ● Initiate and engage in positive interactions with peers and adults. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> ● Contribute new ideas or thinking, seek clarification and understanding, and require active listening. <p>Self-Management</p> <ul style="list-style-type: none"> ● Learn and practice the process of setting goals. <p>Problem Solving</p> <ul style="list-style-type: none"> ● Develop confidence and skills in identifying and resolving both procedural and conceptual challenges. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 9.3.3.1 10.3.1.2 10.3.1.3 10.3.3.1 11.3.1.2 11.3.1.3 11.3.3.1</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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> ● Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Collaboration</p> <ul style="list-style-type: none"> ● Initiate and engage in positive interactions with peers and adults. ● Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Creativity</p> <ul style="list-style-type: none"> ● Find comfort with multiple paths to a solution or changing an approach when unsuccessful. ● Create innovative and novel ideas or solutions to a problem or situation. <p>Critical Thinking</p> <ul style="list-style-type: none"> ● Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p>	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 9.3.3.1 10.3.1.2 10.3.1.3 10.3.3.1 11.3.1.2 11.3.1.3 11.3.3.1</p>

JA High School Heroes

JA High School Heroes Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>Growth Mindset</p> <ul style="list-style-type: none"> Contribute new ideas or thinking, seek clarification and understanding, and require active listening. <p>Cultural Fluency and Global Awareness</p> <ul style="list-style-type: none"> Actively listen to and consider all group members' ideas, opinions, experiences, and perspectives, and respond with patience and respect (e.g., forums and panel discussions, community engagement, schools news reporting). Discuss options and alternatives as much about agreement as on conflict (e.g., current issues debate, mock government, editorials, civic action planning). <p>Problem Solving</p> <ul style="list-style-type: none"> Develop confidence and skills in identifying and resolving both procedural and conceptual challenges. 	
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Practice goal setting and completion based on their personal strengths and interests. Goals are recorded in the student's PLP. <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting goals. Participate in student leadership activities that may include service projects, competitions, and other activities. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 9.3.3.1 10.3.1.2 10.3.1.3 10.3.3.1 11.3.1.2 11.3.1.3 11.3.3.1</p>

JA Inspire Advanced

JA Inspire Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways.</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Practice goal setting and completion based on their personal strengths and interests. Goals are recorded in the student’s PLP. <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting goals. <p>CAREER DEVELOPMENT</p> <p>Career Exploration</p> <ul style="list-style-type: none"> Research occupations of interest, including labor market information data, [and discuss findings with a parent/guardian, teacher, or counselor.] Compare occupations using a list of important characteristics such as skills, work conditions, salary, type of preparation needed, employment outlook, etc. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways.</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Practice goal setting and completion based on their personal strengths and interests. Goals are recorded in the student’s PLP. <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting goals. <p>CAREER DEVELOPMENT</p> <p>Career Exploration</p> <ul style="list-style-type: none"> Research occupations of interest, including labor market information data, [and discuss findings with a parent/guardian, teacher, or counselor.] Identify the requirements needed to pursue occupations of interest and which 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Inspire Advanced

JA Inspire Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>postsecondary institutions offer the corresponding program of study.</p> <ul style="list-style-type: none"> Compare occupations using a list of important characteristics such as skills, work conditions, salary, type of preparation needed, employment outlook, etc. 	
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways.</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Practice goal setting and completion based on their personal strengths and interests. Goals are recorded in the student's PLP. <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting goals. <p>CAREER DEVELOPMENT</p> <p>Career Exploration</p> <ul style="list-style-type: none"> Research occupations of interest, including labor market information data, [and discuss findings with a parent/guardian, teacher, or counselor.] Identify the requirements needed to pursue occupations of interest Compare occupations using a list of important characteristics such as skills, work conditions, salary, type of preparation needed, employment outlook, etc. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>
<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>	<p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways.</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills</p>	<p>EMPLOYABILITY SKILLS</p> <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. <p>CAREER DEVELOPMENT</p> <p>Career Awareness</p> <ul style="list-style-type: none"> Identify different jobs and careers in their school, neighborhood and community. <p>Career Exploration</p> <p>Research occupations of interest, including labor market information data,</p>	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.1.3 9.2.5.1 10.2.1.1 10.2.1.3 10.2.5.1 11.2.1.1 11.2.1.3</p>

JA Inspire Advanced

JA Inspire Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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. 	in school, workplace and community settings.	TRANSITIONAL KNOWLEDGE Employment and Admission Procedures <ul style="list-style-type: none"> Develop and update a resume to document academics, awards, achievements, work, volunteer, and community service activities. 	11.2.5.1 Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.3 10.3.1.3 11.3.1.3
Session Five: (Virtual Event): Learn from the Experts Students review the speakers and webinars available at the <i>JA Inspire</i> event, create a list of at least three to view, and define what they would like to learn from them. Students will: <ul style="list-style-type: none"> Identify relevant <i>JA Inspire</i> 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. 	ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE Topic: Career and College Readiness MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways. MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.	EMPLOYABILITY SKILLS Communication <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. Creativity <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. CAREER DEVELOPMENT Career Awareness <ul style="list-style-type: none"> Identify different jobs and careers in their school, neighborhood and community. Career Exploration <ul style="list-style-type: none"> Research occupations of interest, including labor market information data, [and discuss findings with a parent/guardian, teacher, or counselor.] 	Reading 9.1.2.2 10.1.2.2 11.1.2.2 Writing 9.2.1.1 9.2.7.1 10.2.1.1 10.2.7.1 11.2.1.1 11.2.7.1 Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 10.3.1.2 11.3.1.2
Session Five: (In-Person Event): Prepare for the JA Inspire Event Students prepare for the in-person <i>JA Inspire</i> event by reviewing logistics of the event day and getting ready to make a good first impression when interacting with company representatives. Students will: <ul style="list-style-type: none"> Learn the logistics of attending the in-person event. Learn how to conduct themselves at the event and receive a Code of Conduct. Learn the importance of networking and create an elevator pitch to help them network at the event. Prepare questions that they want to ask and practice asking them. Express their expectations of the upcoming event. 	ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE Topic: Career and College Readiness MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways. MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.	EMPLOYABILITY SKILLS Communication <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. Creativity <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. CAREER DEVELOPMENT Career Awareness <ul style="list-style-type: none"> Identify different jobs and careers in their school, neighborhood and community. Career Exploration <ul style="list-style-type: none"> Research occupations of interest, including labor market information data, [and discuss findings with a parent/guardian, teacher, or counselor.] 	Reading 9.1.2.2 10.1.2.2 11.1.2.2 Writing 9.2.1.1 9.2.7.1 10.2.1.1 10.2.7.1 11.2.1.1 11.2.7.1 Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 10.3.1.2 11.3.1.2

JA Inspire Advanced

JA Inspire Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>Session Six: Visit the JA Inspire Event Students attend the <i>JA Inspire</i> event.</p> <p>Students will:</p> <ul style="list-style-type: none"> Attend the <i>JA Inspire</i> event. Visit exhibits at the event. (Virtual <i>JA Inspire</i> event only) Attend speeches and webinars. (Virtual <i>JA Inspire</i> event only) Complete the What I Learned section of the chart from their Learn From the Experts handout. (In-Person <i>JA Inspire</i> event only) Engage with exhibitors and document what they learn. 	<p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways.</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. <p>CAREER DEVELOPMENT</p> <p>Career Awareness</p> <ul style="list-style-type: none"> Identify different jobs and careers in their school, neighborhood and community. <p>Career Exploration</p> <ul style="list-style-type: none"> Research occupations of interest, including labor market information data, [and discuss findings with a parent/guardian, teacher, or counselor.] 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.3.1 10.3.1.2 10.3.3.1 11.3.1.2 11.3.3.1</p>
<p>Session Seven: JA Inspire Personal Reflection 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. 	<p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways.</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Practice goal setting and completion based on their personal strengths and interests. [Goals are recorded in the student’s PLP.] <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting goals. <p>CAREER DEVELOPMENT</p> <p>Career Exploration</p> <ul style="list-style-type: none"> Identify the requirements needed to pursue occupations of interest and which postsecondary institutions offer the corresponding program of study. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA It's My Job[®] (Soft Skills)

JA It's My Job Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Cultural Fluency and Global Awareness</p> <ul style="list-style-type: none"> Actively listen to and consider all group members' ideas, opinions, experience, and perspectives, and respond with patience and respect (e.g. forums and panel discussions, community engagement, school news reporting). 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.1.3 10.2.1.1 10.2.1.3 11.2.1.1 11.2.1.3</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Create a resume, cover letter, and thank you letter. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>TRANSITIONAL KNOWLEDGE</p> <p>Employment and Admission Procedures</p> <ul style="list-style-type: none"> Develop and update a resume to document academics, awards, achievements, work, volunteer, and community service activities. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.1.3 10.2.1.1 10.2.1.3 11.2.1.1 11.2.1.3</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.3 10.3.1.3 11.3.1.3</p>

JA It's My Job[®] (Soft Skills)

JA It's My Job Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> ● Develop clear and precise written work and verbal communications targeted to different audiences. ● Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Collaboration</p> <ul style="list-style-type: none"> ● Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> ● Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>TRANSITIONAL KNOWLEDGE</p> <p>Employment and Admission Procedures</p> <ul style="list-style-type: none"> ● Develop and update a resume to document academics, awards, achievements, work, volunteer, and community service activities. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.1.3 10.2.1.1 10.2.1.3 11.2.1.1 11.2.1.3</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 9.3.3.1 10.3.1.2 10.3.1.3 10.3.3.1 11.3.1.2 11.3.1.3 11.3.3.1</p>
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> ● Develop clear and precise written work and verbal communications targeted to different audiences. ● Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Collaboration</p> <ul style="list-style-type: none"> ● Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> ● Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA It's My Job[®] (Soft Skills)

JA It's My Job Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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. 	<p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.1 9.3.1.2 9.3.1.3 10.3.1.1 10.3.1.2 10.3.1.3 11.3.1.1 11.3.1.2 11.3.1.3</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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Develop clear and precise written work and verbal communications targeted to different audiences. Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.1.3 9.2.2.1 10.2.1.1 10.2.1.3 10.2.2.1 11.2.1.1 11.2.1.3 11.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA Job Shadow[®]

JA Job Shadow Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways. MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting goals. <p>Cultural Fluency and Global Awareness</p> <ul style="list-style-type: none"> Actively listen to and consider all group members' ideas, opinions, experiences, and perspectives, and respond with patience and respect (e.g., forums and panel discussions, community engagement, school news reporting). <p>CAREER DEVELOPMENT</p> <p>Career Exploration</p> <ul style="list-style-type: none"> Research occupations of interest, including labor market information data, [and discuss findings with a parent/guardian, teacher, or counselor.] 	<p>Reading 9.1.2.2 9.1.4.2 10.1.2.2 10.1.4.2 11.1.2.2 11.1.4.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</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 relevance to personal career exploration 	<p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways. MPF 8.2 Demonstrate job-seeking, communication,</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.1.3 10.2.1.1 10.2.1.3 11.2.1.1 11.2.1.3</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 9.3.3.1</p>

JA Job Shadow[®]

JA Job Shadow Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<ul style="list-style-type: none"> 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>leadership and teamwork skills in school, workplace and community settings.</p>	<p>CAREER DEVELOPMENT</p> <p>Career Awareness</p> <ul style="list-style-type: none"> Identify different jobs, and careers in their school, neighborhood and community. <p>Career Exploration</p> <ul style="list-style-type: none"> Research occupations of interest, including labor market information data, [and discuss findings with a parent/guardian, teacher, or counselor.] 	<p>10.3.1.2 10.3.1.3 10.3.3.1 11.3.1.2 11.3.1.3 11.3.3.1</p>
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways.</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Plan and conduct at least one informational interview. Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. <p>CAREER DEVELOPMENT</p> <p>Career Exploration</p> <ul style="list-style-type: none"> Make brief worksite visits to spend time with individual works, learning what their jobs entail (job shadowing). <p>CAREER DEVELOPMENT</p> <p>Career Field and Postsecondary Entrance Requirements</p> <ul style="list-style-type: none"> Participate in career fairs and/or job shadow experiences to understand career pathway options and career field entrance requirements. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.1.3 10.2.1.1 10.2.1.3 11.2.1.1 11.2.1.3</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 9.3.3.1 10.3.1.2 10.3.1.3 10.3.3.1 11.3.1.2 11.3.1.3 11.3.3.1</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 	<p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.1 Develop a plan for lifelong learning, including</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Create a resume, cover letter, and thank you letter. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Practice goal setting and completion based on their personal strengths and interests. [Goals are recorded in the student's PLP.] <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 9.2.1.3 10.2.1.1 10.2.1.3 11.2.1.1 11.2.1.3</p> <p>Listening, Speaking, Viewing and</p>

JA Job Shadow[®]

JA Job Shadow Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<ul style="list-style-type: none"> Write thank you notes 	<p>goals, career exploration and pathways.</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>goals.</p> <p>CAREER DEVELOPMENT</p> <p>Career Awareness</p> <ul style="list-style-type: none"> Identify different jobs, and careers in their school, neighborhood and community, <p>Career Field and Postsecondary Entrance Requirements</p> <ul style="list-style-type: none"> Participate in career fairs and/or job shadow experiences to understand career pathway options and career field entrance requirements. 	<p>Exchanging Ideas</p> <p>9.3.1.2 9.3.1.3 9.3.3.1 10.3.1.2 10.3.1.3 10.3.3.1 11.3.1.2 11.3.1.3 11.3.3.1</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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness</p> <p>MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways.</p> <p>MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>CAREER DEVELOPMENT</p> <p>Career Field and Postsecondary Entrance Requirements</p> <ul style="list-style-type: none"> Participate in career fairs and/or job shadow experiences to understand career pathway options and career field entrance requirements. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 9.2.1.3 10.2.1.1 10.2.1.3 11.2.1.1 11.2.1.3</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.1 9.3.1.2 9.3.1.3 9.3.3.1 10.3.1.1 10.3.1.2 10.3.1.3 10.3.3.1 11.3.1.1 11.3.1.2 11.3.1.3 11.3.3.1</p>
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. 	<p>Reading</p> <p>9.1.2.1 9.1.2.2 10.1.2.1 10.1.2.2 11.1.2.1 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1</p>

JA Job Shadow[®]

JA Job Shadow Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>Topic: Career and College Readiness MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways. MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>Technology and Information Literacy</p> <ul style="list-style-type: none"> ● Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, posters, slide presentations, videos, infographics, blog posts, or photo essays. <p>CAREER DEVELOPMENT</p> <p>Career Awareness</p> <ul style="list-style-type: none"> ● Identify different jobs, and careers in their school, neighborhood and community. <p>Career Exploration</p> <ul style="list-style-type: none"> ● Research occupations of interest, including labor market information data, [and discuss findings with a parent/guardian, teacher, or counselor.] <p>Career Field and Postsecondary Entrance Requirements</p> <ul style="list-style-type: none"> ● Participate in career fairs and/or job shadow experiences to understand career pathway options and career field entrance requirements. 	<p>10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways. MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> ● Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Collaboration</p> <ul style="list-style-type: none"> ● Initiate and engage in positive interactions with peers and adults. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> ● Practice goal setting and completion based on their personal strengths and interests. [Goals are recorded in the student’s PLP.] <p>Self-Management</p> <ul style="list-style-type: none"> ● Learn and practice the process of setting goals. <p>CAREER DEVELOPMENT</p> <p>Career Exploration</p> <ul style="list-style-type: none"> ● Make brief worksite visits to spend time with individual works, learning what their jobs entail (job shadowing). 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 9.3.2.1 10.3.1.2 10.3.1.3 10.3.2.1 11.3.1.2 11.3.1.3 11.3.2.1</p>

JA Job Shadow[®]

JA Job Shadow Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>Career Field and Postsecondary Entrance Requirements</p> <ul style="list-style-type: none"> Participate in career fairs and/or job shadow experiences to understand career pathway options and career field entrance requirements. 	
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>Topic: Career and College Readiness MPF 8.1 Develop a plan for lifelong learning, including goals, career exploration and pathways. MPF 8.2 Demonstrate job-seeking, communication, leadership and teamwork skills in school, workplace and community settings.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Create a [resume, cover letter, and] thank you letter. Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Practice goal setting and completion based on their personal strengths and interests. [Goals are recorded in the student’s PLP.] <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting goals. <p>CAREER DEVELOPMENT</p> <p>Career Field and Postsecondary Entrance Requirements</p> <ul style="list-style-type: none"> Participate in career fairs and/or job shadow experiences to understand career pathway options and career field entrance requirements. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 9.3.1.3 10.3.1.2 10.3.1.3 11.3.1.2 11.3.1.3</p>

JA Launch Lesson®

JA Launch Lesson Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. Create innovative and novel ideas or solutions to a problem or situation. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 10.3.1.2 11.3.1.2</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>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. Create innovative and novel ideas or solutions to a problem or situation. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 10.3.1.2 11.3.1.2</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>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>Creativity</p> <ul style="list-style-type: none"> Pursue their curiosity and interests through inquiry-based projects and tasks. 	<p>GReading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Personal Finance[®] 2.0

JA Personal Finance Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance Guidance Standards	Career and College Readiness Domains and Competencies	Minnesota ELA and 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>2024 Minnesota Personal Finance Statewide Guidance</p> <p>Focus Area Two: Income and Earning</p> <ul style="list-style-type: none"> • Students are able to make informed decisions concerning their post-high school plans. • Students are able to evaluate multiple employment offers, including both tangible and intangible benefits based on personal goals and values. • Students are able to explain the components of a paystub. • Students are able to identify alternative types of income. <p>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>MPF1.2 Compare and contrast how individuals and families make choices to satisfy needs and wants.</p> <p>MPF1.6 Evaluate the need for family financial planning to include short/ medium/ long-term goal setting.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> • Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> • Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). • Effectively participate in digital learning environments. <p>CAREER DEVELOPMENT</p> <p>Career Exploration</p> <ul style="list-style-type: none"> • Research occupations of interest, including labor market information data, and discuss findings with a parent/guardian, teacher, or counselor. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> • Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. • Develop tables that compare and contrast post-high school income and expense options (work, education), including earnings, housing, transportation, food, and clothing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</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>2024 Minnesota Personal Finance Statewide Guidance</p> <p>Focus Area Six: Budgeting and Investing</p> <ul style="list-style-type: none"> • Students are able to identify short and long-term financial goals and develop a spending plan and/or budget. • Students are able to analyze how changes in taxation, inflation, and other external circumstances can affect 	<p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> • Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses). <p>TRANSITIONAL KNOWLEDGE</p>	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking,</p>

JA Personal Finance® 2.0

JA Personal Finance Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance Guidance Standards	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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 budget.</p> <ul style="list-style-type: none"> Students are able to apply formal decision-making models to make financial decisions. Students are able to determine practices that allow individuals and families to strive for financial security. <p>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>MPF1.2 Compare and contrast how individuals and families make choices to satisfy needs and wants.</p> <p>MPF1.6 Evaluate the need for family financial planning to include short/ medium/ long-term goal setting.</p> <p>Topic: Budget and Record Keeping</p> <p>MPF 3.1 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.</p> <p>PFT 3.3 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time and human capital.</p>	<p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>
<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</p>	<p>2024 Minnesota Personal Finance Statewide Guidance</p> <p>Focus Area Three: Financial Systems</p> <p>Students can compare and contrast financial products and services</p> <p>ECONOMICS</p> <p>2. Personal Finance</p>	<p>MINDSETS AND SOCIAL AWARENESS</p> <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting goals. <p>Problem Solving</p> <ul style="list-style-type: none"> Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening,</p>

JA Personal Finance® 2.0

JA Personal Finance Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance Guidance Standards	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>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>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>9.2.9.3 Evaluate how various household assets of property, housing, stocks, bonds, savings accounts and monetizing creative enterprises can generate income, considering risk, return and time horizon.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF1.2 Compare and contrast how individuals and families make choices to satisfy needs and wants.</p> <p>MPF1.6 Evaluate the need for family financial planning to include short/medium/ long-term goal setting.</p> <p>Topic: Saving and Investing MPF 5.1 Analyze relationships between the economic systems of savings and investing to build long-term individual or family financial security.</p>	<p>assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses).</p> <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Personal Finance® 2.0

<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>2024 Minnesota Personal Finance Statewide Guidance</p> <p>Focus Area Four: Credit and Debt Management</p> <ul style="list-style-type: none"> • Students are able to analyze the costs and benefits of various types of credit. • Students are able to evaluate the various sources and types of consumer debt. • Students are able to summarize how one's credit history can affect finances, including loan eligibility and terms <p>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>9.2.9.4. Evaluate the benefits and costs of credit. Explain how the financial industry assesses one’s ability to manage credit and how this affects one’s ability to borrow, rent, get a job and achieve other financial goals.</p> <p>11. Macroeconomics</p> <p>9.2.11.7 Explain interest rates and how interest rates are determined. Explain how financial institutions (banks and credit unions) make it possible for business to borrow and spend on new capital investment (machinery, tools, equipment) and for households to borrow and spend on purchase.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>MPF1.2 Compare and contrast how individuals and families make choices to satisfy needs and wants.</p> <p>MPF1.6 Evaluate the need for family financial planning to include short/ medium/ long-term goal setting.</p> <p>Topic: Credit and Identity Protection</p> <p>MPF 6.1 Explore the pros and cons of basic types of credit including loans.</p> <p>MPF 6.5 Evaluate management skills to maintain a healthy credit rating.</p>	<p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> • Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>
--	---	---	---

JA Personal Finance[®] 2.0

JA Personal Finance Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance Guidance Standards	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>2024 Minnesota Personal Finance Statewide Guidance</p> <p>Focus Area Five: Risk Management</p> <ul style="list-style-type: none"> Students are able to analyze methods to prevent and limit the consequences of identity theft and fraud. Students are able to analyze how local, state and federal laws and regulations affect consumers. Students are able to evaluate how and why individuals choose to accept risk, reduce risk, or transfer risk to others <p>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>9.2.9.4. Evaluate the benefits and costs of credit. Explain how the financial industry assesses one’s ability to manage credit and how this affects one’s ability to borrow, rent, get a job and achieve other financial goals.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Credit and Identity Protection</p> <p>MPF 6.2 Recognize the role of policies and laws in advocacy and protecting the consumer’s use of credit.</p> <p>MPF 6.3 Evaluate the effects of technology on credit use and identify protections.</p> <p>MPF 6.4 Apply strategies to reduce the risk of consumer fraud.</p> <p>MPF 6.5 Evaluate management skills to maintain a healthy credit rating.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Use analytical strategies to find and assess the quality of information and identify potential bias. Effectively participate in digital learning environments. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>
<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.</p>	<p>2024 Minnesota Personal Finance Statewide Guidance</p> <p>Focus Area Six: Budgeting and Investing</p> <ul style="list-style-type: none"> Students are able to analyze how changes in taxation, inflation, and other external circumstances can affect 	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Use analytical strategies to find and assess the quality of information and identify potential bias. Effectively participate in digital learning environments. <p>MINDSETS AND SOCIAL AWARENESS</p>	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p>

JA Personal Finance[®] 2.0

JA Personal Finance Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance Guidance Standards	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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. 	<ul style="list-style-type: none"> Students are able to apply formal decision-making models to make financial decisions personal budget. Students are able to determine practices that allow individuals and families to strive for financial security <p>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.2 Compare and contrast how individuals and families make choices to satisfy needs and wants.</p>	<p>Problem Solving</p> <ul style="list-style-type: none"> Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses). <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	
<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>2024 Minnesota Personal Finance Statewide Guidance</p> <p>Focus Area Five: Risk Management</p> <ul style="list-style-type: none"> Students are able to describe how insurance and other risk-management strategies protect against financial loss. Students are able to compare and contrast how insurance needs vary among individuals, families, and seasons of life. Students are able to evaluate how and why individuals choose to accept risk, reduce risk, or transfer risk to others. <p>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan</p> <p>9.2.9.3 Evaluate how various household assets of property, housing, stocks, bonds, savings accounts and monetizing creative enterprises can generate income, considering risk, return and time horizon.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses). <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p>

JA Personal Finance[®] 2.0

JA Personal Finance Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance Guidance Standards	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
	<p>9.2.9.4. Evaluate the benefits and costs of credit. Explain how the financial industry assesses one’s ability to manage credit and how this affects one’s ability to borrow, rent, get a job and achieve other financial goals.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.2 Compare and contrast how individuals and families make choices to satisfy needs and wants.</p> <p>Topic: Budget and Record Keeping MPF 3.1 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.</p> <p>MPF 3.4 Analyze practices that allow families to maintain economic self-sufficiency.</p> <p>Topic: Saving and Investing MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p> <p>Topic: Insurance and Risk Management MPF 7.1 Explore insurance options and their purposes, their role in balancing risk, and their benefit in financial planning.</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. 	<p>2024 Minnesota Personal Finance Statewide Guidance</p> <p>Focus Area Six: Budgeting and Investing</p> <ul style="list-style-type: none"> Students are able to determine practices that allow individuals and families to strive for financial security. Students are able to compare the features of various savings vehicles and interest rates offered by financial institutions. Students are able to identify types of investments appropriate for different objectives, such as liquidity, income, growth, and risk <p>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses). <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p>

JA Personal Finance[®] 2.0

JA Personal Finance Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance Guidance Standards	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<ul style="list-style-type: none"> 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>the individual confronts. Determine ways to track the success of the plan</p> <p>9.2.9.3 Evaluate how various household assets of property, housing, stocks, bonds, savings accounts and monetizing creative enterprises can generate income, considering risk, return and time horizon.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.5 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families</p> <p>MPF 1.6 Evaluate the need for family financial planning to include short/medium/long-term goal setting.</p> <p>Topic: Saving and Investing MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p>		

JA Personal Finance[®] 2.0

JA Personal Finance Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance Guidance Standards	Career and College Readiness Domains and Competencies	Minnesota ELA and 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>2024 Minnesota Personal Finance Statewide Guidance</p> <p>Focus Area Four: Credit and Debt Management</p> <ul style="list-style-type: none"> Students are able to analyze the costs and benefits of various types of credit. Students are able to evaluate the various sources and types of consumer debt <p>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan</p> <p>9.2.9.4. Evaluate the benefits and costs of credit. Explain how the financial industry assesses one’s ability to manage credit and how this affects one’s ability to borrow, rent, get a job and achieve other financial goals.</p> <p>11. Macroeconomics</p> <p>9.2.11.7 Explain interest rates and how interest rates are determined. Explain how financial institutions make it possible for business to borrow and spend on new capital investment and for households to borrow and spend on purchase.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Credit and Identity Protection</p> <p>MPF 6.1 Explore the pros and cons of basic types of credit including loans.</p> <p>MPF 6.5 Evaluate management skills to maintain a healthy credit rating.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</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>	<p>2024 Minnesota Personal Finance Statewide Guidance</p> <p>Focus Area Four: Credit and Debt Management</p> <ul style="list-style-type: none"> Students are able to summarize how one's credit history can affect finances, including loan eligibility and terms. Students are able to summarize the reasons for filing for personal bankruptcy and evaluate the implications for self and others. 	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p>

JA Personal Finance[®] 2.0

JA Personal Finance Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance Guidance Standards	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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 2. Personal Finance 9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan</p> <p>9.2.9.4. Evaluate the benefits and costs of credit. Explain how the financial industry assesses one’s ability to manage credit and how this affects one’s ability to borrow, rent, get a job and achieve other financial goals.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Credit and Identity Protection MPF 6.1 Explore the pros and cons of basic types of credit including loans.</p> <p>MPF 6.5 Evaluate management skills to maintain a healthy credit rating.</p>	<p>in construction, manufacturing, or family and consumer science courses).</p> <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	
<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>2024 Minnesota Personal Finance Statewide Guidance</p> <p>Focus Area One: Financial Psychology</p> <ul style="list-style-type: none"> Students are able to identify how unconscious beliefs influence financial decision making. Students are able to make critical choices about sources of financial information to use based on perspective, biases, credibility, and relevance <p>ECONOMICS 2. Personal Finance 9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>9.2.9.3 Evaluate how various household assets of property, housing, stocks, bonds, savings accounts and monetizing creative enterprises can generate income, considering risk, return and time horizon.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses). <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, managing checking and debit accounts, saving, and investing. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p>

JA Personal Finance[®] 2.0

JA Personal Finance Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance Guidance Standards	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
	<p>Topic: Goal-Setting and Decision-Making MPF 1.2 Compare and contrast how individuals and families make choices to satisfy needs and wants.</p> <p>MPF 1.6 Evaluate the need for family financial planning to include short/medium/long-term goal setting.</p> <p>Topic: Budget and Record Keeping MPF 3.4 Analyze practices that allow families to maintain economic self-sufficiency.</p> <p>Topic: Saving and Investing MPF 5.3 Analyze relationships between the economic systems of savings and investing to build long-term individual or family financial security.</p>		

JA Take Stock in Your Future®

JA Take Stock in your Future Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and 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>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.3 Evaluate how various household assets of property, housing, stocks, bonds, savings accounts and monetizing creative enterprises can generate income, considering risk, return and time horizon.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> • Organize, process, and share data and information using a variety of tools (outlines, collaborate documents, email, spreadsheets). <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> • Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses). <p>Decision Making</p> <ul style="list-style-type: none"> • Play the Junior Achievement stock market game and manage a portfolio over the course of a semester. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> • Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 9.1.4.2 10.1.2.2 10.1.4.2 11.1.2.2 11.1.4.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</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. 	<p>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>9.2.9.3 Evaluate how various household assets of property, housing, stocks, bonds, savings accounts and monetizing creative enterprises can generate income, considering risk, return and time horizon.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Saving and Investing</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> • Organize, process, and share data and information using a variety of tools (outlines, collaborate documents, email, spreadsheets). <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> • Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses). 	<p>Reading</p> <p>9.1.2.2 9.1.4.2 10.1.2.2 10.1.4.2 11.1.2.2 11.1.4.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Take Stock in Your Future®

JA Take Stock in your Future Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<ul style="list-style-type: none"> Analyze the data in a stock table. Practice following the process for buying and selling stocks on the stock market. 	<p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>Decision Making</p> <ul style="list-style-type: none"> Play the Junior Achievement stock market game and manage a portfolio over the course of a semester. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	
<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>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>9.2.9.3 Evaluate how various household assets of property, housing, stocks, bonds, savings accounts and monetizing creative enterprises can generate income, considering risk, return and time horizon.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborate documents, email, spreadsheets). <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses). <p>Decision Making</p> <ul style="list-style-type: none"> Play the Junior Achievement stock market game and manage a portfolio over the course of a semester. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 9.1.4.2 10.1.2.2 10.1.4.2 11.1.2.2 11.1.4.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Take Stock in Your Future®

JA Take Stock in your Future Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and 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>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>9.2.9.3 Evaluate how various household assets of property, housing, stocks, bonds, savings accounts and monetizing creative enterprises can generate income, considering risk, return and time horizon.</p> <p>11. Macroeconomics</p> <p>9.2.11.3 Evaluate economic growth using a variety of indicators. Analyze past and recent data to identify factors that promote or hinder long-run economic growth and its sustainability.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> • Organize, process, and share data and information using a variety of tools (outlines, collaborate documents, email, spreadsheets). • Effectively participate in digital learning environments. <p>Collaboration</p> <ul style="list-style-type: none"> • Initiate and engage in positive interactions with peers and adults. • Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> • Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses). <p>Decision Making</p> <ul style="list-style-type: none"> • Play the Junior Achievement stock market game and manage a portfolio over the course of a semester. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> • Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 9.1.4.2 10.1.2.2 10.1.4.2 11.1.2.2 11.1.4.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Take Stock in Your Future®

JA Take Stock in your Future Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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 financial goals.</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>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>9.2.9.3 Evaluate how various household assets of property, housing, stocks, bonds, savings accounts and monetizing creative enterprises can generate income, considering risk, return and time horizon.</p> <p>11. Macroeconomics</p> <p>9.2.11.3 Evaluate economic growth using a variety of indicators. Analyze past and recent data to identify factors that promote or hinder long-run economic growth and its sustainability.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>MPF 1.6 Evaluate the need for family financial planning to include short/medium/long-term goal setting.</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> • Organize, process, and share data and information using a variety of tools (outlines, collaborate documents, email, spreadsheets). <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Self-Management</p> <ul style="list-style-type: none"> • Learn and practice the process of setting goals. <p>Problem Solving</p> <ul style="list-style-type: none"> • Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses). <p>Decision Making</p> <ul style="list-style-type: none"> • Play the Junior Achievement stock market game and manage a portfolio over the course of a semester. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> • Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 9.1.4.2 10.1.2.2 10.1.4.2 11.1.2.2 11.1.4.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Take Stock in Your Future®

JA Take Stock in your Future Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>Extension: 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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p>
<p>Extension: 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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p>
<p>Extension: 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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborate documents, email, spreadsheets). Effectively participate in digital learning environments. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses). 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p>

JA Take Stock in Your Future®

JA Take Stock in your Future Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>Decision Making</p> <ul style="list-style-type: none"> Play the Junior Achievement stock market game and manage a portfolio over the course of a semester. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	
<p>Extension: 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>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.3 Evaluate how various household assets of property, housing, stocks, bonds, savings accounts and monetizing creative enterprises can generate income, considering risk, return and time horizon.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, costs of living on your own, credit scores, managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p>
<p>Extension: 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>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>9.2.9.3 Evaluate how various household assets of property, housing, stocks, bonds, savings accounts and monetizing creative enterprises can generate income, considering risk, return and time horizon.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> Practice goal settings and completion based on their personal strengths and interests. Goals are recorded in the student's PLP. <p>Self-Management</p> <ul style="list-style-type: none"> Learn and practice the process of setting goals. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p>

JA Take Stock in Your Future®

JA Take Stock in your Future Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
	<p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>MPF 1.6 Evaluate the need for family financial planning to include short/medium/long-term goal setting.</p> <p>Topic: Saving and Investing MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, costs of living on your own, credit scores, managing checking and debit accounts, saving, and investing. 	
<p>Extension: 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>11. Macroeconomics</p> <p>9.2.11.3 Evaluate economic growth using a variety of indicators. Analyze past and recent data to identify factors that promote or hinder long-run economic growth and its sustainability.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Income, Paychecks, and Taxes MPF 2.3 Explain the effects of the economy on personal income, individual and family security, and consumer decisions.</p> <p>Topic: Saving and Investing MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, costs of living on your own, credit scores, managing checking and debit accounts, saving, and investing. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</p>

JA Take Stock in Your Future®

JA Take Stock in your Future Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>Extension: 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>11. Macroeconomics</p> <p>9.2.11.5 Analyze and evaluate how various government fiscal policies are likely to impact overall output, employment, the price level and the national deficit/debt.</p> <p>9.2.11.6 Compare and contrast how various monetary policies of the Federal Reserve are implemented. Predict how these policies are likely to impact overall output, employment and the price level.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Income, Paychecks, and Taxes</p> <p>MPF 2.1 Analyze economic effects of laws and regulations that pertain to consumers and providers of services.</p> <p>Topic: Banking and Financial Institutions</p> <p>MPF 4.3 Analyze the economic effects of laws and regulations that pertain to consumers and providers of services.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, costs of living on your own, credit scores, managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p>
<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>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.3 Evaluate how various household assets of property, housing, stocks, bonds, savings accounts and monetizing creative enterprises can generate income, considering risk, return and time horizon.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.6 Evaluate the need for family financial planning to include short/medium/long-term goal setting.</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, costs of living on your own, credit scores, managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p>

JA Take Stock in Your Future®

JA Take Stock in your Future Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>Extension: 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>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>9.2.9.3 Evaluate how various household assets of property, housing, stocks, bonds, savings accounts and monetizing creative enterprises can generate income, considering risk, return and time horizon.</p> <p>11. Macroeconomics</p> <p>9.2.11.3 Evaluate economic growth using a variety of indicators. Analyze past and recent data to identify factors that promote or hinder long-run economic growth and its sustainability.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> • Organize, process, and share data and information using a variety of tools (outlines, collaborate documents, email, spreadsheets). • Effectively participate in digital learning environments. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> • Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g. using core math skills in construction, manufacturing, or family and consumer science courses). <p>Decision Making</p> <ul style="list-style-type: none"> • Play the Junior Achievement stock market game and manage a portfolio over the course of a semester. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> • Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.1 9.1.2.2 9.1.2.3 10.1.2.1 10.1.2.2 10.1.2.3 11.1.2.1 11.1.2.2 11.1.2.3</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p>
<p>Extension: 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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> • Organize, process, and share data and information using a variety of tools (outlines, collaborate documents, email, spreadsheets). • Effectively participate in digital learning environments. <p>Decision Making</p> <ul style="list-style-type: none"> • Play the Junior Achievement stock market game and manage a portfolio over the course of a semester. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p>

JA Take Stock in Your Future®

JA Take Stock in your Future Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	
<p>Extension: 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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p>
<p>Extension: 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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, costs of living on your own, credit scores, managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p>

JA Take Stock in Your Future®

JA Take Stock in your Future Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>Extension: 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>ECONOMICS</p> <p>2. Personal Finance</p> <p>9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p> <p>MPF 5.3 Analyze the effects of risk management strategies on long-term financial planning.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p>
<p>Extension: 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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Income, Paychecks, and Taxes</p> <p>MPF 2.2 Identify sources of income and understand the effects of state, local, and federal taxes on income.</p> <p>MPF 2.3 Explain the effects of the economy on personal income, individual and family security, and consumer decisions.</p> <p>Topic: Saving and Investing</p> <p>MPF 5.1 Analyze relationships between the economic systems of saving and investing to building long-term individual or family financial security.</p> <p>MPF 5.2 Compare saving and investment alternatives and how to access, obtain and manage them.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Effectively participate in digital learning environments. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p>

JA Take Stock in Your Future®

JA Take Stock in your Future Session Descriptions	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>Extension: 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 	NA	<p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p>

JA Titan Session Details	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and 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>NO Entrepreneurship Standards for Minnesota. For correlation to the National Content Standards for Entrepreneurship Education, please see: A Correlation: JA Be Entrepreneurial® And the CTE National Content Standards for Entrepreneurship Education</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Effectively participate in digital learning environments. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</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>	<p>NO Entrepreneurship Standards for Minnesota.</p> <p>ECONOMICS 9. Personal Finance 9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan. 9.2.9.5 Explain the pricing, sales,</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Effectively participate in digital learning environments. <p>Creativity</p> <ul style="list-style-type: none"> Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Titan Session Details	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> ● Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> ● Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. ● Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g., using core math skills in construction, manufacturing, or family and consumer science courses). <p>Decision Making</p> <ul style="list-style-type: none"> ● Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> ● Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	
<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 	<p>ECONOMICS</p> <p>8. Fundamental Economics 9.2.8.2 Explain how the availability of and access to productive resources and technology limits the production of goods and services.</p> <p>9. Personal Finance 9.2.9.2 Establish personal financial goals. Create a financial plan, considering budgeting and asset building, to meet those goals. Determine the nature of the barriers the individual confronts. Determine ways to track the success of the plan.</p> <p>9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> ● Organize, process, and share data and information using a variety of tools ● Effectively participate in digital learning environments. <p>Creativity</p> <ul style="list-style-type: none"> ● Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. <p>Critical Thinking</p> <ul style="list-style-type: none"> ● Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Titan Session Details	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<p>constrained by limited resources.</p> <ul style="list-style-type: none"> Express the importance of profit to the success of a business. Practice using the features and functionality of the simulation interface. 	<p>a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g., using core math skills in construction, manufacturing, or family and consumer science courses). <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	
<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>8. Fundamental Economics</p> <p>9.2.8.2 Explain how the availability of and access to productive resources and technology limits the production of goods and services.</p> <p>9. Personal Finance</p> <p>9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Effectively participate in digital learning environments. <p>Creativity</p> <ul style="list-style-type: none"> Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Titan Session Details	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>way?”), and construct processes to complete a task.</p> <ul style="list-style-type: none"> Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g., using core math skills in construction, manufacturing, or family and consumer science courses). <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	
<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>8. Fundamental Economics</p> <p>9.2.8.2 Explain how the availability of and access to productive resources and technology limits the production of goods and services.</p> <p>9. Personal Finance</p> <p>9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Effectively participate in digital learning environments. <p>Creativity</p> <ul style="list-style-type: none"> Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Titan Session Details	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>projects or assignments (e.g., using core math skills in construction, manufacturing, or family and consumer science courses).</p> <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	
<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>8. Fundamental Economics</p> <p>9.2.8.2 Explain how the availability of and access to productive resources and technology limits the production of goods and services.</p> <p>10. Microeconomics</p> <p>9.2.10.4 Use the market model (supply and demand) to analyze how the intersection of individual buyers and sellers affects equilibrium price and quantity and how shortages and surpluses affect prices.</p> <p>9.2.10.3 Explain how changes (shifts) in the demand and supply of an item result in changes in its market price and quantity. Explain how these shifts can lead to changes in prices and quantities in other markets.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Effectively participate in digital learning environments. <p>Creativity</p> <ul style="list-style-type: none"> Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g., using core math skills in construction, manufacturing, or family and consumer science courses). 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Titan Session Details	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	
<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: profit equals total revenue minus total costs. 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. 	<p>ECONOMICS</p> <p>8. Fundamental Economics</p> <p>9.2.8.2 Explain how the availability of and access to productive resources and technology limits the production of goods and services.</p> <p>9. Personal Finance</p> <p>9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>10. Microeconomics</p> <p>9.2.10.4 Use the market model (supply and demand) to analyze how the intersection of individual buyers and sellers affects equilibrium price and quantity and how shortages and surpluses affect prices.</p> <p>9.2.10.3 Explain how changes (shifts) in the demand and supply of an item result in changes in its market price and quantity. Explain how these shifts can lead to changes in prices and quantities in other markets.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Effectively participate in digital learning environments. <p>Creativity</p> <ul style="list-style-type: none"> Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. Apply mathematical computational skills appropriately in real-world contexts that integrate the skills in authentic classroom projects or assignments (e.g., using core math skills in construction, manufacturing, or family and consumer science courses). <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Titan Session Details	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<ul style="list-style-type: none"> 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>hypothetical situations.</p> <p>TRANSITIONAL KNOWLEDGE</p> <p>Personal Financial Literacy</p> <ul style="list-style-type: none"> Enroll in a personal finance course to develop knowledge and skills in budgeting, [costs of living on your own, credit scores,] managing checking and debit accounts, saving, and investing. 	
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). <p>Creativity</p> <ul style="list-style-type: none"> Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Titan Session Details	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
		<p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	
<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>ECONOMICS</p> <p>9. Personal Finance</p> <p>9.2.9.5 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p> <p>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making</p> <p>MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, videos, infographics, blog posts, or photo essays. <p>Creativity</p> <ul style="list-style-type: none"> Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., "what if we do it this way?"), and construct processes to complete a task. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Titan Session Details	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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>ACADEMIC STANDARDS COURSE FRAMEWORK: PERSONAL FINANCE</p> <p>Topic: Goal-Setting and Decision-Making MPF 1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p>	<p>EMPLOYABILITY SKILLS</p> <p>Technology and Information Literacy</p> <ul style="list-style-type: none"> Organize, process, and share data and information using a variety of tools (outlines, collaborative documents, email, spreadsheets). Communicate information in ways that are best fit for the purpose, such as formal and informal emails, text documents, videos, infographics, blog posts, or photo essays. <p>Creativity</p> <ul style="list-style-type: none"> Display divergent thinking via oral presentations, creative or technical writing assignments, open-ended tasks, and project design. <p>Collaboration</p> <ul style="list-style-type: none"> Participate in cooperative groups or with a partner with specific roles and a shared task to complete, contribute fairly to the task, suggest alternatives, discuss options, and show respect for others. <p>Critical Thinking</p> <ul style="list-style-type: none"> Assess problems involving the use of available resources; negotiate pros and cons of ideas, approaches, and solutions; and review multiple strategies for resolving problems. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Follow procedures, experiment, infer, hypothesis (e.e., “what if we do it this way?”), and construct processes to complete a task. <p>Decision Making</p> <ul style="list-style-type: none"> Participate in a mock business and evaluate a set of business strategies for a variety of hypothetical situations. 	<p>Reading 9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing 9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 9.3.1.2 10.3.1.2 11.3.1.2</p>

JA Titan Session Details	2021 Minnesota Social Studies Standards and Personal Finance	Career and College Readiness Domains and Competencies	Minnesota ELA and Math
<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. 	NA	<p>EMPLOYABILITY SKILLS</p> <p>Communication</p> <ul style="list-style-type: none"> Express and understand information and ideas, ask clarifying questions, ask for help appropriately, and communicate in multiple formats. <p>Collaboration</p> <ul style="list-style-type: none"> Initiate and engage in positive interactions with peers and adults. <p>MINDSETS AND SOCIAL AWARENESS</p> <p>Cultural Fluency and Global Awareness</p> <ul style="list-style-type: none"> Actively listen to and consider all group members' ideas, opinions, experience, and perspectives, and respond with patience and respect (e.g. forums and panel discussions, community engagement, school news reporting). 	<p>Reading</p> <p>9.1.2.2 10.1.2.2 11.1.2.2</p> <p>Writing</p> <p>9.2.1.1 10.2.1.1 11.2.1.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>9.3.1.2 10.3.1.2 11.3.1.2</p>