



JA Elementary Programs

The Elementary School programs include six sequential themes for kindergarten through fifth-grade students. Students learn the basic concepts of business and economics and how education is relevant to the workplace.



JA positively impacts students in all grade levels

Results have shown that students who participate in JA programs understand more about personal finances and budgeting.

Elementary School

Participation in JA for multiple years during the elementary grades increased:

- Student learning
- Skills development
- Problem solving
- Decision making

Grade	Curriculum Overview
Kindergarten	<i>Ourselves</i> uses compelling stories read aloud by the volunteer, along with hands-on activities, to demonstrate helping, working, earning, and saving.
First Grade	<i>Our Families</i> emphasizes the roles people play in the local economy and engages students with activities about needs, wants, jobs, tools and skills, and interdependence.
Second Grade	<i>Our Community</i> explores the interdependent roles of workers in a community, the work they perform, and how communities work.
Third Grade	<i>Our City</i> studies careers, the skills people need to work in specific careers, and how businesses contribute to a city.
Fourth Grade	<i>Our Region</i> introduces the relationship between the natural, human, and capital resources found in different regions and explores regional businesses that produce goods and services for consumers
Fifth Grade	<i>Our Nation</i> provides practical information about businesses' need for individuals who can meet the demands of the job market, including high-growth, high-demand jobs. Further, it introduces the concept of globalization of business as it relates to production materials and the need for students to be entrepreneurial in their thinking to meet the requirements of high-growth, high-demand careers worldwide.



JA Secondary Programs (6th – 12th Grades)

JA has several highly effective programs for Middle School and High School students that reinforce the value of education and teach students about the future economic benefits of staying in school.

JA's programs help students make informed, intelligent decisions about their future, and foster skills that will be highly useful in the business world.



JA positively impacts students in all grade levels

Results have shown that students who participate in JA programs understand more about personal finances and budgeting.

Middle Grades

Middle grades students who participate in one or more JA programs are significantly **LESS** likely than their peers who do not participate in JA programs to:

- Be tardy to class within a four-week period (23% versus 37%).
- Cut or have an unapproved absence within a four-week period (2% versus 10%).
- Be absent from school within a four-week period (26% versus 55%).

High School

Compared to students in general, JA students:

- Have a more positive self-concept and higher self-esteem.
- Are more confident in their ability to complete college (98% versus 60%).
- Are more likely to attend college (73% versus 60%).
- Are more likely to select a business-related major (25% versus 15%).

Grade	Curriculum Overview
6 th – 8 th	JA Economics for Success explores personal finance and students' education and career options based on their skills, interests, and values. Six required volunteer-led sessions.
9 th – 12 th	JA Personal Finance introduces students to the importance of making wise financial choices. Students explore the role that money plays in achieving personal goals throughout life. They develop planning, goal setting, and thoughtful decision-making skills that will help them protect themselves from the unexpected financial pitfalls that plague so many adults. Five required volunteer-led sessions.
8 th – 12 th	JA Job Shadow provides engaging, academically enriching, and experiential learning sessions in work-readiness education and career perspectives.



Ourselves[®] - Kindergarten

Ourselves explains personal economics through a collection of short stories read aloud by the volunteer.

Description	Key Learning Objectives
<p>Lesson One: Robbie's Trip to the Farm Students are introduced to a storybook character and his visit to a family farm. Through a group discussion and by drawing pictures of their favorite animals, they discover that individuals make choices.</p>	<p>Objectives: The students will: -recognize the role of self -appreciate individual differences Concepts: barter, goods, individual, voluntary exchange, work Skills: abstract thinking, decision making, drawing, following directions, interpreting information, listening responsively, sequencing</p>
<p>Lesson Two: Angie and the Carnival Students are introduced to a storybook character and her plans to earn money by making and selling crafts at a carnival.</p>	<p>Objectives: The students will: -define money -identify one form of money (coins) -differentiate coins Concepts: buying, choices, consumer, earning, entrepreneurs, incentives, money, saving, spending, work Skills: coin recognition, coin valuation, following directions, interpreting information, listening responsively, matching</p>
<p>Lesson Three: Charlie Plants a Garden Students learn how the storybook characters work together to plant a community garden.</p>	<p>Objectives: The students will: -recognize the importance of working together -discover rewards other than money Concepts: benefit, choices, resources, rewards, work Skills: abstract thinking, decision making, following directions, listening responsively</p>
<p>Lesson Four: Meagan Buys a Present Students recognize the importance of saving money to buy something they want through a story about a girl who must save to buy a birthday present.</p>	<p>Objectives: The students will: -discuss the importance of saving money -identify a place where people save money -demonstrate how to save money -name something they would like to save for Concepts: buying, choice, costs, earning, money, saving, scarcity, wants, work Skills: coin recognition, coin valuation, following directions, listening responsively,</p>
<p>Lesson Five: Dylan and the New Playground Students learn how storybook characters save money to buy new playground equipment for their school.</p>	<p>Objectives: The students will: -identify ways money can be used to benefit others -recognize the value of work -appreciate the importance of giving Concepts: benefit, giving, saving, scarcity, work Skills: abstract thinking, following directions, listening responsively, matching, sequencing, teamwork</p>

NC Standard Course of Study Goals: *Ourselves* Kindergarten Curriculum corresponds to:

- **Social Studies:** 1.01-1.03, 2.01, 2.03, 5.01-5.03, 5.05, 6.01, 6.03-6.05
- **Language Arts:** 1.01-1.04, 2.01-2.07, 3.01-3.04, 4.01-4.05, 5.02
- **Mathematics:** 1.01, 1.03, 2.01, 3.04, 4.02, 5.01, 5.02



Our Families® - First Grade

Our Families emphasizes the roles people play in the local economy as well as how they work together to make the place they live a good place.

Description	Key Learning Objectives
<p>Lesson One: Our Families Students better understand what a family is by studying a poster. They discover how people in a family are alike and different and how they work together to make the place where they live a good place.</p>	<p>Objectives: The students will: -identify what a family is -recognize how people live and work together in a family Concepts: family, interdependence, job, work Skills: analyzing information, drawing, following directions, listening responsively, matching, sequencing</p>
<p>Lesson Two: Our Families' Needs and Wants Students become aware that all families must have food, clothing, and shelter to live, and they begin to understand the difference between a need and a want.</p>	<p>Objectives: The students will: -explain the difference between a need and a want Concepts: economic incentives, family, scarcity, wants and needs Skills: decision making, differentiating, following directions, listening responsively</p>
<p>Lesson Three: Our Families' Jobs Students learn how jobs provide for family members' needs and wants. They draw pictures of family members doing jobs.</p>	<p>Objectives: The students will: -define a job as work that needs to be done -identify jobs people do Concepts: business, economic incentives, employment, family, human resources, income, jobs, skills Skills: analyzing information, following directions, making observations.</p>
<p>Lesson Four: Finding Our Families' Needs and Wants Students use a floor map to discover where members of a family would go to obtain their needs and wants.</p>	<p>Objectives: The students will: -interpret map symbols -place various kinds of symbols for businesses and services on a map -recognize how family members depend on various businesses to provide their needs and wants Concepts: business, economic institutions, scarcity, wants and needs Skills: decision making, following directions, map reading, recognizing and interpreting symbols</p>
<p>Lesson Five: Paying for Our Families' Needs and Wants Students learn about the importance of working to pay for needs and wants. Through role-play, they demonstrate working and paying for needs and wants.</p>	<p>Objectives: The students will: -describe various jobs at which people earn money -recognize that families use money to satisfy their needs and wants Concepts: earning, job, money, spending, wants and needs, work Skills: analyzing information, following directions, listening responsively</p>

NC Standard Course of Study Goals: *Our Family* 1st Grade Curriculum corresponds to:

- **Social Studies:** 1.01-1.04, 2.01, 2.02, 2.04, 3.01, 3.02, 3.04, 5.01, 5.02, 6.01-6.03, 6.06, 6.07, 7.02
- **Language Arts:** 1.01-1.04, 2.01-2.04, 2.06-2.09, 3.01-3.04, 4.01-4.04, 5.01-5.05
- **Mathematics:** 3.01, 3.03, 3.04



Our Community® - Second Grade

Our Community explores the interdependent roles of workers in a community and how communities work.

Description	Key Learning Objectives
<p>Lesson One: How Does a Community Work? Students study a poster illustrating a community to identify typical jobs. They develop an awareness of how people live and work together in a community.</p>	<p>Objectives: The students will: -identify a variety of jobs in the community -recognize how people live and work together in a community -become aware of a wide range of job opportunities Concepts: community, interdependence, job, wants and needs Skills: decision making, following directions, making observations, matching</p>
<p>Lesson Two: Sweet "O" Donuts Students, individually and in teams, use different production strategies to simulate producing donuts.</p>	<p>Objectives: The students will: -define production -compare unit and assembly line production methods -explain that different strategies are used to produce different types of products Concepts: defect, production/ productivity, quality, specialization and division of labor Skills: following directions, interpreting data, making observations, making predictions, role playing, teamwork</p>
<p>Lesson Three: The Role of Government Students learn about the economic role of government in a community by identifying services that government provides to its citizens. The students also recognize that government must collect taxes from everyone to pay for these services.</p>	<p>Objectives: The students will: -recognize government jobs in the community -understand why taxation is necessary Concepts: government, taxes, goods, services, benefits Skills: critical thinking, following directions, making observations, matching, role playing</p>
<p>Lesson Four: A New Business Students determine the best use for the empty store on the How Does a Community Work poster. The step-by-step decision-making process helps students understand how group decisions are made.</p>	<p>Objectives: The students will: -define choices -use a decision-making model -recognize the need to make informed decisions -take personal responsibility for decisions Concepts: business, choices, resources, trade-offs, vote, ballot Skills: decision making, identifying choices, developing ideas, listening responsively, problem solving, teamwork</p>
<p>Lesson Five: Money Moves Students learn about an economy's circular flow of money.</p>	<p>Objectives: The students will: -identify circumstances of money being exchanged for goods or services -recognize how money flows through a community's economy Concepts: bank, economic institutions, circular flow of money, goods, money, services, skills Skills: listening responsively, developing ideas, role playing, making observations, following directions</p>

NC Standard Course of Study Goals: *Our Community* 2nd Grade Curriculum corresponds to:

- **Social Studies:** 1.01-1.04, 2.01-2.05, 3.01, 3.02, 3.04, 4.01, 5.04, 7.01-7.05, 8.03
- **Language Arts:** 1.01-1.04, 2.01-2.06, 2.08, 3.01-3.03, 5.05, 5.06
- **Mathematics:** 1.01, 1.03-1.05, 2.02, 4.02



Our City® - Third Grade

Our City studies careers, the skills people need to work in those careers, and how businesses contribute to a city.

Description	Key Learning Objectives
<p>Lesson One: Inside Cities Students recognize that a city is a place where people live, work, play, and go to school. They become aware of the importance of city planning to the economic development of a city.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> -define a city as a place where people live, work, play, and go to school -learn about the different zones used in city planning -identify the job of city planner <p>Concepts: business, city, city planner, economic development, jobs, zones</p> <p>Skills: applying information, drawing, following directions, making observations, mapping information, teamwork</p>
<p>Lesson Two: Building a City Students examine the role of a builder and become aware of how that job is interconnected with the job of the city planner.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> -understand the importance of the construction business to a city's economy -recognize the skills a builder needs -identify how the builder's job relates to the job of city planner <p>Concepts: careers, jobs, skills, quality</p> <p>Skills: decision making, interpreting directions, mathematical interpretation and computation, teamwork, understanding and using scales</p>
<p>Lesson Three: Dining Out Students work in groups to make decisions about operating a restaurant while exploring the role of restaurant owner. They define the terms consumer, producer, and entrepreneur. Through discussion they are able to identify the difference between consumer and producer.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> -make group decisions necessary to start a restaurant -decide on a type of restaurant -discuss and select the best location for a restaurant -decide what to charge for meals -select an employee -promote the restaurant <p>Concepts: consumer, producer, entrepreneur, interdependence</p> <p>Skills: compiling data, conducting research, following directions, developing ideas, decision making, reading and interpreting data, role playing</p>
<p>Lesson Four: Making Headlines Students examine the purpose of a newspaper as a communication tool for people in a city, as well as the role of the reporter. They generate and organize article outlines for a class newspaper.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> -understand the importance of the newspaper as a communication tool -recognize the skills a reporter needs -generate article topics and develop article outlines <p>Concepts: city, communication</p> <p>Skills: developing ideas, generating topics for writing, organizing writing, responding to oral and written presentations, teamwork</p>
<p>Lesson Five: You Can Bank on It Students become aware of why banks are important to a city as they role play simple bank transactions.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> -understand that one purpose of a bank is to keep money -complete a simple bank transaction -balance a checkbook <p>Concepts: bank, check, checking account, deposit, money</p> <p>Skills: listening responsively, mathematical interpretation and computation, role playing, teamwork</p>

NC Standard Course of Study Goals: *Our City* 3rd Grade Curriculum corresponds to:

- **Social Studies:** 1.01, 1.03-1.05, 4.01, 5.03-5.06, 6.01, 6.03, 7.01
- **Language Arts:** 1.01-1.05, 4.01-4.06, 4.08, 5.01-5.08
- **Mathematics:** 1.01-1.06, 2.01, 2.02, 3.01, 4.01, 4.02

State Correlations*



Our Region® - Fourth Grade

Our Region introduces the relationship between the natural, human, and capital resources found in different regions, and explores regional businesses that produce goods and services for consumers.

Description	Key Learning Objectives
<p>Activity One: What are Regions and Resources? Students distinguish economic regions in the . They examine natural, human, and capital resources available in different regions. They learn that businesses need resources to produce and sell a product.</p>	<p>Objectives: The students will: -define region, resource, business, and entrepreneur -identify resources as natural, human, and capital -locate a business of their choosing in a region Concepts: business, capital resources, entrepreneur, goods, human resources, natural resources, products, region, services Skills: following directions, making choices, map interpretation, reading, understanding symbols</p>
<p>Activity Two: Exploring Resources Students examine regions of resources in the . They identify resources businesses use to make their products. They learn about the importance of location to a business.</p>	<p>Objectives: The students will: -analyze resources in different regions -list resources required to produce a good or service -determine a location for their business based on resources Concepts: business, capital resources, human resources, natural resources, products, region Skills: conducting research, comparing data, making choices, teamwork</p>
<p>Activity Three: Resources on the Move Students recognize that businesses find resources throughout different regions. They discover ways businesses must work together to create a product.</p>	<p>Objectives: The students will: -identify resources involved in producing a product -define economy and specialization -recognize economic interdependence in a region and among regions Concepts: business, capital resources, economy, goods, human resources, interdependence, natural resources, product, region, services, specialization Skills: conducting research, following directions, map reading, organizing resources</p>
<p>Activity Four: Where's the Money? Students identify how resources relate to business income and expenses. They complete calculations to demonstrate how a business determines its profit or loss. Students learn a five-step, decision-making process and solve simple business problems.</p>	<p>Objectives: The students will: -define income, expenses, profit, and loss -demonstrate how a business tracks income and expenses -solve simple business problems Concepts: advantage, business, decision, disadvantage, economy, expense, financial report, income, loss, product, profit, resources Skills: comparing, making decisions, math computation, problem solving, teamwork</p>
<p>Activity Five: The Bottom Line Students play a game that illustrates the flow of money in and out of a business. They calculate profits and losses and learn the importance of loans. Students search a region for the resources they need to make a product.</p>	<p>Objectives: The students will: -understand the importance of cash flow to businesses -record business income and expenses -calculate profit and loss -recognize the role of loans in business Concepts: business, decisions, expenses, government, income, loss, opportunity cost, profit, taxes Skills: building consensus, following directions, listening critically, mathematical computation, predicting results, selecting and applying information, teamwork</p>

NC Standard Course of Study Goals: *Our Region* 4th Grade Curriculum corresponds to:

- **Social Studies:** 1.01-1.05, 3.01, 3.04, 4.01, 5.03, 6.01-6.03, 6.05, 6.07, 6.08, 7.02, 7.04, 7.05
- **Language Arts:** 1.01-1.05, 2.01, 2.02, 2.05-2.07, 2.09, 3.05, 3.06, 4.02, 4.03, 4.05, 5.01-5.03
- **Mathematics:** 1.01, 1.02, 1.04, 1.05, 4.01, 4.03, 5.01-5.03

State Correlations*



Our Nation® - 5th Grade

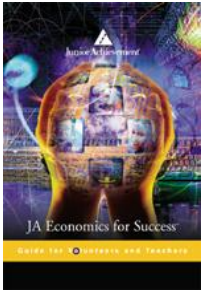
Our Nation provides practical information about businesses' need for individuals who can meet the demands of the job market, including high-growth, high-demand jobs. Further, it introduces the concept of globalization of business as it relates to production materials and the need for students to be entrepreneurial in their thinking to meet the requirements of high-growth, high-demand careers worldwide.



Description	Key Learning Objectives
<p>Lesson One: What's Your Big Idea? Students practice being entrepreneurs by turning ideas into businesses</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> - Experience free enterprise and entrepreneurship - The innovation process that are necessary to establish an entrepreneurial business - Create an advertisement <p>Concepts: Entrepreneur, Free enterprise, Goods, Profit, Services Skills: Creative thinking, Estimating, Teamwork, Working in groups</p>
<p>Lesson Two: What is a Resource? Students become familiar with resources and how they apply to technology, workers, and the needs of businesses and industries</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> - Describe resources, particularly human and capital resources - Define scarcity and opportunity cost - Discuss technology as a capital resource in demand by most businesses <p>Concepts: Capital resources, Human resources, Natural resources, Opportunity cost, Resources, Scarcity, Technology, Technophile, Technophobe Skills: Addition and subtraction, Decision-making, and writing, Reasoning, Teamwork, Working in groups</p>
<p>Lesson Three: Job to Job Students examine the skills needed by jobs that are in demand by businesses in a free enterprise system</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> - Identify the skills that support high-growth, high-demand needs in the workplace - Analyze their own skills to see how they fit in the workplace <p>Concepts: Communication, Demand, Engineering skills, Supply Skills: Graph interpretation, Problem-solving, and writing, Teamwork, Verbal communication, Working in groups</p>
<p>Lesson Four: Cluster of Skills Students become familiar with job clusters and the background necessary for each job</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> - Identify clusters of jobs and the background required by those jobs - Create a simple resume <p>Concepts: Employer, Employee, Resume Skills: Creative thinking, Evaluation, Oral and written communication, Teamwork, Working in groups</p>
<p>Lesson Five: Worldwide Connections Students examine how specialization and technology have contributed to free enterprise and their effect on the global business world</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> - Describe specialization and competition in business - Experience the global needs of many businesses <p>Concepts: Competition, Globally competitive, Specialization skkjlg kjak jkelakejr kjklksj Skills: Communication, Decision-making, Graph interpretation, Map reading, Problem-solving, Teamwork</p>
<p>Supplemental Session: Business Organization Students explore entrepreneurship and free enterprise</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> -Identify the three types of businesses organizations <p>Concepts: Corporation, Partnership, Sole proprietorship, Stock, Stockholders Skills: Brainstorming, Role-playing</p>

NC Standard Course of Study Goals: *Our Nation* 5th Grade Curriculum corresponds to:

- **Social Studies:** 1, 5, 6
- **Language Arts:** 1, 2, 4, 5
- **Mathematics:** 4



JA Economics for Success - 6-8th Grade (CTE)

JA Economics for Success provides practical information about personal finance and the importance of identifying education and career goals based on a student's skills, interests, and values. It also demonstrates the economic benefits of staying in school.

Description	Key Learning Objectives
<p>Activity One: Mirror, Mirror Students make choices to understand the concept of self-knowledge-their skills, interests, and values-and the structure of the world of work as they consider education, career, and other life choices.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> - Explain self-knowledge, including personal skills, interest, and values. - Identify careers of interest and how they are classified within the world of work.
<p>Activity Two: Choose Your Success Students play the Choose Your Success game, in which the connection between personal finance, education, and career options is demonstrated.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> - Identify the link between personal finance, education, and career options. - Apply decision-making to education and career decisions.
<p>Activity Three: Keeping Your Balance Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on these monthly salaries, students evaluate the opportunity cost of their decisions to form a budget. They then compare their spending decisions to suggested amounts on the cards.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> - Recognize that a balanced budget is important for workers of all income levels. - Differentiate between gross and net income. - Name ways to balance a budget.
<p>Activity Four: Savvy Shopper Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using cash and credit, and play a game that reinforces their understanding of the cost of credit.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> - Identify the opportunity costs associated with using cash and credit. - Explain the advantages and disadvantages of using credit. - Identify appropriate situations to use cash and credit.
<p>Activity Five: Keeping Score Students examine how a credit score is determined, and learn about the positive and negative consequences of a credit report.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> - Describe the favorable or unfavorable outcomes of a personal credit score. - Explain actions that cause a credit score to go up or down.
<p>Activity Six: What's the Risk Students demonstrate that life involves risk and that insurance helps to reduce the financial consequences of loss or injury.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> - Identify financial risks. - Explain how insurance provides a method to minimize risk. - Identify the opportunity cost of having insurance.

NC Standard Course of Study Goals: JA Economics for Success Curriculum corresponds to:

- **Social Studies:** SSC 1-4
- **Language Arts:** 1.03,2.01, 3.02-3.03, 6.01-6.02; **Grade 7:** 1.01
- **Mathematics:** **Grade 6:** 1.02-1.05, 1.06-1.07, 5.03-5.04; **Grade 7:** 1.02-1.03, 4.01; **Grade 8:** 1.01-1.02,4.01, 5.04
- **Career Development:** **ECD:** 1.01,1.02,2.01-2.02,3.02-3.03,3.07,4.01, 4.03,5.01,5.04,6.02,7.01-7.03,8.01-8.03,8.06,9.01; **CM:** 1.01, 1.03, 2.03,4.01-4.03, 5.01-5.03, 6.01, 6.03,7.02, 7.09, 8.01-8.02,9.01, 9.02, 9.03, 10.02-10.03, 10.05 10.07-10.08, 11.04,12.02,12.07



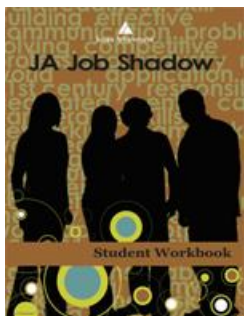
JA Personal Finance: 9-12th Grade (CTE)

JA Personal Finance introduces students to the importance of making wise financial decisions. The program demonstrates the importance of planning, goal setting, and thoughtful decision-making within the context of personal financial decisions.

Description	Key Learning Objectives
<p>Session One: A Month in the Life Working in groups, students play the Balance, Break Even, or Broke Game. They examine the concept of budgeting and learn how their daily chores affect their ability to save for the future.</p>	<p>Objectives: The students will: -Explain the purpose of setting goals. -Make wise financial decisions that meet personal goals.</p>
<p>Session Two: From Dreams to Reality Working in groups, students complete personal investment guides. They discuss investment options and plan for their financial futures.</p>	<p>Objectives: The students will: -Explain the difference between income and growth investments. -Demonstrate a basic understanding of various investment options. -Plan investment strategies for today and for the future.</p>
<p>Session Three: Your Credit, Your Future Working in groups, students evaluate scenarios related to credit. They discuss credit options and make decisions to avoid common credit pitfalls.</p>	<p>Objectives: The students will: -Describe the advantages and disadvantages of credit. -Plan how to use credit now and in the future.</p>
<p>Session Four: The Case of the Missing Identity Working in groups, the students evaluate behavior that contributes to identity theft, and learn to take necessary actions to protect their identity.</p>	<p>Objectives: The students will: -List the dangers of identity theft. -Recognize threats to their good credit and avoid them</p>
<p>Session Five: Protect Yourself Working in groups, students play the Make It Match Game. They explore different types of insurance and identify how each type provides protection.</p>	<p>Objectives: The students will: -Examine and describe the basic types of insurance. -Determine their current and future insurance needs.</p>

NC Standard Course of Study Goals: *JA Personal Finance* Curriculum corresponds to:

- **Social Studies: Economics:** 1,6
- **English Language Arts:** I.6, II.6, III.6, IV.6
- **Mathematics:** IM.1; TM.1; IMI.1



JA Job Shadow: 8-12th Grade

JA Job Shadow meets the needs of a diverse group of high school students by providing engaging, academically enriching, and experiential learning sessions in work-readiness education and career perspectives. Two pre-visit and one post-visit required, teacher-led sessions.

Description	Key Learning Objectives
<p>Session One: Perfect Match Working in groups, students conduct mock interviews. They are introduced to the 16 Success Skills and the Job Shadow experience</p>	<p>Objectives: The students will: -Identify and evaluate skills based on personal experiences. -Demonstrate effective interviewing skills.</p>
<p>Session Two: Now What? Individually, the students prepare a resume and complete the paperwork necessary for the upcoming Job Shadow site visit.</p>	<p>Objectives: The students will: -Prepare an individual resume. -Evaluate work-readiness skills.</p>
<p>Session Three: Looking Back Students use the work-readiness skill Reflect and Evaluate to complete a personal action plan.</p>	<p>Objectives: The students will: -Evaluate their personal progress. -Prepare a business thank-you note.</p>

NC Standard Course of Study Goals: JA Job Shadow Curriculum corresponds to:

- **Language Arts:** I.6, II.6, III.6, IV.6
- **Guidance:** 4,5,6,7,8