A Correlation:

Louisiana Academic Standards and Junior Achievement High School Programs



Updated October 2025

Louisiana Student Standards for Social Studies
Louisiana Student Standards for Mathematics
Louisiana Student Standards for English Language Arts

Junior Achievement USA 12320 Oracle Blvd. Ste 310 Colorado Springs, CO 80921 Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills. By design, JA Programs incorporate grade level reading, speaking, and listening skills in all programs and many programs at the High School grade level also offer opportunities to do research, use technology for writing and responding, and practice presentation skills, all while supporting the JA Pillars of Financial Literacy, Work and Career Readiness and Entrepreneurship.

In this document, Junior Achievement programs are correlated to Louisiana Academic Standards for Social Studies, Mathematics, and English Language Arts. 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.

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

<u>JA Career Exploration Fair</u>® is an event where students learn about a range of career options across multiple career clusters.

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

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

<u>JA Company Program</u> 2.0 empowers high school students to fill a need or solve a problem in their community and teaches them practical skills required to conceptualize, capitalize, and manage their own business venture.

<u>JA Company Program® Pop Up</u> 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.

<u>JA High School Heroes</u> provides leadership development opportunities to high school students who deliver JA programs in elementary schools.

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



<u>JA It's My Job</u> ® (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.

<u>JA Job Shadow</u> Blended Model is a comprehensive experience that helps students design an individualized career path. Supporting blended as well as self-guided activities, JA Job Shadow provides a design-thinking structure for career exploration.

<u>JA Launch Lesson</u> is a point-of-entry program delivered by community entrepreneurs. Students gain firsthand knowledge about starting a business and the entrepreneurial journey.

<u>JA Personal Finance® 2.0</u> allows students to experience the interrelationship between today's financial decisions and future financial freedom.

<u>JA Take Stock in Your Future</u> 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.

<u>JA Titan® Blended Model</u> is a simulation-based program in which high school students compete as business CEOs in the phone industry, experiencing firsthand how an organization makes decisions.



JA All About Cars

Session Description

| Louisiana Student | Standards for Social | Studies | Louisiana Student | Standards for Social | Mathematics | Louisiana Student | Louisiana Student | Standards for English Language Arts |



JA All About Cars

Session One: All About Cars

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.

Students will:

- Assess their driving needs
- Prioritize the car features that best meet their needs
- Compare the advantages of buying versus leasing a car
- Identify a care that meets their driving needs

C.14.b. Apply given financial data to real life situations such as balancing a checking account, reading bank and credit card statements, purchasing major goods, and avoiding consumer fraud.

C.14.d. Compare types of credit, savings, investment, and insurance services available to the consumer from various institutions.

c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- **a.** Demonstrate an understanding of social studies content.
- **b.** Compare and contrast content and viewpoints.
- **c.** Analyze causes and effects.
- **d.** Evaluate counterclaims.

7.RP.A.3. Use proportional relationships to solve multi-step ratio and percent problems of simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error.

Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Anchor Standard RI 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Anchor Standard L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



JA All About Cars

	Anchor Standard W 7 Conduct short
!	as well as more sustained research
!	projects based on focused
!	questions, demonstrating
!	understanding of the subject under
	investigation.



Session Description	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Session One: Identifying the Problem 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. Students will: 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.	c.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. c.13 f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. c.13.g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies. c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	N/A	Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitively, and orally. Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard W 2 Write informative/explanatory texts to examine and convey texts to examine and convey



Session Description	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Session Two: Exploring Solutions 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. Students will: Describe the Define step in the Design Thinking model. Demonstrate how to write a short, clear problem statement that reflects the problem to be solved. Describe the Ideate step in the Design Thinking model. Apply ideation methods by brainstorming ideas in a fast-paced activity.	c.13.e.Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. c.13 f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. c.13.g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies. c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	N/A	Anchor Standard W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Anchor Standard W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard R1 Read closely to determine what the text says explicitly and to make logical inferences from int' cite specific textual evidence when writing or speaking to support



Session Description	Louisiana Student Standards for Social	<u>Louisiana</u> <u>Student</u> Standards for	Louisiana Student Standards for English
	Studies	Mathematics	conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze
			their development' summarize the key supporting details and ideas. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words
			and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Session Three: Prototyping the Solution 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	C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of	GM: G-MG.A. Apply geometric concepts in modeling situations.	Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 Students will: Describe the Prototype step in the Design Thinking model. Construct a prototype based on a problem statement and a 	production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13 f. Explain ways in which		Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitively, and orally.
brainstormed solution to the problem.	competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.13.g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals,		Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.



Session Description	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Session Four: Testing the Solution	C.13.e. Explain the factors that influence the production and	GM: G-MG.A. Apply	Anchor Standard SL 1
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. Students will: Define the Test step in the Design Thinking model. Develop a testing plan for a given product and target audience.	influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13 f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.13.g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	geometric concepts in modeling situations.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitively, and orally. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience. Anchor Standard W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject
			understanding of the subject under investigation.



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Session Description	<u>Louisiana Student</u> Standards for Social	<u>Student</u>	Louisiana Student Standards for English
Session Description	Studies	Standards for	<u>Language Arts</u>
	C.13.e.Explain the factors that	Mathematics GM: G-MG.A. Apply	Anchor Standard SL 1
Session Five: Applying Design	influence the production and	geometric concepts	Prepare for and participate
Thinking (Optional, Self-Guided)	distribution of goods by	in modeling	effectively in a range of
Students complete a cumulative	individuals and businesses	situations.	conversations and
Design Thinking project to	operating in a market system,	Sicuations	collaborations with diverse
demonstrate comprehension and	including monopolistic		partners, building on others'
execution of the creative	competition, perfect		ideas and expressing their
problem-solving process.	competition, monopoly, and		own clearly and
Students will:	oligopoly; credit; currencies; economic indicators; factors of		persuasively.
Use the Design Thinking model to	production (land, labor, capital,		Anchor Standard SL 2
create a solution to an identified	entrepreneurship); goods and		Integrate and evaluate
problem.	services; price; roles of		information presented in
Produce an artifact for each step	consumers and producers; rule of		diverse media and formats,
of the Design Thinking process to	law; and supply and demand.		including visually,
demonstrate their work.	C 12 f Evalain ways in which		quantitively, and orally.
	C.13 f. Explain ways in which competition, free enterprise, and		Anchor Standard RI 1
	government regulation influence		Read closely to determine
	what is produced and allocated in		what the text says explicitly
	an economy, including national		and to make logical
	and global consequences.		inferences from it; cite
			specific textual evidence
	C.13.g. Explain the effects of		when writing or speaking to
	specialization and trade on the		support conclusions drawn
	production, distribution, and consumption of goods and		from the text.
	services for individuals,		Anchor Standard RI 2
	businesses, and societies.		Determine central ideas or
			themes of a text and analyze
	C.7/US.6/WH.5 Construct and		their development,
	express claims that are		summarize the key
	supported with relevant evidence		supporting details and ideas.
	from primary and/or secondary		Anchor Standard W 1
	sources, social studies content knowledge, and clear reasoning		Write arguments to support
	and explanations to:		claims in an analysis of
	a. Demonstrate an understanding		substantive topics or texts,
	of social studies content.		using valid reasoning and
	b. Compare and contrast content		relevant and sufficient
	and viewpoints.		evidence.
	c. Analyze causes and effects.		
	d. Evaluate counterclaims.		Anchor Standard W 2
			Write
			informative/explanatory texts to examine and convey
			complex ideas and
			information clearly and
			accurately through the
			effective selection,
			organization, and analysis of content.
			Anchor Standard W3
			Write narratives to develop
			real or imagined experiences



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Session Description	Louisiana Student Standards for Social Studies	<u>Louisiana</u> <u>Student</u> <u>Standards for</u> <u>Mathematics</u>	<u>Louisiana Student</u> <u>Standards for English</u> <u>Language Arts</u>
			or events using effective technique, well-chosen details, and well-structured event sequences.
			Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary
			knowledge when encountering an unknown term important to comprehension or expression.



JA Be Entrepreneurial Think Like an Entrepreneur

Session Description	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Session One: Developing a Mindset	C.13.g. Explain the effects of specialization and trade on the	N/A	Anchor Standard SL 1 Prepare for and participate effectively in
Students are introduced to entrepreneurship and the characteristics of a mindset that promote success in their personal and professional lives.	production, distribution, and consumption of goods and services for individuals, businesses, and societies.		a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own
Students will:			clearly and persuasively.
Define entrepreneurship and some key qualities of entrepreneurs.			Anchor Standard SL 2 Integrate and evaluate information
Differentiate the important components of a positive, growth mindset from a fixed mindset as a foundation of entrepreneurship.			presented in diverse media and formats, including visually, quantitively, and orally.
Describe the advantages in life of embracing a growth mindset.			Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make
Define the entrepreneurial mindset.			logical inferences from it; cite
Describe the key characteristics of a successful entrepreneur's mindset.			specific textual evidence when writing or speaking to support conclusions drawn from the text.
			Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



JA Be Entrepreneurial Think Like an Entrepreneur

Session Two: Assessing Entrepreneurial Potential

Students demonstrate their understanding of entrepreneurial characteristics by identifying prevalent skills in scenarios. Then, they complete an introspective personal assessment about their entrepreneurial potential.

Students will:

- Analyze the characteristics of the entrepreneurial mindset.
- Evaluate personal entrepreneurial strengths and areas for refinement using an entrepreneurial potential self-assessment.

C.13.g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies.

c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- **a.** Demonstrate an understanding of social studies content.
- **b.** Compare and contrast content and viewpoints.
- **c.** Analyze causes and effects.
- d. Evaluate counterclaims.

N/A

Anchor Standard RI 1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor Standard RI 2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Anchor Standard RI 7/ SL 2

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Anchor Standard SL 3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Anchor Standard W 9

Draw evidence from literary or informational texts to support analysis, reflection, and research.



JA Be Entrepreneurial Think Like an Entrepreneur

Session Three: Creating an Entrepreneurial Action Plan (Optional, Self-Guided)

Students craft a personal action plan to start thinking like an entrepreneur in their daily life and career aspirations.

Students will:

- 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.

C.13.g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies.

C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- a. Demonstrate an understanding of social studies content.
- **b.** Compare and contrast content and viewpoints.
- **c.** Analyze causes and effects.
- d. Evaluate counterclaims.

N/A

Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Anchor Standard RI 1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor Standard L 6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Anchor Standard RI7/ SL 2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitively, and orally.

Anchor Standard W 9

Draw evidence from literary or informational texts to support analysis, reflection, and research.



Session Description	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
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. Students will: 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.	C.13.e.Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13 f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.13.g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	N/A	Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard RI7/ SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitively, and orally. Anchor Standard W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and information clearly and



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Session Description	<u>Louisiana Student Standards</u> <u>for Social Studies</u>	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
		<u>riaciioniacios</u>	organization, and analysis of content. Anchor Standard W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
			Anchor Standard W 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Summarizing the Customer Elements 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. Students will: 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.	c.13.e.Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. c.13 f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. c.13.g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies. c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	N/A	Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI7/ SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitively, and orally. Anchor Standard W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,



Session Description	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Formulating the Finances: Students focus on financial elements of	C.13.e.Explain the factors that influence the production and distribution of goods by individuals and	A1: A-CED.A. Create equations that describe numbers or	organization, and analysis of content. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations
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. Students will: 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	businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13 f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an	relationships. A1: A-REI. B. Solve equations and inequalities in one variable. A1: A-REI.C. Solve systems of equations.	and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
will generate profitability for a product or service. • Explain how key metrics help determine the success of a product/service and impact the business decisions made about it.	conomy, including national and global consequences. C.13.g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.		Anchor Standard RI7/ SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitively, and orally. Anchor Standard W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,



Session Description	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Conveying the Business's Value: 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. Students will: 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.	C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13 f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.13.g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies. C.7/US.6/WH.5 Construct and express claims that are supported with relevant	N/A N/A	organization, and analysis of content. Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitively, and orally. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas. Anchor Standard RI 6 Assess how point of view or purpose shapes the content and style of a text. Anchor Standard W 1 Write arguments to support claims
	evidence from primary and/or		in an analysis of substantive



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Session Description	<u>Louisiana Student Standards</u> <u>for Social Studies</u>	Standards for Mathematics	Louisiana Student Standards for English Language Arts
	secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.		topics or texts, using valid reasoning and relevant and sufficient evidence. Anchor Standard W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Completing and Testing the Lean Business Plan 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. Students will: Practice the lean business planning process by applying information to the Cost Structure, Revenue Streams, Key Metrics, Unique Value Proposition, and Competitive (Unfair) Advantage sections of the Lean Canvas Describe the importance of testing and validating the assumptions and ideas that frame a business plan	C.13.e.Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13 f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.13.g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies. C.7/US.6/WH.5 Construct and express	N/A	Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitively, and orally. Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze
	claims that are supported with relevant evidence from primary and/or		themes of a text and analyze their development, summarize the key supporting details and



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Session Description	Louisiana Student Standards for Social Studies	Standards for Mathematics	<u>Louisiana Student</u> <u>Standards for English</u> <u>Language Arts</u>
	secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	Mathematics	ideas. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor Standard W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to
			comprehension or expression.



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Session Description	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Developing a Lean Business Plan (Optional, Self-Guided) Students construct a lean business plan with an original idea using the Lean Canvas to demonstrate comprehension and execution of business planning. Students will: Produce a lean business plan in the Lean Canvas template using the identified problem or a startup business idea	c.13.e.Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. c.13 f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. c.13.g. Explain the effects of specialization and trade on the production, distribution, and consumption of goods and services for individuals, businesses, and societies. c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	A1: A-CED.A. Create equations that describe numbers or relationships. A1: A-REI. B. Solve equations and inequalities in one variable. A1: A-REI.C. Solve systems of equations.	Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitively, and orally. Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas. Anchor Standard RI 6 Assess how point of view or purpose shapes the content and style of a text. Anchor Standard W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



Anchor Standard W3

Session Description	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
			Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening
			at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Session Description

<u>Louisiana Student Standards</u> <u>for Social Studies</u> Louisiana
Student
Standards for
Mathematics

Louisiana Student Standards for English Language Arts



Session One: Before the Fair

In the pre-fair session, students will assess their abilities, interests, work preferences, and values in preparation for the JA Career Exploration Fair.

Students will:

- Define careers
- Differentiate among abilities, interests, work preferences, and values
- Identify their personal characteristics

C.14. a. Explain the relationship between education, training, and career options to future earning potential.

c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- **a.** Demonstrate an understanding of social studies content.
- **b.** Compare and contrast content and viewpoints.
- c. Analyze causes and effects.
- d. Evaluate counterclaims.

N/A

Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level, demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Session Two: Day of the Fair

During the JA Career Exploration Fair, students engage with volunteers and learn more about different businesses and jobs.

Students will:

- 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

C.14. a. Explain the relationship between education, training, and career options to future earning potential.

C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- **a.** Demonstrate an understanding of social studies content.
- **b.** Compare and contrast content and viewpoints.
- c. Analyze causes and effects.
- d. Evaluate counterclaims.

N/A

Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level, demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Anchor Standard W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



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			Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Session Three: After the Fair In the post-fair session, students will reflect on their JA Career Exploration Fair experiences. Students will: Identify a future career goal Create a personal action plan	C.14. a. Explain the relationship between education, training, and career options to future earning potential.	N/A	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.



Session Descriptions

Louisiana Student Standards for Social Studies Louisiana Student Standards for Mathematics Louisiana Student
Standards for English
Language Arts



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Session	Onc.	Roforo	+ha	Evont

Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.

Students will:

- · Identify skills and interests.
- Recognize Career Clusters
- Recall future high-demand occupations

C.14. a. Explain the relationship between education, training, and career options to future earning potential.

N/A

Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it' cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor Standard RI 7

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Anchor Standard SL 1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Anchor Standard SL 2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Anchor Standard W 4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standard W 7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



A aar gradh aar aar aar aar aar aar aar aar aar aa	Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level, demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Session	Two:	During	the	Event
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Students learn about the guest speaker's job experiences and stories, ask questions, and take notes.

Students will:

- Practice active listening skills.
- Equate job responsibilities with skills and interests

C.14. a. Explain the relationship between education, training, and career options to future earning potential.

N/A

Anchor Standard SL 1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on another's' ideas and expressing their own clearly and persuasively.

Anchor Standard SL 2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Anchor Standard W 4

Produce clear and coherent writing in which the development, organization, and tyle are appropriate to task, purpose, and audience.

Anchor Standard W 7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



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Session Three: After the Event	C.14. a. Explain the relationship	N/A	Anchor Standard SL 1 Prepare for and participate
Students reflect on what they learned during their preparation and the speaker event.	between education, training, and career options to future earning potential.		effectively in a range of conversations and collaborations with diverse
Students will:			partners, building on another's' ideas and
Recognize Career Clusters			expressing their own clearly and persuasively.
			Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
			Anchor Standard W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
			Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and tyle are appropriate to task, purpose, and audience.
			Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
			Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



,	JA Career Speak	er Series	
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



JA Career Success

Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Session One: Get Hired– Critical Thinking and Creativity Students are introduced to the need to be work ready by developing the 4 C's skills that employers want from people entering the workforce. Students apply critical-thinking skills and creativity to solve problems in real-life work scenarios. Students will: Use a problem-solving technique to solve personal and professional problems Apply critical-thinking skills to work-based problems Recognize that decisions made in the workplace have consequences	c.14.a. Explain the relationship between education, training, and career options to future earning potential. c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Session Two: Get Hired— Communication and Conflict-Management Skills Students apply communication skills to resolve conflicts in work-based scenarios. They role-play conflicts and conflict management and explore behaviors that inflame conflict and behaviors that lead to resolution. Students will: Recognize common responses to conflict Apply conflict-management skills to resolve work-based issues	c.14.a. Explain the relationship between education, training, and career options to future earning potential. c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	N/A	Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Session Three: Get Hired- Collaboration and Creativity	C.14.a . Explain the relationship between education, training, and	N/A	Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical,



JA Career Success

Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Students practice collaboration, a 4 C's skill, by using a teambuilding model referred to as the GRPI (Goals, Roles and Responsibilities, Processes, and Interpersonal Relationship Skills). The model describes the behaviors found in high-performance teams in the workplace. Students will: Demonstrate collaboration with team members to accomplish work-based challenges Recognize the components of a high-performance team	career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.		connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Session Four: Get Hired- Strong Soft Skills Students will review soft skills that are in demand by employers and rate their own soft skills. They will use personal stories in a job interview workshop to communicate these skills to a potential employer. Students will: Identify soft skills that are in demand by employers Demonstrate personal soft skills in a mock interview	c.14.a. Explain the relationship between education, training, and career options to future earning potential. c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	N/A	Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Session Five: Know Your Work Priorities Students learn that in the current workforce, people change jobs or careers several times over a lifetime. That means it is important to be prepared and	C.14.a. Explain the relationship between education, training, and career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that	N/A	Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard SL 1 Prepare for and



JA Career Success

Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
adaptable. Students explore which of their priorities should be their anchors as they prepare to enter the working world. Students will: Recognize the importance of being focused, proactive, and adaptable when exploring careers Rank work environment priorities as an anchor for making career planning decisions	are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.		participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Session Six: Know Who's Hiring In groups, students analyze factors to consider when researching careers: skills learned through training and education; interests in various career clusters; and specific high-growth jobs and the requirements needed to earn them. Students will: Analyze requirements needed for high-growth industries, such as those offering STEM-related jobs Identify the education and training needed to be adaptable and competitive in the job market	c.14.a. Explain the relationship between education, training, and career options to future earning potential. c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.		Anchor Standard W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Session Seven: Know Your Personal Brand Students work in teams to rate the personal brand of candidates applying for a job by comparing cover letters, resumes, and digital profiles of the candidates. Students will: Explore how to hunt for a job and the tools needed	C.14.a. Explain the relationship between education, training, and career options to future earning potential.	N/A	Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard RI 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.



JA Career Success

Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Determine choices they can make to create a positive personal brand as they built their careers			Anchor Standard W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor Standard W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Anchor Standard W 9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
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. Students: • 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.	c.14.a. Explain the relationship between education, training, and career options to future earning potential. c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	N/A	Anchor Standard R 1 Read closely to determine what the text says explicitly and to make logical inferences from it cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard RI 10 Read and comprehend complex literary and informational texts independently and proficiently. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standard L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate



	A Career Sace		
Session Descriptions	L <u>ouisiana Student</u> <u>Standards for Social</u> <u>Studies</u>	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Workplace Decision	C.7/US.6/WH.5 Construct and	N/A	independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard RI 1 Read closely to determine what the text says explicitly
Making 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. Students: • Demonstrate self-direction by identifying credible sources, conducting research, and	express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints.		and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid
summarizing recommendations. • Communicate recommendations using evidence for persuasion.	c. Analyze causes and effects. d. Evaluate counterclaims C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects.		reasoning and relevant and sufficient evidence. Anchor Standard W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others'
	d. Evaluate counterclaims.		ideas and expressing their own clearly and persuasively. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 6 Acquire and use
			accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



	Louisiana Student	<u>Louisiana</u> Student	
Session Descriptions	<u>Standards for Social</u> <u>Studies</u>	Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Work Smart: Planning and Remote Collaboration Students work in groups to plan a company-wide remote meeting with a detailed timeline for the Executive team. Students: 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.	C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Anchor Standard L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary
			knowledge when encountering an unknown term important to comprehension or expression.



Session Descriptions	L <u>ouisiana Student</u> Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Students role-play conflicts in the Logistics department and apply conflict management techniques through improvisation to resolve conflicts in the warehouse. Students: • 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.	c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



Session Descriptions	L <u>ouisiana Student</u> Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Workplace Creativity Students collaborate to generate, narrow down, and elaborate on creative ideas for new products and services with the R&D department. Students: • Invent creative and reasonable solutions using collaborative brainstorming techniques. • Present the creative idea clearly and briefly, highlighting the solution's features and benefits. • Adjust the chosen solution based on business requirements and real-world limitations.	c.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. c.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	N/A	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. Anchor Standard W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Session Descriptions	L <u>ouisiana Student</u> Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Students analyze declining sales of a key software product. They identify the root cause and present findings to the Sales & Marketing department head. Students: • 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.	C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 3 Apply knowledge of language to understand how



JA Career Success Diended				
Session Descriptions	L <u>ouisiana Student</u> <u>Standards for Social</u> <u>Studies</u>	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts	
			language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to	
Crisis Management 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. Students: • Identify potential crises and plan appropriate risk responses for each situation (avoid, reduce, transfer, or accept). • Develop recommendations to revise an existing contingency plan to prepare for future problems. • Communicate the revised contingency plan accurately and briefly. • Reassess the original SMART goal based on the soft skills practiced in the simulated internship.	C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.14.a. Explain the relationship between education, training, and career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and	



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Session Descriptions	L <u>ouisiana Student</u> Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts	
	understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.		Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking to comprehend more fully when reading or listening. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for	Louisiana Student Standards for English Language Arts
Meeting One: Start a Business 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. Students will: 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.	C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and	N/A N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard R 10 Read and comprehend complex literary and informational texts independently and proficiently. Anchor Standard SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



JA Company Program				
	Louisiana Student	<u>Louisiana</u>		
Caralan Daranintiana		<u>Student</u>	Louisiana Student Standards	
Session Descriptions	Standards for	Standards for	for English Language Arts	
	Social Studies	Mathematics		
	counterclaims.	1100100100		
Meeting Two: Solve a Customer's Problem	C.13.e. Explain the	N/A	Anchor Standard RI 1 Read closely	
-	factors that influence	14/5	to determine what the text says	
Students use creative problem solving to	the production and		explicitly and to make logical	
brainstorm ideas for a business	distribution of goods		inferences from it; cite specific	
service/product, with the goal of identifying	by individuals and		textual evidence when writing or	
their top choices to research.	businesses operating in		speaking to support conclusions	
Students will:	a market system, including monopolistic		drawn from the text.	
Describe how brainstorming several	competition, perfect		Anchor Standard SL 1 Prepare for	
ideas and then picking the best option	competition,		and participate effectively in a	
will lead to creative problem solving.	monopoly, and		range of conversations and	
-	oligopoly; credit;		collaborations with diverse	
Describe the Design Thinking model and	currencies; economic		partners, building on others' ideas	
the steps involved in the process.	indicators; factors of		and expressing their own clearly	
Describe the advantages of applying the	production (land,		and persuasively.	
Design Thinking model to new ideas or	labor, capital,		and persuasivery.	
problem solving.	entrepreneurship);		Anchor Standard SL 2 Integrate and	
Describe the Empathize, Define, and	goods and services;		evaluate information presented in	
Ideate steps in the Design Thinking	price; roles of		diverse media and formats,	
model.	consumers and		including visually, quantitatively,	
	producers; rule of law;		and orally.	
Apply the Empathize, Define, and Ideate stars of the Design Thinking model to	and supply and		und ordiny.	
steps of the Design Thinking model to identify a customer need and some	demand.		Anchor Standard SL 3 Evaluate a	
plausible solutions.	aca		speaker's point of view, reasoning,	
plausible solutions.	C.14.a. Explain the		and use of evidence and rhetoric.	
	relationship between			
	education, training,		Anchor Standard SL 4 Present	
	and career options to		information, findings, and	
	future earning		supporting evidence such that	
	potential.		listeners can follow the line of	
			reasoning and the organization,	
	C.7/US.6/WH.5		development, and style are	
	Construct and express		appropriate to task, purpose, and	
	claims that are		audience	
	supported with			
	relevant evidence from		Anchor Standard SL 5 Make	
	primary and/or		strategic use of digital media and	
	secondary sources,		visual displays of data to express	
	social studies content		information and enhance	
	knowledge, and clear		understanding of presentations.	
	reasoning and]	
	explanations to:		Anchor Standard L 3 Apply	
	a. Demonstrate an		knowledge of language to	
	understanding of social		understand how language	
	studies content.		functions in different contexts, to	
	b. Compare and		make effective choices for meaning	
	contrast content and		or style, and to comprehend more	
	viewpoints.		fully when reading or listening.	
	c. Analyze causes and			
	effects.		Anchor Standard L 6 Acquire and	
	d. Evaluate		use accurately a range of general	
	counterclaims		academic and domain-specific	
			words and phrases sufficient for	



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	Louisiana Student	<u>Louisiana</u>	
Section Descriptions	Standards for	<u>Student</u>	Louisiana Student Standards
Session Descriptions		Standards for	for English Language Arts
	Social Studies	Mathematics	
			reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Meeting Three: Evaluate the Options	C.13.e. Explain the factors that influence	N/A	Anchor Standard RI 1 Read closely to determine what the text says
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.	the production and		explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Students will:	competition, perfect		Anchor Standard W 4 Produce
Explain why innovation is an integral	competition,		clear and coherent writing in which
factor for a company's health and	monopoly, and		the development, organization, and
growth.	oligopoly; credit;		style are appropriate to task,
Explain how failure leads to success and how using a growth mindset can provide the appropriate perspective in	currencies; economic indicators; factors of production (land, labor, capital,		purpose, and audience. Anchor Standard W 6 Use technology, including the Internet,
challenging situations.	entrepreneurship);		to produce and publish writing and
Define the entrepreneurial mindset.	goods and services;		to interact and collaborate with
Describe the key characteristics that a successful entrepreneur embodies.	price; roles of consumers and		others.
Explain the uses and benefits of a SWOT analysis for a start-up venture.	producers; rule of law; and supply and		Anchor Standard W 7 Conduct short as well as more sustained
Apply a SWOT analysis to each product/service the company is	demand. C.13.f. Explain ways in		research projects based on focused questions, demonstrating understanding of the subject under
considering. • Define the terms pivot and persevere	which competition, free enterprise, and		investigation.
related to business venture startups.	government regulation		Anchor Standard W 8 Gather
Use data to make informed decisions	influence what is		relevant information from multiple
about the direction of the business.	produced and		print and digital sources, assess the
Execute a final decision about whether	allocated in an		credibility and accuracy of each
to proceed with the team's chosen	economy, including		source, and integrate the
product/service using data-informed	national and global		information while avoiding
decision making.	consequences.		plagiarism.
Demonstrate that entrepreneurs have accountability by completing a Product Approval application to submit to JA.	C. 7/US.6/WH.5		Anchor Standard SL 1 Prepare for and participate effectively in a
	Construct and express		range of conversations and
	claims that are		collaborations with diverse
	supported with relevant evidence from		partners, building on others' ideas
	primary and/or		and expressing their own clearly and persuasively.
	secondary sources,		ana persuasivery.
	social studies content		Anchor Standard SL 2 Integrate and
	knowledge, and clear		evaluate information presented in
	reasoning and		diverse media and formats,
	explanations to:		including visually, quantitatively,
	a. Demonstrate an		and orally.



Seasibilities Secial Studies Standards for Mathematics		Company		
understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims Meeting Four: Create a Structure Students initiate the company's structure by establishing roles, commence planning within business teams, and finalize capitalization decisions. Students will: Explain the five functional roles of the company and the essential responsibilities of each role. Relate the sections of the Business Snapshot with the business planning information mecessary 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 returne. Evaluate the different means for raising capital and select an option for the company's start-up returne. Evaluate the different means for raising capital and select an option for the company's start-up returne. Business teams. Evaluate the different means for raising capital and select an option for the company's start-up returne. Business teams and finalize capitalization decisions. Evaluate the different means for raising capital and select an option for the company's start-up returne. Business teams and finalize capitalization decisions. Evaluate the different means for raising capital and select an option for the company's start-up returne. Business teams and finalize capitalization decisions. Evaluate the different means for raising capital and select an option for the company's start-up returne.	Session Descriptions	Standards for	<u>Student</u> <u>Standards for</u>	Louisiana Student Standards for English Language Arts
Students initiate the company's structure by establishing roles, commence planning within business teams, and finalize capitalization decisions. Students will: Explain the five functional roles of the company and the essential responsibilities of each role. Relate the sections of the Business Snapshot with the business planning information necessary to identify for a start-up company. Evaluate personal strengths aligned to each role and select team members for business teams. Evaluate the different means for raising capital and select an option for the company's start-up venture. factors that influence the production and distribution of goods by individuals and businesses operating in distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and Evaluate the different means for raising capital and select an option for the company's start-up venture.		studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate		information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or
 Identify essential tasks for different roles in the startup by drafting Business Team task lists for each functional role. C.13.f. Explain ways in research projects based on focused questions, demonstrating understanding of the subject under	Students initiate the company's structure by establishing roles, commence planning within business teams, and finalize capitalization decisions. Students will: Explain the five functional roles of the company and the essential responsibilities of each role. Relate the sections of the Business Snapshot with the business planning information necessary to identify for a start-up company. Evaluate personal strengths aligned to each role and select team members for business teams. Evaluate the different means for raising capital and select an option for the company's start-up venture.	factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand.	quantitatively and use units to solve problems. A1: A-CED. A. Create equations that describe numbers or relationships. A2: A-SSE. B. Write expressions in equivalent forms to solve	to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Discuss collaboration and communication strategies within and between business teams.		Standards for	
	counterclaims		Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



JA	Company i		
Session Descriptions	Louisiana Student Standards for Social Studies	Student Standards for	Louisiana Student Standards for English Language Arts
	C 12 a Evalain the	Mathematics	Anchor Standard RI 1 Read closely
Meeting Five: Launch the Business 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.	including monopolistic	N/A	to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Objectives:	competition, perfect competition,		Anchor Standard RI 4 Interpret words and phrases as they are used
Students will:	monopoly, and oligopoly; credit;		in a text, including determining technical, connotative, and
 Evaluate different leadership styles and the most positive leadership influence for companies in different situations. 	currencies; economic indicators; factors of production (land,		figurative meanings, and analyze how specific word choices shape meaning or tone.
 Assess personal leadership styles and reflect on what considerations might be important in decision making as a leader of a start-up company. 	labor, capital, entrepreneurship); goods and services; price; roles of		Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas
 Describe the significance of accountability as an entrepreneur and a student as it relates to a company venture and JA experience. 	consumers and producers; rule of law; and supply and demand.		and information clearly and accurately through the effective selection, organization, and analysis of content.
 Evaluate the different leader candidates, and elect people for the company leadership positions. Demonstrate basic business planning by 	C.13.f. Explain ways in which competition, free enterprise, and		Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and
completing the Business Snapshot which outlines all the key elements to launch a business.	government regulation influence what is produced and allocated in an		style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use
Express the legal and social need for a company's guiding principles by developing and agreeing to a company charter.	economy, including national and global consequences.		technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content		Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social		Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively,
	studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate		and orally. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization,
	counterclaims.		development, and style are



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	Louisiana Student	<u>Louisiana</u> Student	Louisiana Student Standards
Session Descriptions	Standards for	Standards for	for English Language Arts
	Social Studies	Mathematics	
			appropriate to task, purpose, and audience
			Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
			Anchor Standard L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Business Operations	C.13.e. Explain the		Anchor Standard RI 2 Determine
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.	factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic		central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used
Students will:	competition, perfect		in a text, including determining
 Explain the five functional roles of the company and the essential responsibilities of each role. Describe the steps involved in a company 	competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of		technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
status update report. • Present status updates from each	production (land, labor, capital, entrepreneurship);		Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media,
business team of the company.Identify the purpose of each element of	goods and services; price; roles of		including visually and quantitatively, as well as in words.
the Finance Workbook and when each will be used in company operations.	consumers and producers; rule of law;		Anchor Standard W 2 Write
Establish a functional startup through completing tasks related to the management and running of their company	and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and		informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	government regulation influence what is		Anchor Standard W 4 Produce



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Session Descriptions	Louisiana Student Standards for Social Studies	Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
	produced and allocated in an economy, including national and global consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	Mathematics	clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard SL 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



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Session Descriptions	Louisiana Student Standards for Social Studies	Student Standards for	Louisiana Student Standards for English Language Arts
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 Students will: 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.	C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is		Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard W 7 Conduct
	influence what is produced and allocated in an economy, including national and global consequences.		Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content		Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
	knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	Patriematics	Anchor Standard SL 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Topic: Leadership and Management (Self-Guided) 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. Students will: 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.	c.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. c.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	influence what is produced and allocated in an		Anchor Standard L 4 Determine or clarify the meaning of unknown



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
	economy, including national and global consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.		and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



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	Louisiana Student	<u>Louisiana</u>	
Session Descriptions	Standards for	<u>Student</u>	Louisiana Student Standards
Session Descriptions	Social Studies	Standards for	for English Language Arts
	<u>Social Studies</u>	<u>Mathematics</u>	
Tonic: Marketing (Salf Guided)	C.13.e. Explain the	N/A	Anchor Standard RI 2 Determine
Topic: Marketing (Self-Guided)	factors that influence	IN/A	central ideas or themes of a text
Students learn how marketing connects the	the production and		and analyze their development;
company with the customer and is really the	distribution of goods		summarize the key supporting
way that a company communicates with	by individuals and		details and ideas.
customers and other businesses. They learn	businesses operating in		
the four Ps of the marketing mix and the	a market system,		Anchor Standard W 2 Write
primary responsibilities of the Marketing	including monopolistic		informative/explanatory texts to
team during the JA Company Program.	competition, perfect		examine and convey complex ideas
Students will:	competition, monopoly, and		and information clearly and accurately through the effective
	oligopoly; credit;		selection, organization, and
Describe the importance of marketing in a company	currencies; economic		analysis of content.
a company	indicators; factors of		analysis of content.
Explain the primary tasks and	production (land,		Anchor Standard W 4 Produce
responsibilities of the Marketing team to	labor, capital,		clear and coherent writing in which
understand this team's role in company operations.	entrepreneurship);		the development, organization, and
operations.	goods and services;		style are appropriate to task,
	price; roles of		purpose, and audience.
	consumers and		
	producers; rule of law;		Anchor Standard W 7 Conduct
	and supply and		short as well as more sustained
	demand.		research projects based on focused
			questions, demonstrating
	C.13.f. Explain ways in		understanding of the subject under
	which competition,		investigation.
	free enterprise, and government regulation		Anchor Standard W 9 Draw
	influence what is		evidence from literary or
	produced and		informational texts to support
	allocated in an		analysis, reflection, and research.
	economy, including		
	national and global		Anchor Standard SL 1 Prepare for
	consequences.		and participate effectively in a
			range of conversations and
	C.7/US.6/WH.5		collaborations with diverse
	Construct and express		partners, building on others' ideas
	claims that are		and expressing their own clearly
	supported with		and persuasively.
	relevant evidence from		Anahay Standard Cl 2 Internate and
	primary and/or		Anchor Standard SL 2 Integrate and
	secondary sources, social studies content		evaluate information presented in diverse media and formats,
	knowledge, and clear		including visually, quantitatively,
	reasoning and		and orally.
	explanations to:		
	a. Demonstrate an		Anchor Standard SL 4 Present
	understanding of social		information, findings, and
	studies content.		supporting evidence such that
	b. Compare and		listeners can follow the line of
	contrast content and		reasoning and the organization,
	viewpoints.		development, and style are
	c. Analyze causes and		appropriate to task, purpose, and
	effects.		audience
	d. Evaluate		Anakanskan stant 11.5 to 1
	counterclaims.		Anchor Standard L 6 Acquire and



Session Descriptions Louisiana Student Standards for Social Studies Louisiana Student Standards for Mathematics use accurately a range of academic and domain-species words and phrases sufficien reading, writing, speaking, a listening at the college and readiness level; demonstratindependence in gathering vocabulary knowledge who readiness level; demonstratindependence in gathering vocabulary knowledge who readiness level; demonstratindependence in gathering vocabulary knowledge who encountering an unknown timportant to comprehensio expression. Topic: Sales (Self-Guided) 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. Students will: 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. Louisiana Student Stat for English Languag deademic and domain-species words and phrases sufficien reading, writing, speaking, a listening at the college and readiness level; demonstratindependence in gathering vocabulary knowledge when encountering an unknown timportant to comprehence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect permanent	neral fic t for and career e erm n or mine text ent; ng
Session Descriptions Standards for Social Studies Standards for Mathematics use accurately a range of ge academic and domain-speci words and phrases sufficien reading, writing, speaking, a listening at the college and readiness level; demonstrat independence in gathering vocabulary knowledge where encountering an unknown to important to comprehensio expression. Topic: Sales (Self-Guided) 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. Students will: 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. Stales (Self-Guided) C.13.e. Explain the factors that influence the factors that influence distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, per	neral fic t for and career e erm n or mine text ent; ng
Social Studies Social Studies Scandards 107 Mathematics use accurately a range of ge academic and domain-speci words and phrases sufficien reading, writing, speaking, a listening at the college and readings, writing, speaking, a listening at the college and readings slevel; demonstrat independence in gathering vocabulary knowledge when encountering an unknown to important to compression. Topic: Sales (Self-Guided) 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. Students will: 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. Scandards 10 Wha Anchor Standard R1 2 Deter central ideas or themes of a and analyze their developm summarize the key support details and ideas. Anchor Standard R1 6 Asses point of view or purpose shith the content and style of a term of production, perfect competition, perfect competiti	neral fic t for and career e erm n or mine text ent; ng
use accurately a range of ge academic and domain-speci words and phrases sufficien reading, writing, speaking, a listening at the college and readiness level; demonstrat independence in gathering vocabulary knowledge where encountering an unknown to important to comprehensio expression. Topic: Sales (Self-Guided) 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. Students will: 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. Sales team to understand this team's role in company operations. M/A C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; WACHIONERS Anchor Standard R1 2 Deter central ideas or themes of a and analyze their developm summarize the key supporti details and ideas. Anchor Standard R1 6 Asses point of view or purpose shith the content and style of a technical program of the content and style of a technical program of the content and style of a technical program of the content and style of a technical program of the content and style of a technical program of the content and style of a technical program of the content and style of a technical program of the content and style of a technical program of the content and style of a technical program of the content and style of a technical program of the content and style of a technical program of the content and style of a technical program of the content and style of a technical program of the content and style of a technical program of the content program of the content and style of a technical program of	fic t for and career e erm n or mine text ent; ng
academic and domain-speci words and phrases sufficien reading, writing, speaking, a listening at the college and readiness level; demonstrat independence in gathering vocabulary knowledge wherencountering an unknown to important to comprehension expression. Topic: Sales (Self-Guided) 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. Students will: Describe the importance of sales in a company Explain the primary tasks and responsibilities of the old in company operations. Students will: Anchor Standard RI 2 Deter central ideas or themes of a and analyze their developm summarize the key supportion details and ideas. M/A Anchor Standard RI 6 Asses point of view or purpose ship the content and style of a term of the competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; Anchor Standard RI 7 Integrational diverse formats and media, including visually and quantitatively, as well as in vigorous and services; goods and services;	fic t for and career e erm n or mine text ent; ng
Topic: Sales (Self-Guided) 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. Students will: 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. Students will: Sales team to understand this team's role in company operations. Anchor Standard RI 6 Asses point of view or purpose share the content and style of a team to understand this team's role in company operations. Describe the importance of sales in a competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; Anchor Standard RI 7 Integree competition and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; Anchor Standard R 10 Read comprehend complex literations and analyze their developm and analyze their developm and and analyze their developm an	text ent; ng
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. Students will: 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. Students will: Students will: Describe the importance of sales in a company Explain the primary tasks and responsibilities of the in company operations. Indictors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; Students will: Anchor Standard R 10 Read comprehend complex literations.	ent; ng
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price; roles of informational texts indepen	aentiy
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producers; rule of law; Anchor Standard SL 1 Prepa	
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collaborations with diverse	
	l idoos
C.13.f. Explain ways in partners, building on others which competition, and expressing their own cle	
free enterprise, and and persuasively.	arry
government regulation influence what is Anchor Standard SL 2 Integr	rate and
produced and evaluate information preser	
allocated in an diverse media and formats,	ica III
economy, including including including visually, quantitati	velv
national and global and orally.	very,
consequences.	
Anchor Standard SL 3 Evalue	ate a
C.7/US.6/WH.5 speaker's point of view, reas	
Construct and express and use of evidence and rhe	-
claims that are	COLICA
supported with Anchor Standard L 3 Apply	
relevant evidence from knowledge of language to	
primary and/or understand how language	
secondary sources, functions in different contex	
social studies content make effective choices for n	
knowledge, and clear or style, and to comprehence	cts, to
reasoning and fully when reading or listeni	cts, to neaning



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
	explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.		Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Topic: Supply Chain Workflow (Self-Guided) Students learn that a supply chain is the network established to gather components, manufacture a product, and distribute that product to consumers. responsibilities. Students will: Describe the function of a supply chain and the purpose of each link in the supply chain as it relates to company operations.	C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources,	N/A	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks,



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
	knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.		English when indicated or appropriate. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Meeting Twelve: Liquidate the Company 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. Students will: 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.	C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences.	A1: N-Q.A. Reason quantitatively and use units to solve problems. A1: A-CED. A. Create equations that describe numbers or relationships. A2: A-SSE. B. Write expressions in equivalent forms to solve problems.	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard R 10 Read and comprehend complex literary and informational texts independently and proficiently. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience



37.1	Company i	Togram	
Session Descriptions	Louisiana Student Standards for		Louisiana Student Standards
	Social Studies	Standards for Mathematics	for English Language Arts
	Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.		Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Meeting Thirteen: Create a Personal Plan of Action 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. Students will: 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.	C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	N/A	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard R 10 Read and comprehend complex literary and informational texts independently and proficiently. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and
			evaluate information presented in diverse media and formats,



511	Company	rogram	
Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Meeting Fourteen: Develop an Annual	C.13.e. Explain the	A1: A-CED. A.	including visually, quantitatively, and orally. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard RI 2 Determine
Report (Optional) During this optional meeting, students create an annual report as a summary of their student company experience.	factors that influence the production and distribution of goods by individuals and businesses operating in	Create equations that describe numbers or relationships.	central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Students will: Describe an annual report and its purpose.	a market system, including monopolistic competition, perfect competition,	A2: A-SSE. B. Write expressions in equivalent forms to solve	Anchor Standard R 10 Read and comprehend complex literary and informational texts independently and proficiently.
Develop a summary annual report project to complete the business venture experience.	monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand.	problems.	Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.7/US.6/WH.5		Anchor Standard W 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
	Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.		and expressing their own clearly and persuasively. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard SL 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or



Session Descriptions C.13.0 influe	siana Student Standards for Social Studies	Standards for Mathematics	Standards for English Language Arts
Session One: Pop-Up Warm-Up influe		Mathematics	
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. Students will: 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 ochious a successful business.	e. Explain the factors that ence the production and libution of goods by individuals businesses operating in a set system, including opolistic competition, perfect petition, monopoly, and ipoly; credit; currencies; omic indicators; factors of uction (land, labor, capital, epreneurship); goods and ces; price; roles of consumers producers; rule of law; and lay and demand. US.6/WH.5 Construct and ess claims that are supported relevant evidence from ary and/or secondary sources, all studies content knowledge, clear reasoning and enations to: emonstrate an understanding icial studies content. In ompare and contrast content viewpoints. In layze causes and effects. In alluate counterclaims.	N/A	Anchor Standard RI 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard RI 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard L 1 Demonstrate command of the





	Louisiana Student Standards	Louisiana Student	Louisiana Student
Session Descriptions	for Social Studies	Standards for	Standards for English
		<u>Mathematics</u>	<u>Language Arts</u>
			Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
			Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Session Three: Defining the Pop-Up Structure 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.	c.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand.	1: A-CED. A. Create equations that describe numbers or relationships. A2: A-SSE. B. Write expressions in equivalent forms to solve problems.	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.	C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:		Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



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Session Descriptions	Louisiana Student Standards for Social Studies	<u>Standards for</u>	Louisiana Student Standards for English Language Arts
Draft a timeline of tasks and associated due dates needed to meet the company's goals.		Standards for Mathematics	
			Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
			Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Anchor Standard L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	<u>Louisiana Student</u> <u>Standards for English</u> <u>Language Arts</u>
Session Four: The Ps of Pop-Up 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. Students will: 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.	C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	N/A	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Anchor Standard W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate



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Cassian Dasswintians	Louisiana Student Standards	Louisiana Student	Louisiana Student
Session Descriptions	for Social Studies	Standards for Mathematics	Standards for English
		Mathematics	Language Arts and evaluate information
			presented in diverse media and
			formats, including visually,
			quantitatively, and orally.
			quantitatively, and orany.
			Anchor Standard SL 4 Present
			information, findings, and
			supporting evidence such that
			listeners can follow the line of
			reasoning and the organization,
			development, and style are
			appropriate to task, purpose, and audience.
			audience.
			Anchor Standard L 1
			Demonstrate command of the
			conventions of standard English
			grammar and usage when writing
			or speaking.
			Anchor Standard L 3 Apply
			knowledge of language to understand how language
			functions in different contexts, to
			make effective choices for
			meaning or style, and to
			comprehend more fully when
			reading or listening.
			Anchor Standard L 6 Acquire and
			use accurately a range of general
			academic and domain-specific
			words and phrases sufficient for reading, writing, speaking, and
			listening at the college and career
			readiness level; demonstrate
			independence in gathering
			vocabulary knowledge when
			encountering an unknown term
			important to comprehension or
			expression.
Session Five: Creating the Buzz	C.13.e. Explain the factors that	1: A-CED. A. Create	Anchor Standard RI 1 Read
	influence the production and	equations that describe	closely to determine what the
This meeting focuses on selecting a	distribution of goods by individuals and businesses operating in a	numbers or	text says explicitly and to make
price for the product or service, as well	· -	relationships.	logical inferences from it; cite specific textual evidence when
as promotional strategies for attracting attention to the pop-up store.	monopolistic competition, perfect	A2: A-SSE. B. Write	writing or speaking to support
Students will determine their expenses		expressions in	conclusions drawn from the text.
and the revenue necessary to break	oligopoly; credit; currencies;	equivalent forms to	and the second
even so that they can set a price for	economic indicators; factors of	solve problems.	Anchor Standard RI 4 Interpret
their product that will achieve their	production (land, labor, capital,		words and phrases as they are
profit goal. Additionally, they will	entrepreneurship); goods and		used in a text, including
determine how to promote their	services; price; roles of consumers		determining technical,
business and will work on tasks for	and producers; rule of law; and		connotative, and figurative
advertising.	supply and demand.		meanings, and analyze how
	C 13 f Evoluin work in which		specific word choices shape
	C.13.f. Explain ways in which		meaning or tone.



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	Louisiana Student Standards		
Session Descriptions		<u>Standards for</u>	
		<u>Mathematics</u>	<u>Language Arts</u>
Session Descriptions Students will: 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.	Louisiana Student Standards for Social Studies competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.	Louisiana Student	Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 3 Apply knowledge of language to
			Anchor Standard L 3 Apply



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	Louisiana Student Standards	Louisiana Student	Louisiana Student		
Session Descriptions	for Social Studies	<u>Standards for</u>	Standards for English		
		<u>Mathematics</u>	<u>Language Arts</u>		
Session Six: Open for Business! In this meeting, students explore	C.13.e. Explain the factors that influence the production and distribution of goods by individuals	N/A	words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development;		
essential customer service and sales	and businesses operating in a		summarize the key supporting		
skills to use while their pop-up store is	market system, including		details and ideas.		
operating. Additionally, they review and finalize all logistics necessary to	monopolistic competition, perfect competition, monopoly, and		Anchor Standard RI 4 Interpret		
launch and open the store.	oligopoly; credit; currencies;		words and phrases as they are		
	economic indicators; factors of		used in a text, including		
Students will:	production (land, labor, capital,		determining technical,		
	entrepreneurship); goods and		connotative, and figurative		
 Select appropriate sales 	services; price; roles of consumers		meanings, and analyze how specific word choices shape		
strategies to use while interacting with customers	and producers; rule of law; and supply and demand.		meaning or tone.		
during pop-up store sales.	_				
 Practice excellent retail 	C.13.f. Explain ways in which		Anchor Standard W 4 Produce		
customer care skills to	competition, free enterprise, and government regulation influence		clear and coherent writing in which the development,		
maximize the pop-up store's	what is produced and allocated in		organization, and style are		
sales potential to reach its	an economy, including national and		appropriate to task, purpose, and		
business goals.	global consequences.		audience.		
 Resolve final logistics before launching the pop-up 	6.7/116.6/14/11.5.Comptoned and		Anakan Chandard Cl. 4 Danas a fan		
business, including transaction	C.7/US.6/WH.5 Construct and express claims that are supported		Anchor Standard SL 1 Prepare for and participate effectively in a		
types, starting cash, inventory	with relevant evidence from		range of conversations and		
tracking, and staffing	primary and/or secondary sources,		collaborations with diverse		
schedule.	social studies content knowledge,		partners, building on others'		
	and clear reasoning and		ideas and expressing their own		
	explanations to: a. Demonstrate an understanding		clearly and persuasively.		
	of social studies content.		Anchor Standard SL 2 Integrate		
	b. Compare and contrast content		and evaluate information		
	and viewpoints. c. Analyze causes and effects.		presented in diverse media and		
	d. Evaluate counterclaims.		formats, including visually, quantitatively, and orally.		
	a. a.a.a.a counterclaims.				
			Anchor Standard SL 4 Present information, findings, and		
			supporting evidence such that		
			listeners can follow the line of		
			reasoning and the organization,		
			development, and style are		
			appropriate to task, purpose, and audience		
			Anchor Standard L 1		
			Demonstrate command of the		
			conventions of standard English		



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	Louisiana Student Standards	<u>Louisiana Student</u>	Louisiana Student
Session Descriptions	for Social Studies	<u>Standards for</u>	Standards for English
	ior bodiar staares	<u>Mathematics</u>	<u>Language Arts</u>
			grammar and usage when writing or speaking.
			Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
			Anchor Standard L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Session Seven: Pop-Up Wrap-Up This meeting guides students	C.13.e. Explain the factors that influence the production and distribution of goods by individuals	1: A-CED. A. Create equations that describe numbers or	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development;
through the final tasks necessary to close the popup business, reconcile	and businesses operating in a market system, including	relationships.	summarize the key supporting details and ideas.
the finances, and determine the	monopolistic competition, perfect competition, monopoly, and	A2: A-SSE. B. Write	Anchor Standard RI 3 Analyze
business's final profit. Students will use the final metrics and the	oligopoly; credit; currencies;	expressions in equivalent forms to	how and why individuals, events,
intangible lessons they learned to	economic indicators; factors of	solve problems.	and ideas develop and interact
discuss best practices for future	production (land, labor, capital,	- In 2	over the course of a text.
businesses and to assess whether	entrepreneurship); goods and		
they achieved their business and	services; price; roles of consumers		Anchor Standard RI 4 Interpret
personal goals. Finally, students	and producers; rule of law; and		words and phrases as they are
deliver the pop-up store's proceeds	supply and demand.		used in a text, including
to their charitable recipient and celebrate their accomplishments.	C.13.f. Explain ways in which		determining technical, connotative, and figurative
celebrate their accomplishments.	competition, free enterprise, and		meanings, and analyze how
Students will:	government regulation influence what is produced and allocated in		specific word choices shape meaning or tone.
 Complete the tasks to 	an economy, including national and		
calculate final sales and	global consequences.		Anchor Standard RI 7 Integrate
profit and close out the	C.7/US.6/WH.5 Construct and		and evaluate content presented in diverse formats and media,
business.	express claims that are supported		including visually and
Analyze final sales	with relevant evidence from		quantitatively, as well as in
information and compare it	primary and/or secondary sources,		words.
to the pop-up business's	social studies content knowledge,		



JA Company Program Pop Up

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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
initial profit goal. Assess company and personal goals to determine successes and areas for improvement.	and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims.		Anchor Standard W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Session Descriptions

Louisiana Student Standards for Social Studies Louisiana Student Standards for Mathematics

Louisiana Student
Standards for English
Language Arts



Day of the Visit

A business professional volunteer will speak to the students about ethics and lead self-assessment and ethics scenario activities.

Students will:

- 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.

C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- a. Demonstrate an understanding of social studies content
- **b.** Compare and contrast content and viewpoints.
- c. Analyze causes and effects.
- d. Evaluate counterclaims

N/A

Anchor Standard W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Anchor Standard SL 2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Anchor Standard L 4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Anchor Standard L 5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



Anchor Standard L 6 Acquire
and use accurately a range of
general academic and
domain-specific words and
phrases sufficient for reading,
writing, speaking, and
listening at the college and
career readiness level;
demonstrate independence in
gathering vocabulary
knowledge when
encountering an unknown
term important to
comprehension or expression.



Reflection Activity (Optional)

Students will reflect and discuss their learnings after interacting with a local business professional.

Students will:

- 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.

c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- **a.** Demonstrate an understanding of social studies content.
- **b.** Compare and contrast content and viewpoints.
- c. Analyze causes and effects.
- d. Evaluate counterclaims

N/A

Anchor Standard W 4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standard W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Anchor Standard SL 2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Anchor Standard L 4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Anchor Standard L 5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



Extended Learning Opportunities (Optional)

Students can log on to the JA My Way website to learn more about ethics or have a debate about an ethical dilemma.

Students will:

 Work independently to discover more about ethics. **c.7/US.6/WH.5** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- a. Demonstrate an understanding of social studies
- **b.** Compare and contrast content and viewpoints.
- **c.** Analyze causes and effects.
- d. Evaluate counterclaims

N/A

Anchor Standard W 4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standard W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Anchor Standard SL 2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Anchor Standard L 4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Anchor Standard L 5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.





Session Descriptions	Louisiana Student	Louisiana Student	<u>Louisiana Student</u>
	Standards for Social	Standards for	<u>Standards for English</u>
	Studies	Mathematics	<u>Language Arts</u>
Effective Civic Leadership. 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. Students will: Identify qualities of a leader. Recognize the role of civic leadership in a community. Develop conflict-resolution skills.	C.11 Analyze political processes and the role of public participation in the United States. WH.11. f. Explain the powers and responsibilities of local, state, tribal, national, and international civic and political intuitions and their efforts to address social and political problems. WG.7. c. Evaluate the purpose of political institutions at various levels, local to supranational, and distinguish their roles, powers, and limitations. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	1: A-CED. A. Create equations that describe numbers or relationships. A2: A-SSE. B. Write expressions in equivalent forms to solve problems.	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor Standard W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard SL 5 Make strategic use of digital media and



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			visual displays of data to express information and enhance understanding of presentations. Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or
Presentation Skills and Classroom Management 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. Students will: Use strong presentation skills to communicate effectively. Develop classroom management practices. Recognize and use techniques that further teamwork and achieve group goals.	C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	expression. Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
			Anchor Standard SL 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
			Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
			Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



	JA HIGH SCH		
Session Descriptions	<u>Louisiana Student</u> <u>Standards for Social</u> <u>Studies</u>	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Critical Thinking and Problem Solving Students advance their critical thinking skills so that they can adapt quickly to new circumstances and develop successful solutions to problems. Students will: Use a problem-solving technique to solve personal and professional problems. Apply critical-thinking skills to work-based problems. Recognize that decisions have consequences.	c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks,
			demonstrating command of



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
	C.7/US.6/WH.5 Construct and		formal English when indicated or appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard RI 1 Read
Reflection 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. Students will: Implement objective criteria to self-evaluate Recognize the value of constructive feedback and the growth mind-set Develop a personal action plan.	express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor Standard W 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Session Descriptions	Academic Standards	Other Standards	Common Core ELA
Session One: Career Interests and Your Path	Louisiana Student Standards	Louisiana Student	Louisiana Student Standards
Jession One. Career interests and rour Fath	for Social Studies	Standards for	for English Language Arts
Students understand the importance of career		<u>Mathematics</u>	
planning and complete a Career Interest	C.14.a. Explain the		Anchor Standard RI 1 Read
Inventory to assess their own values, skills, and	relationship between	N/A	closely to determine what the
interests in the context of career paths.	education, training, and		text says explicitly and to
	career options to future		make logical inferences from
Students will:	earning potential.		it; cite specific textual
 Consider their values, skills, and interests. 			evidence when writing or
 Take a Career Interest Inventory. 	C.7/US.6/WH.5 Construct and		speaking to support
Relate their values, skills, interests, and	express claims that are		conclusions drawn from the
Career Interest Inventory to future career	supported with relevant		text.
opportunities.	evidence from primary and/or		
opportaesi	secondary sources, social		Anchor Standard RI 3 Analyze
	studies content knowledge,		how and why individuals,
	and clear reasoning and		events, and ideas develop and
	explanations to:		interact over the course of a
	a. Demonstrate an		text.
	understanding of social		Anakan Standard BLA
	studies content.		Anchor Standard RI 4
	b. Compare and contrast		Interpret words and phrases
	content and viewpoints.		as they are used in a text,



JA Inspire Virtual c. Analyze causes and effects. including determining d. Evaluate counterclaims technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Anchor Standard SL 2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. **Anchor Standard L 6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in



gathering vocabulary knowledge when encountering an unknown term important to

	JA Inspire Virt		comprehension or expression.
			Series State of Compressions
Session Two: Career Planning and Your Path 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. Students will: 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.	C.14.a. Explain the relationship between education, training, and career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in



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Session Three: Preparing to Meet Your Future 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. Students will: 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.	C.14.a. Explain the relationship between education, training, and career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Session Four: Local Business Means Opportunity Students learn about their local economy. They	relationship between education, training, and career options to future	N/A	closely to determine what the text says explicitly and to make logical inferences from
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	earning potential. C.7/US.6/WH.5 Construct and express claims that are		it; cite specific textual evidence when writing or speaking to support conclusions drawn from the
companies they would like to visit during the	supported with relevant		text.



virtual career fair.

Students will:

- 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.

evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- **a.** Demonstrate an understanding of social studies content.
- **b.** Compare and contrast content and viewpoints.
- **c.** Analyze causes and effects.
- d. Evaluate counterclaims

Anchor Standard RI 4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Anchor Standard RI 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standard W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standard L 1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Anchor Standard L 2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Anchor Standard L 4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized



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			reference materials, as appropriate.
			арргорпасе.
			Anchor Standard L 6 Acquire
			and use accurately a range of
			general academic and
			domain-specific words and
			phrases sufficient for reading,
			writing, speaking, and
			listening at the college and
			career readiness level;
			demonstrate independence in
			gathering vocabulary
			knowledge when
			encountering an unknown
			term important to
	C.14.a. Explain the		comprehension or expression. Anchor Standard RI 1 Read
Session Five: Learn from the Experts	relationship between	N/A	closely to determine what
Students review the speakers and webinars available	education, training, and		the text says explicitly and to
at the JA Inspire Virtual career fair, create a list of at	career options to future		make logical inferences from
least three to view, and define what they would like	earning potential.		it; cite specific textual
to learn from them.			evidence when writing or
	C.7/US.6/WH.5 Construct		speaking to support
Students will:	and express claims that		conclusions drawn from the
Identify relevant JA Inspire	are supported with		text.
 Virtual speakers and webinars to attend. 	relevant evidence from		
Note facts about the speakers and topics of	primary and/or secondary		Anchor Standard RI 3
webinars they will attend.	sources, social studies		Analyze how and why
Develop questions to consider when watching	content knowledge, and clear reasoning and		individuals, events, and ideas develop and interact
the speakers and webinars.	explanations to:		over the course of a text.
	a. Demonstrate an		over the course of a text.
	understanding of social		Anchor Standard RI 4
	studies content.		Interpret words and phrases
	b. Compare and contrast		as they are used in a text,
	content and viewpoints.		including determining
	c. Analyze causes and		technical, connotative, and
	effects.		figurative meanings, and
	d. Evaluate counterclaims		analyze how specific word
			choices shape meaning or
			tone.
			Anchor Standard L 1
			Demonstrate command of
			the conventions of standard
			English grammar and usage
			when writing or speaking.
			Anchor Standard L 3 Apply
			knowledge of language to
			understand how language
			functions in different
			contexts, to make effective
			choices for meaning or style, and to comprehend more
			fully when reading or
			listening.
			Anchor Standard L 4
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			Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire
			and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or
	C.14.a. Explain the		expression. Anchor Standard RI 1 Read
Session Six: Welcome to JA Inspire Virtual	relationship between	N/A	closely to determine what
Students attend the JA Inspire Virtual Career fair.	education, training, and career options to future		the text says explicitly and to make logical inferences from
Students will:	earning potential.		it; cite specific textual
Visit exhibits at JA Inspire Virtual.	C 7/UC C /MULE Construct		evidence when writing or
Attend speeches and webinars at JA Inspire Virtual.	C.7/US.6/WH.5 Construct and express claims that		speaking to support conclusions drawn from the
Complete the What I Learned section of the	are supported with		text.
chart from their Learn from the Experts worksheet.	relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and		Anchor Standard W 4 Produce clear and coherent writing in which the development, organization,
	explanations to: a. Demonstrate an		and style are appropriate to task, purpose, and audience.
	understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
			Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective



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			choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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. Students will:	C.14.a. Explain the relationship between education, training, and career options to future earning potential.	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or
 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. 	c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		speaking to support conclusions drawn from the text. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard RI 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.



JA Inspire Virtual Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Communicating About Yourself Students learn what their dress, speech, and listening skills communicate to others about them. Students will: - Recognize the importance of manners as an element of professionalism. - I Identify language and style appropriate for the workplace. - Listen actively for content, not to anticipate response. - Analyze causes and effects. - Listen actively for content, not to anticipate response. - Analyze causes and effects. - Listen actively for content, not to anticipate response. - Analyze causes and effects. - Listen actively for content, not to anticipate response. - Analyze causes and effects. - Listen actively for content and response and contents and analyze how specific wo	Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Anchor Standard L 4	Students learn what their dress, speech, and listening skills communicate to others about them. Students will: Recognize the importance of manners as an element of professionalism. Identify language and style appropriate for the workplace. Listen actively for content, not to	between education, training, and career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects.	N/A	closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Applications and Resumes This session covers job applications and resumes, two written methods of applying for a	Standards for Social	Standards for	Standards for English
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.	C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or		summarize the key supporting details and ideas. Anchor Standard W 2 Write informative/explanatory texts
 Students will: Identify information necessary for a job application. Recognize key features and formatting of resumes. Use appropriate language for a resume. 	secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects.		to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor Standard W 4
	d. Evaluate counterclaims		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
			Anchor Standard SL 1 Prepare for and participate effectively



JA It's My Job (Soit Skills)			
Session Descriptions	<u>Louisiana Student</u> <u>Standards for Social</u> <u>Studies</u>	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
			Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
			Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
			gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



JA ILS MY JOD (SOIL SKIIIS)				
Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts	
Interviewing for a Job 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." Students will: 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.	between education, training, and career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard SL 4 Present	
			information, findings, and	



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;
			demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Cell Phones in the Workplace 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. Students will: 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.	c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases
			as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard SL 1 Prepare



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
			Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
			Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
			Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
			Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;
			demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Workplace Communication This session covers communication methods in the workplace. Activities focus on appropriate tone and topics for the workplace and communication strategies for collaborating effectively. Students will: Identify and use an appropriate professional tone in workplace communication. Identify appropriate and inappropriate subjects for workplace discussion. Enable cooperative and productive group interactions. Communicate to solve problems collaboratively and respectfully.	Standards for Social	Standards for	Standards for English
			listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience



	Louisiana Student Standards for Social	Louisiana Student Standards for	Louisiana Student Standards for English
	<u>Studies</u>	Mathematics	Language Arts
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. Students will: 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.	.14.a. Explain the relationship etween education, training, and areer options to future earning otential. .7/US.6/WH.5 Construct and xpress claims that are upported with relevant vidence from primary and/or econdary sources, social studies ontent knowledge, and clear easoning and explanations to: . Demonstrate an inderstanding of social studies ontent. . Compare and contrast content ind viewpoints. . Analyze causes and effects. . Evaluate counterclaims	N/A	Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of



Studies Studies	5/\ 1	(S MY JOD (SOI	<u> </u>	
in a range of conversations and range of conversations with adverse partners, building on others partners, building on others gas and expressing their own clearly and persussively. Anchor Standard St. 2 Integrate and evaluate information presently, and orally. Anchor Standard St. 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard St. 4 Presen information, findings, and supporting evidence such the listners on follow the line or erasoning and the orally integrated in the orally integrated integrated integrated in the orally integrated integrated integrated in the orally integrated	Session Descriptions	Standards for Social	Standards for	Standards for English
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard St. 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard St. 4 Presen information, findings, and supporting evidence such the listeners can follow the line or reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening at the college and career readiness level; demonstrate independence I gathering vocabulary is knowledge when				and collaborations with diverse partners, building on others' ideas and expressing their own clearly and
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard St. 4 Presen information, findings, and supporting evidence such that listeners can follow the line or reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when				Integrate and evaluate information presented in diverse media and formats, including visually,
information, findings, and supporting evidence such the listeners can follow the line or reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when				Evaluate a speaker's point of view, reasoning, and use of
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening at the college and career readiness level; demonstrate independence i gathering vocabulary knowledge when				supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening at the college and career readiness level; demonstrate independence i gathering vocabulary knowledge when				Demonstrate command of the conventions of standard English grammar and usage
and use accurately a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening at the college and career readiness level; demonstrate independence i gathering vocabulary knowledge when				Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling
career readiness level; demonstrate independence i gathering vocabulary knowledge when				domain-specific words and phrases sufficient for reading, writing, speaking, and
term important to				career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown





Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
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. Students will: 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	C.14.a. Explain the relationship between education, training, and career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard RI 6 Assess how point of view or purpose shapes the content and style of a text. Anchor Standard RI 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard W.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



	JA JUD SHAUU		
Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Session Two: Career Exploration & Informational Interviews 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. Students will: Analyze which career options most closely relate to their interests, strengths, and skills Describe informational interviews and their relevancy to personal career exploration Develop questions for informational interviews to identify preferable careers Practice positive interview techniques and etiquette Research local individuals working in preferable careers (optional) Craft a personal elevator pitch (optional)	C.14.a. Explain the relationship between education, training, and career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard SL 6 Adapt speech to a variety of contexts and



	Louisiana Student		
Session Descriptions	<u>Louisiana Student</u> <u>Standards for Social</u>	Louisiana Student Standards for	Louisiana Student Standards
Session Descriptions			for English Language Arts
Session Descriptions	Studies Studies	Mathematics Standards for Mathematics	demonstrating command of formal English when indicated or appropriate. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career
			words and phrases sufficient for reading, writing, speaking, and
			expression.
Session Three: Job Site Visit 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. Students will: 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	c.14.a. Explain the relationship between education, training, and career options to future earning potential. c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	Reading for Informational RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
			Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
			Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
			Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering
			vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Session Descriptions Standards for Social Studies Standards for Mathematics For English Language Arts Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 2 Determine certral ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 2 Determine certral ideas or themes of a text and supporting details and ideas. Anchor Standard RI 2 Determine certral ideas or themes of a text and analyze their development;	Session Descriptions Studies Studies Studies C.14.a. Explain the relationship between education, training, and career options to future earning potential. 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. Students will: Evaluate personal career plan C. Create a resume Research local individuals working in preferable careers (optional) C. Create an online job search profile Write thank you notes Write thank you notes Students will: Anchor Standard St. 1 Pre and participate effectively range of conversations and collaborations with divers and expressing their own and persuasively. Anchor Standard St. 2 Intervaluation of the valuate information pres diverse media and format including visually, quantitiant i			w biended	
relationship between education, training, and career options to future earning potential. relationship between education, training, and career options to future earning potential. relationship between education, training, and career options to future earning potential. relationship between education, training, and career options to future earning potential. relationship between education, training, and career options to future earning potential. relationship between education, training, and career options to future earning potential. relationship between education, training, and career options to future earning potential. relationship between education, training, and career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims relationship between education, training, and career options to future earning potential. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 6 Assess how point of view or purpose shapes the content and style of a text. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information, findings, and orally. Anchor Standard SL 2 Integrate and evaluate information, findings, and a supporting evidence such that listeners can follow the line of	relationship between education, training, and career options to future and an informational interview subjects. They create a resume and an online professional profile. Students will: • Evaluate personal career plan • Create a resume • Research local individuals working in preferable careers (optional) • Create an online job search profile • Write thank you notes Mrite thank you notes Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims Part of the valuate information pres diverse media and format including visually, quantit and orally. Anchor Standard St. 2 Intervaluate information, findings, and supprortiate to task, purportial evidence such listeners can follow the limit reasoning and the organized evidence such listeners can follow the limit reasoning and the organized evidence such listeners can follow the limit reasoning and the organized evidence such listeners can follow the limit reasoning and the organized evidence such listeners can follow the limit reasoning and the organized evidence such listeners can follow the limit reasoning and the organized evidence such listeners can follow the limit reasoning and the organized evidence such listeners can follow the limit reasoning and the organized evidence such listeners can follow the limit reasoning and the organized evidence such listeners can follow the limit reasoning and the organized evidence from primary and provide and pro	Session Descriptions	Standards for Social	Standards for	Louisiana Student Standard for English Language Arts
development, and style are appropriate to task, purpose, and audience. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate	Anchor Standard L 1 Dem command of the conventi standard English grammal usage when writing or spectrum and the conventi standard L 2 Dem command of the conventi standard English capitalization.	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. Students will: Evaluate personal career plan Create a resume Research local individuals working in preferable careers (optional) Create an online job search profile	relationship between education, training, and career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects.	N/A	central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 6 Assess how point of view or purpose shapes the content and style of a text. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



	JA JOB SHado		
Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Section Five Interviewing for a Joh	C.14.a. Explain the	N/A	writing. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard RI 2 Determine
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. Students will: 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	relationship between education, training, and career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks,



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			demonstrating command of formal English when indicated or appropriate.
			Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
			Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
			Anchor Standard L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when
			encountering an unknown term important to comprehension or expression.



JA JOD SHAUOW DIEHUEU				
Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts	
Session Six: Job Shadow Prep In this session students prepare for their job shadow experience by developing questions to ask of their job shadow	C.14.a. Explain the relationship between education, training, and career options to future earning potential.	N/A	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
subjects, learning about appropriate workplace behavior, and researching the companies where they will spend time. Students will:	C.7/US.6/WH.5 Construct and express claims that are supported with relevant		Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse	
Research the job shadow subject's company, employees, and industry	evidence from primary and/or secondary sources, social studies content		partners, building on others' ideas and expressing their own clearly	
Develop questions for the job shadow experience	knowledge, and clear reasoning and explanations		and persuasively. Anchor Standard SI 2 Integrate and	
 Distinguish between appropriate and inappropriate workplace behavior Assess personal preparedness for the job shadow experience 	to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks,	
			demonstrating command of formal English when indicated or appropriate. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard W7 Conduct short as well as more sustained research projects based on focused	
			questions, demonstrating understanding of the subject under investigation. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 3 Apply knowledge of language to	



	Louisiana Student	Louisiana Student	Louisiana Student Standards
Session Descriptions	Standards for Social Studies	Standards for Mathematics	for English Language Arts
			understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term
			important to comprehension or expression.
Session Seven: Job Shadow Experience In this session students visit a workplace and participate in an independent job shadow experience with the host(s) they	C.14.a. Explain the relationship between education, training, and career options to future earning potential.	N/A	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
identified. Students will: 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	C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 3 Apply knowledge of language to



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Session Descriptions	<u>Louisiana Student</u> <u>Standards for Social</u>	Louisiana Student Standards for	Louisiana Student Standards
Session Descriptions			<u>for English Language Arts</u>
	Studies	Mathematics	understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Session Eight: Job Shadow Reflection & Career Planning 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. Students will: Analyze job shadow experience. Re-evaluate personal career plan. Demonstrate appropriate workplace etiquette.	C.14.a. Explain the relationship between education, training, and career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects.	N/A	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



	<u>Mathematics</u>	for English Language Arts
d. Evaluate counterclaims		Anchor Standard W 3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



JA Launch Lesson

Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Language Arts
Optional Pre-Lesson Enhancements To prepare for the guest entrepreneur, consider these optional entrepreneurship-focused	Course is not in D2L	Course is not in D2L	Course is not in D2L
opportunities: Students will:			
Determine their entrepreneur profile			
brainstorm possible products or services that meet product criteria			
	Course is not in D2L		Course is not in D2L
Day of the Visit Students engage in an inspirational experience that explores entrepreneurship and highlights the opportunities, challenges, and preparation required for successful participation in the global economy.		Course is not in D2L	
Students will:			
 Analyze a real-world example of entrepreneurship. Determine one next step that could lead to a new business venture. 			
Extended Learning Opportunities (Optional)	Course is not in D2L	Course is not in	Course is not in D2L
Students will reflect and discuss their learnings after interacting with a local business professional.		D2L	
Students can log on to the JA My Way website to learn more about ethics or have a debate about an ethical dilemma.			
Students will:			
Work independently to discover more about entrepreneurship.			



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Session One: Earning, Employment, and Income 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. Students will: 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.	C.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and investing. C.14.a. Explain the relationship between education, training, and career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard RI 6 Assess how point of view or purpose shapes the content and style of a text. Anchor Standard W 3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



Session Descriptions	Louisiana Student Standards for Social	<u>Louisiana</u> <u>Student</u>	Louisiana Student Standards
·	<u>Studies</u>	<u>Mathematics</u>	ior English Language Arts
Session Descriptions Session Two: Budgeting 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. Students will: 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.	Standards for Social	Student Standards for	Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard RI 6 Assess how point of view or purpose shapes the content and style of a text. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	d. Evaluate counterclaims		Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases
			by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.



Louisiana **Louisiana Student Student Louisiana Student Standards Session Descriptions Standards for Social Standards for** for English Language Arts **Studies Mathematics** C.14 Apply economic principles 1: A-CED. A. Create Anchor Standard RI 4 Interpret **Session Three: Savings** to make sound personal financial equations that words and phrases as they are used decisions, including in regard to describe numbers or in a text, including determining Students analyze the role that saving plays income, money management, relationships. technical, connotative, and figurative in their personal finances. They explore spending and credit, and savings A2: A-SSE. B. meanings, and analyze how specific how having a healthy savings plan is and investing. Write expressions word choices shape meaning or tone. necessary in all phases of life but is in equivalent especially critical for big-ticket items and **C.14.e.** Create a budget and forms to solve Anchor Standard RI 6 emergencies. Students learn how to apply communication strategies when discussing explain its importance in problems. Assess how point of view or purpose financial issues. achieving personal financial shapes the content and style of a goals and avoiding negative Students will: financial consequences. **Anchor Standard W3** Recognize reasons for saving. Write narratives to develop real or C.7/US.6/WH.5 Construct and Explain how saving can help you earn express claims that are imagined experiences or events using interest instead of paying interest. supported with relevant effective techniques, well-chosen Use strategies to achieve a saving details, and well-structured event evidence from primary and/or goal. secondary sources, social studies sequences. Recognize unhealthy relationship content knowledge, and clear behaviors related to saving. Anchor Standard W 4 Produce clear reasoning and explanations to: and coherent writing in which the a. Demonstrate an understanding of social studies development, organization, and style are appropriate to task, purpose, and **b.** Compare and contrast content audience. and viewpoints. c. Analyze causes and effects. Anchor Standard SL 1 Prepare for d. Evaluate counterclaims and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



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	Louisiana Student	<u>Louisiana</u>	
Session Descriptions	Standards for Social	<u>Student</u>	Louisiana Student Standards
Session Peser perons	Studies	Standards for	for English Language Arts
	<u>5144165</u>	<u>Mathematics</u>	
Session Four: Credit and Debt	C.14.e. Create a budget and explain its importance in achieving personal financial	N/A	Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical
Students analyze the importance of credit and	goals and avoiding negative		inferences from it; cite specific
the outcomes of wise and poor use of	financial consequences.		textual evidence when writing or
credit. They examine the potential			speaking to support conclusions
consequences of sharing credit or cosigning for loans.	C.14.c. Explain the benefits and risks of using credit and examine		drawn from the text.
	the various uses.		Anchor Standard RI 4 Interpret
Students will:			words and phrases as they are used
Differentiate between credit and	C.14.d. Compare types of credit,		in a text, including determining
debt.	savings, investment, and		technical, connotative, and figurative
Recognize the factors that affect an	insurance services available to		meanings, and analyze how specific
individual's credit score and credit history.	the consumer from various institutions.		word choices shape meaning or tone.
Recognize the consequences of a low			Anchor Standard RI 6
credit score.	C.14.e. Create a budget and		Assess how point of view or purpose
Recognize the impact of sharing credit	explain its importance in		shapes the content and style of a text.
cards or cosigning for loans.	achieving personal financial		text.
	goals and avoiding negative		Anchor Standard SL 1 Prepare for
	financial consequences.		and participate effectively in a range
	C7/US C/MULE Construct and		of conversations and collaborations
	C.7/US.6/WH.5 Construct and express claims that are		with diverse partners, building on
	supported with relevant		others' ideas and expressing their
	evidence from primary and/or		own clearly and persuasively.
	secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies		Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
			Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



	Louisiana Student	Louisiana Student	Louisiana Student Standards
Session Descriptions	Standards for Social Studies	Standards for Mathematics	for English Language Arts
			Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Session Five: Consumer Protection 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. Students will: 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.	C.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and investing. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 6 Assess how point of view or purpose shapes the content and style of a text. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



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	Louisiana Student	Student	Lavisiana Student Standards
Session Descriptions	Standards for Social	Standards for	Louisiana Student Standards for English Language Arts
•	Studies		ior English Language Arts
		<u>Mathematics</u>	
			Anchor Standard L 3 Apply
			knowledge of language to
			understand how language functions
			in different contexts, to make
			effective choices for meaning or
			style, and to comprehend more fully
			when reading or listening.
			Anchor Standard L 4 Determine or
			clarify the meaning of unknown and
			multiple-meaning words and phrases
			by using context clues, analyzing
			meaningful word parts, and
			consulting general and specialized
			reference materials, as appropriate.
	C.14 Apply economic principles	1: A-CED. A.	Anchor Standard RI 4 Interpret
Session Six: Smart Shopping	to make sound personal financial	Create equations	words and phrases as they are used
Students learn about comparison	decisions, including in regard to	that describe	in a text, including determining
shopping and participate in a simulated	income, money management,	numbers or	technical, connotative, and figurative
shopping experience. They explore	spending and credit, and savings	relationships.	meanings, and analyze how specific
communicating with other people about	and investing.	. c.ac.opo.	word choices shape meaning or tone.
consumer behaviors and shared shopping. A volunteer or the teacher can introduce	and mresemg.	A2: A-SSE. B.	mera energes enape meaning er tener
and wrap up the session.	C.7/US.6/WH.5 Construct and	Write expressions	Anchor Standard RI 6
	express claims that are	in equivalent	Assess how point of view or purpose
Students will:	supported with relevant	forms to solve	shapes the content and style of a
 Identify the factors necessary for 	evidence from primary and/or	problems.	text.
making an informed purchase.	secondary sources, social studies		
 Compare and contrast prices and 	content knowledge, and clear		Anchor Standard SL 2 Integrate and
data when making a purchase	reasoning and explanations to:		evaluate information presented in
decision.	a. Demonstrate an		diverse media and formats, including
Calculate savings gained through	understanding of social studies		visually, quantitatively, and orally.
smart shopping.	content.		
sa. t sspp8.	b. Compare and contrast content		Anchor Standard SL 3 Evaluate a
	and viewpoints.		speaker's point of view, reasoning,
	c. Analyze causes and effects.		and use of evidence and rhetoric.
	d. Evaluate counterclaims		
Session Seven: Risk Management	C.14 Apply economic principles	N/A	Anchor Standard RI 1 Read closely to
_	to make sound personal financial	·	determine what the text says
Students practice applying appropriate risk management strategies in scenarios	decisions, including in regard to		explicitly and to make logical inferences from it; cite specific
and learn how to discuss risk management	income, money management, spending and credit, and savings		textual evidence when writing or
and manage the risks associated with	and investing.		speaking to support conclusions
shared financial choices.	and investing.		drawn from the text.
Students will:	C.7/US.6/WH.5 Construct and		2-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1
Recognize the risk of financial loss as	express claims that are		Anchor Standard RI 4 Interpret
an everyday reality for everyone.	supported with relevant		words and phrases as they are used
 Recognize risk management 	evidence from primary and/or		in a text, including determining
strategies and apply them	secondary sources, social studies		technical, connotative, and figurative
appropriately.	content knowledge, and clear		meanings, and analyze how specific
 Understand the role of personal 	reasoning and explanations to:		word choices shape meaning or tone.
responsibility in preventing financial	a. Demonstrate an		Anakan Shandand Bi S
loss.	understanding of social studies		Anchor Standard RI 6
1033.	content.		Assess how point of view or purpose
	b. Compare and contrast content	L	shapes the content and style of a



Students explore the difference between saving and investing, and common types of investment products. Students also learn about various types of investment products. Students also learn about various types of investment risks and self-assess their personal investment risks and self-assess their personal investment risk tolerance and communication with others about shared investments. Students will: Evaluate investments with different levels of risk and reward. Analyze the risk tolerance for different investment unstantian timestand reward. Analyze the risk tolerance of practicing healthy relationship behaviors in shared investment decisions. Create equations that describe that describe nor make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and revertines and communication with others about shared 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. Create equations that describe that describe in regard to income, money management, spending and credit, and savings and reveal. Analyze the risk tolerances for different investment strategies. Recognize the importance of practicing healthy relationship behaviors in shared investment decisions. Analyze the risk colerance for different investment decisions. Analyze the risk and several to the risk and reward. Anchor Standard St. 2 Integrate an evaluate information, findings, and support evidence such that listeners can follow the line of reasoning, and use of evidence and rhetoric. Anchor Standard St. 4 Presture and reveal and formats, including information, findings, and support evidence such that listeners can follow the line of reasoning and follo	Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Session Eight: Investing 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 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. Students will: • Evaluate investments with different levels of risk and reward. • Describe the role that compound interest plays in wealth over time. • Recognize that investment options carry different investment strategies. Recognize the importance of practicing healthy relationship behaviors in shared investment decisions. Create equations that describe name that decisions, including in regard to income, money management, spending and credit, and savings and revital, and savings and investing. Create equations that describe that describe mixed decisions, including in regard to income, money management, spending and credit, and savings and credit, and savings and credit, and savings and investing. Create equations that describe mixed decisions, including in regard to income, money management, spending and credit, and savings and credit, and savings and credit, and savings and credit, and savings and investing. A2: A-SSE. B. Write expressions in equivalent forms to solve problems. Anchor Standard R1 4 Interpret words and phrases as they are use an explicate meanings, and analyze how specifi word choices shape meaning or to text. Anchor Standard S1. 1 Prepare for and participate effectively in a ran of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard S1. 2 Integrate an evaluate information, findings, and support concluded wisually, quantitatively, and orally. Anchor Standard S1. 2 Present information, findings, and support concluded in a text, including the properties of the content of the prope		c. Analyze causes and effects.		text.
Anchor Standard L4 Determine or clarify the meaning of unknown ar multiple-meaning words and phrase by using context clues, analyzing meaningful word parts, and	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. Students will: Evaluate investments with different levels of risk and reward. Describe the role that compound interest plays in wealth over time. Recognize that investment options carry different levels of risk and reward. Analyze the risk tolerances for different investment strategies. Recognize the importance of practicing healthy relationship behaviors in shared investment	C.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings	Create equations that describe numbers or relationships. A2: A-SSE. B. Write expressions in equivalent forms to solve	explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard RI 6 Assess how point of view or purpose shapes the content and style of a text. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing



	Louisiana Student	Louisiana	
Session Descriptions	Louisiana Student Standards for Social	Student Chardende for	Louisiana Student Standards
·	<u>Studies</u>	Standards for Mathematics	for English Language Arts
Session Nine: Credit Cards (Optional:	C.14.b. Apply given financial data	1: A-CED. A.	Anchor Standard RI 1 Read closely to
Self-Guided)	to real life situations such as balancing a checking account,	Create equations that describe	determine what the text says explicitly and to make logical
These 10-minute, student self-guided activities introduce credit cards as a form	reading bank and credit card statements, purchasing major	numbers or relationships.	inferences from it; cite specific textual evidence when writing or
of short-term financing that can be used to pay a bill or make a purchase. Other topics covered include credit card types, credit	goods, and avoiding consumer fraud.	A2: A-SSE. B. Write expressions	speaking to support conclusions drawn from the text.
card terms and credit card rights.	C.14.c. Explain the benefits and risks of using credit and examine	in equivalent forms to solve	Anchor Standard RI 2 Determine central ideas or themes of a text and
Students will:	the various uses.	problems.	analyze their development;
Define the term "credit card."	CAA d. Common toward found to		summarize the key supporting details
Understand the difference between a credit card and a debit card.	C.14.d. Compare types of credit, savings, investment, and		and ideas.
Discuss the reasons to use—and not to use—a credit card.	insurance services available to the consumer from various institutions.		Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining
Describe how using a credit card can impact your credit rating for better or worse.	C.14.e. Create a budget and explain its importance in		technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Discuss some of the pros and cons of	achieving personal financial		
sharing a credit card.	goals and avoiding negative financial consequences.		Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases
	C.7/US.6/WH.5 Construct and		by using context clues, analyzing
	express claims that are supported with relevant		meaningful word parts, and consulting general and specialized
	evidence from primary and/or secondary sources, social studies		reference materials, as appropriate.
	content knowledge, and clear reasoning and explanations to: a. Demonstrate an		Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words
	understanding of social studies content.		and phrases sufficient for reading, writing, speaking, and listening at the
	b. Compare and contrast content		college and career readiness level;
	and viewpoints. c. Analyze causes and effects.		demonstrate independence in gathering vocabulary knowledge
	d. Evaluate counterclaims		when encountering an unknown term important to comprehension or
			expression.



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Session Ten: Debt Management (Optional: Self-Guided) These 10-minute, student self-guided activities include lessons on bankruptcy, loans, managing debt, defaulting on loans, and consumer credit counselling. Students will: 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.	C.14.e. Create a budget and explain its importance in achieving personal financial goals and avoiding negative financial consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Session 11: Net Worth (Optional: Self-Guided) 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. Students will: 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.	c.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and investing. c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	1: A-CED. A. Create equations that describe numbers or relationships. A2: A-SSE. B. Write expressions in equivalent forms to solve problems.	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard L 4 Determine or clarify the meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Louisiana Student Louisiana Student Louisiana Student Standards for Standards for Social Standards for **Session Descriptions English Language Arts Studies Mathematics** C.14 Apply economic 1: A-CED. A. Create Anchor Standard RI 1 Read closely to **Session One: Understanding Stocks** principles to make sound equations that describe determine what the text says explicitly and to Students are introduced to the personal financial numbers or make logical inferences from it; cite specific foundational concepts of stocks and decisions, including in relationships. textual evidence when writing or speaking to the stock market through the regard to income, money A2: A-SSE. B. Write support conclusions drawn from the text. analysis of an authentic, real-time management, spending expressions in stock market report. Then, they and credit, and savings equivalent forms to Anchor Standard SL 1 Prepare for and practice selecting stocks from a and investing. solve problems. participate effectively in a range of fictitious market to develop a portfolio. conversations and collaborations with diverse C.7/US.6/WH.5 Construct partners, building on others' ideas and Students will: and express claims that expressing their own clearly and persuasively. Distinguish between private are supported with and public companies. relevant evidence from Anchor Standard SL 2 Integrate and evaluate primary and/or secondary information presented in diverse media and Explain how and why people sources, social studies formats, including visually, quantitatively, and invest in corporations when content knowledge, and orally. they purchase stocks. clear reasoning and Identify why companies issue explanations to: Anchor Standard SL 3 Evaluate a speaker's stock. a. Demonstrate an point of view, reasoning, and use of evidence Explain how stocks can and rhetoric. understanding of social increase and decrease in value. studies content. Identify the steps in the **b.** Compare and contrast Anchor Standard L 1 Demonstrate command process for buying and selling content and viewpoints. of the conventions of standard English stocks on the stock market. c. Analyze causes and grammar and usage when writing or speaking. effects. d. Evaluate counterclaims Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Session Two: Stock Trading 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. Students will: Discuss the impact that economic events have on stock prices and supply and demand. Analyze the data in a stock table. Practice following the process for buying and selling stocks on the stock market.	Louisiana Student Standards for Social	Standards for	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard RI 6 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference
			materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;



	couisiana Student candards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Students analyze today's stock market and explore the concept of dividends. Students analyze their fictitious stock portfolio and calculate their dividend payments. Students will: • 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. cor clea	crinciples to make sound ersonal financial ecisions, including in egard to income, money management, spending and credit, and savings and investing. C7/US.6/WH.5 Construct and express claims that are supported with elevant evidence from arimary and/or secondary forces, social studies content knowledge, and ear reasoning and explanations to: Demonstrate an anderstanding of social redise content. Compare and contrast content and viewpoints. Analyze causes and effects. Evaluate counterclaims	1: A-CED. A. Create equations that describe numbers or relationships. A2: A-SSE. B. Write expressions in equivalent forms to solve problems.	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	<u>Louisiana Student Standards for</u> <u>English Language Arts</u>
Session Four: Best-in-Class Competition 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. Students will: 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	C.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and investing. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	1: A-CED. A. Create equations that describe numbers or relationships. A2: A-SSE. B. Write expressions in equivalent forms to solve problems.	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Session Five: Planning for the Future 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. Students will: 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	C.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and investing. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	1: A-CED. A. Create equations that describe numbers or relationships. A2: A-SSE. B. Write expressions in equivalent forms to solve problems.	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Analyzing Initial Public Offerings (IPOs) Students learn some of the factors that investors consider when selecting an IPO for investment. Students will: Identify the factors to consider when deciding whether to invest in an IPO	C.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and investing. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Comparing Investment Channels Students learn about several ways in which investors buy and sell stocks, uncovering the upsides and downsides of each method. Students will: Compare the advantages and disadvantages of buying and selling investments through various channels. C7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims Standards 107 Mathematics MAnchor Standard R1 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard R1 2 Determine central idea: or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to tasi purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publist writing and to interact and collaborate with others. C. Analyze causes and effects. d. Evaluate counterclaims Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking		JA Take Stuc	k iii iuui i	atuit
Students learn about several ways in which investors buy and sell stocks, uncovering the upsides and downsides of each method. Students will: Compare the advantages and disadvantages of buying and selling investments through various channels. C7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims Dividents will as more sustained for expecting of the conventions of standard E1 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. C. Analyze causes and effects. d. Evaluate counterclaims Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking to a support conclusions drawn from the text. Anchor Standard W 9 Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation. Anchor Standard L 6 Acquire and use accurately a range of general academic and	Session Descriptions	Standards for Social	Standards for	Louisiana Student Standards for English Language Arts
unknown term important to comprehension or expression. Anchor Standard L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering	Students learn about several ways in which investors buy and sell stocks, uncovering the upsides and downsides of each method. Students will: Compare the advantages and disadvantages of buying and selling investments through various	principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and investing. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects.	N/A	determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard W 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Anchor Standard L 5 Demonstrate understanding of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension tereding word wowledge when encountering an unknown term important to comprehension



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Students learn where investors can find detailed information about companies and how to evaluate each source of information. Students will: Identify what resources investors use to make informed investment decisions. Express why investors research companies before making investment decisions.	c.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and investing. c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Diversification and Risk Students learn that, even though individual investors may have different risk tolerances, smart investors always seek to minimize their risk by diversifying their portfolios. Students will: Identify different levels of risk tolerance.	c.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and investing. c.7/US.6/WH.5 Construct and express claims that are supported with	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text including
 Express how and why investors use diversification to minimize risk. 	relevant evidence from primary and/or secondary sources, social studies		phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific



	Louisiana Student	Louisiana Student	
Session Descriptions	Standards for Social Studies	Standards for Mathematics	Louisiana Student Standards for English Language Arts
	content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social		word choices shape meaning or tone. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
	studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
			Anchor Standard W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
			Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Evaluating Your Financial Plan Students learn how to review their financial plans and select investments that meet stated goals.	C.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Students will: Review and evaluate their financial plans.	management, spending and credit, and savings and investing.		Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific
Select possible investments that meet the goals of the financial plan.	c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and		figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,
	clear reasoning and explanations to:		organization, and analysis of content.



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Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts	
	a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension	
Factors That Influence Stock Prices 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. Students will: 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.	C.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and investing. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	or expression. Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	



	Louisiana Student	Louisiana Student	
Session Descriptions	Standards for Social Studies	Standards for Mathematics	Louisiana Student Standards for English Language Arts
			Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Financial Watchdogs Students learn about several groups who oversee the financial sector, set and enforce the policies and laws regulating it, and protect investors. Students will: Identify the protections provided to investors by market regulatory agencies that oversee financial markets, products, and professionals.	C.13.c. Describe different perspectives on the role of government regulation in the economy. C.13.d. Analyze the role of government institutions in developing and implementing economic policies and explain the effects of government policies on market outcomes, including both intended and unintended consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning



Session Descriptions	Louisiana Student Standards for Social	Louisiana Student Standards for	Louisiana Student Standards for
Session Descriptions	Studies Studies	<u>Mathematics</u>	English Language Arts
			words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Investing for the Long Term 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. Students will: Identify the value of and benefits associated with long-term investments. Express the risks associated with day trading and short-term investments.	C.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and investing. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,



	JA Take Stoc		
Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
My Stock Portfolio 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			consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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. Students will: Apply research-based investment decisions. Practice following the process for buying and selling stocks.	are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Anchor Standard W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Anchor Standard W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 3 Apply knowledge of language to understand how language



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Preparing for the JA Stock Market Challenge Students learn about the JA Stock Market Challenge and review the big ideas about stocks and the stock market. Students will: Review the big ideas about investing, specifically stocks and stock trading. Prepare for the JA Stock Market Challenge.	C.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and investing. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience



	JA Take Stoc	III IOGI I	
Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Private vs. Public Companies 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. Students will: 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.	c.13 Explain elements of the United States economy within a global context and economic principles required to make sound financial decisions. c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects.	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish



	JA Take Stoc		
Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			others. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension
Setting Stock Prices & Trading Stock 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. Students will: 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.	C.13 Explain elements of the United States economy within a global context and economic principles required to make sound financial decisions. C.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and investing. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary	N/A	or expression. Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



	JA Take Stock III Tour Luture			
Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts	
	sources, social studies content knowledge, and clear reasoning and explanations to:		of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	 a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and 		Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
	effects. d. Evaluate counterclaims		Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension	
Smart Investing Students learn the basics of stock market investing, read and respond to scenarios about investing, and are introduced to three investing strategies.	C.13 Explain elements of the United States economy within a global context and economic principles required to make sound financial decisions.	N/A	or expression. Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas	
Students will: Recognize basic principles of	C.14 Apply economic principles to make sound personal financial		or themes of a text and analyze their development; summarize the key supporting details and ideas.	
investing in stocks.List strategies for smart investing.	decisions, including in regard to income, money management, spending and credit, and savings and investing.		Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
	c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary		Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an		Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
	understanding of social studies content.		Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and	



Session Descriptions	Louisiana Student Standards for Social Studies	<u>Standards for</u> <u>Mathematics</u>	Louisiana Student Standards for English Language Arts
	b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Taxes and the Stock Market Students learn about short- and long-term capital gains and the ways in which they are taxed differently, depending upon income. Students will: Examine how short- and long-term capital gains are taxed.	c.13 Explain elements of the United States economy within a global context and economic principles required to make sound financial decisions. WH.19 Analyze the influence of fiscal policies such as taxation and tariffs, trade embargoes, and spending policies on national economies.	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific



Session Descriptions	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
	Studies	Mathematics	word choices shape meaning or tone. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering
			vocabulary knowledge when encountering an unknown term important to comprehension or expression.
The Animals of the Stock Market Students learn terms and jargon commonly used by investors when talking about investing and the stock market. Students will: Express terms that describe people, events, and situations linked to investing	c.14 Apply economic principles to make sound personal financial decisions, including in regard to income, money management, spending and credit, and savings and investing. c.7/US.6/WH.5 Construct and express claims that	N/A	Anchor Standard RI 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.



JA Take Stock in Your Future

Session Descriptions	Louisiana Student Standards for Social	Louisiana Student Standards for	Louisiana Student Standards for English Language Arts
_	<u>Studies</u>	<u>Mathematics</u>	English Language Arts
	are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Anchor Standard W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Tutorial: Getting Ready for Business* 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. Students will: 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. C.13.6. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an and production and distribution of goods by individuals and businesses operating in a market system, including moderation and stribution of goods by individuals and businesses operating in a market system, including plaging in a market system, including monopolys. 21. A-CED. A. Create equations that describe numbers or relationships. A2: A-SSE. B. Write expressions equivalent forms to solve problems. Anchor Standard RI 2 Determine central idea themes of a text and a their development; surface expressions equivalent forms to solve problems. Anchor Standard RI 2 Determine central idea themes of a text and a text, including the expression and services; price; roles of consumers and producers; rul	Session Details	<u>Louisiana Student</u> <u>Standards for Social</u>	Louisiana Student Standards for	Louisiana Student Standards for English
that influence the production and distribution of goods by individuals and 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. Students will: 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. C.13.f. Explain ways in which competition, free enterprise, and allocated in an economy, including national and global consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an interactive tour of the JA Titan interactive tour of the JA Titan interactive tour of the JA Titan simulation. They learn about the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an productation in the total market system, including match of the expressions in equivalent forms to solve problems. Apchor Standard R1 4 words and phrases as t used in a text, including the words and phrases as t used in a text, including the produced and supply and emand. C.13.f. Explain ways in which co		Studies C.13.e. Explain the factors		
studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims clearly and persuasivel and evaluate informati presented in diverse m formats, including visu quantitatively, and ora Anchor Standard SL 4 information, findings, a supporting evidence so listeners can follow the	Tutorial: Getting Ready for Business* 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. Students will: 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	C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects.	Mathematics 1: A-CED. A. Create equations that describe numbers or relationships. A2: A-SSE. B. Write expressions in equivalent	Language Arts Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose,



Session Details	Louisiana Student Standards for Social	Louisiana Student Standards for	<u>Louisiana Student</u> Standards for English
	<u>Studies</u>	<u>Mathematics</u>	Language Arts
Competition Prep: Freestyle	C.13.e. Explain the factors	1: A-CED. A. Create	and audience. Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard RI 2
Competition Prep: Freestyle Exploration 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. Students will: 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.	that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences.	equations that describe numbers or relationships. A2: A-SSE. B. Write expressions in equivalent forms to solve problems.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information



	Session Details	Louisiana Student Standards for Social	Louisiana Student Standards for	Louisiana Student Standards for English Language Arts
•	Evaluate the possible	Studies C.14.a. Explain the	<u>Mathematics</u>	while avoiding plagiarism.
•	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.	relationship between education, training, and career options to future earning potential. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when
				writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and
				phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Stu cor bud exp	mpetition Prep: How to Play Titan Idents learn key terms and ncepts for the simulation: dget, cash-on-hand, CEO, penses, income statement, ce, and production.	c.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition,	1: A-CED. A. Create equations that describe numbers or relationships. A1: F-IF. B. Interpret functions that arise in applications in terms of the context.	Anchor Standard RI 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor Standard RI 4 Interpret words and phrases as they are



Session Details	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Students will: Express and use the program's key terms. Use a budget as a strategy to monitor income, expenses, and other financial records. Demonstrate an understanding that businesses are constrained by limited resources. Express the importance of profit to the success of a business. Practice using the features and functionality of the simulation interface.	monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences.	A1: N-Q. A. Reason quantitatively and use units to solve problems. A2: A-SSE. B. Write expressions in equivalent forms to solve problems.	used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Anchor Standard RI 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Anchor Standard L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Anchor Standard L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word



	Louisiana Student	Louisiana Student	Louisiana Student
Session Details	Standards for Social	Standards for	Standards for English
	<u>Studies</u>	<u>Mathematics</u>	<u>Language Arts</u>
			parts, and consulting general and specialized reference materials, as appropriate.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Competition Prep: Exploring Production Students focus on the interconnected aspects of profit,	C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a	A1: F-IF. B. Interpret functions that arise in applications in terms of the context.	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and
price, cost, and production.	market system, including monopolistic competition,	A1: N-Q . A. Reason quantitatively and use	ideas.
Students will:	perfect competition,	units to solve problems.	Anchor Standard RI 3 Analyze
 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 	monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and	A2: A-SSE. B. Write expressions in equivalent forms to solve problems.	how and why individuals, events, and ideas develop and interact over the course of a text. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media,
and functionality of the simulation interface.	producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise,		including visually and quantitatively, as well as in words.
	and government regulation influence what is produced and allocated in an economy, including national and global consequences.		Anchor Standard RI 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the
	C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations		evidence. Anchor Standard W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	to: a. Demonstrate an understanding of social		Anchor Standard SL 1 Prepare for and participate effectively in



	Louisiana Student	Louisiana Student	Louisiana Student
Session Details	Standards for Social Studies	<u>Standards for</u> <u>Mathematics</u>	Standards for English Language Arts
	studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Competition Prep: Examining R&D and Marketing Students focus on the impact R&D and marketing can have on the product and the profits.	c.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition,	N/A	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Students will: Describe why R&D and	perfect competition, monopoly, and oligopoly;		Anchor Standard RI 3 RI 4 Interpret words and
marketing expenses are investments.	credit; currencies; economic indicators; factors of production (land, labor,		phrases as they are used in a text, including determining technical, connotative, and
 Express how R&D and marketing decisions support the success of a company. 	capital, entrepreneurship); goods and services; price;		figurative meanings, and analyze how specific word
	roles of consumers and		choices shape meaning or tone.



Session Details	Louisiana Student Standards for Social	Louisiana Student Standards for	Louisiana Student Standards for English
		<u>Mathematics</u>	<u>Language Arts</u>
Session Details • Practice using the features and functionality of the simulation interface.			
			domain-specific words and phrases sufficient for reading, writing, speaking, and listening



Competition Prep: Considering Economic Factors Students explore economic circumstances under which they Studies C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a exp	1: N-Q . A. Reason nantitatively and use pits to solve problems. 2: A-SSE. B. Write pressions in equivalent rms to solve problems.	at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and
Competition Prep: Considering Economic Factors Students explore economic circumstances under which they may implement different strategies in preparation of the alternative scenario games available in the simulation. Students will: 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 C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise,	1: N-Q . A. Reason lantitatively and use lits to solve problems. l: A-SSE. B. Write pressions in equivalent	at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media,
that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of profit to a business's success. Evaluate and select the optimal business-based choices using the resources that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise,	antitatively and use lits to solve problems. 2: A-SSE. B. Write pressions in equivalent	readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media,
that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of profit to a business's success. Evaluate and select the optimal business-based choices using the resources that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise,	antitatively and use lits to solve problems. 2: A-SSE. B. Write pressions in equivalent	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media,
Recognize that shocks to demand or supply affect business management decisions. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects.		quantitatively, as well as in words. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard SL 4 Present information, findings, and supporting evidence such that



Session Details	Louisiana Student Standards for Social	Louisiana Student Standards for	<u>Louisiana Student</u> <u>Standards for English</u>
	<u>Studies</u>	<u>Mathematics</u>	<u>Language Arts</u>
			Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
			Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Competition Prep: Presenting the JA Titan of Business Competition In this game-based session, students compete as businesses to see which will be crowned the	c.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition,	A1: N-Q . A. Reason quantitatively and use units to solve problems. A2: A-SSE. B. Write expressions in equivalent forms to solve problems.	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
JA Titan of Industry.	perfect competition, monopoly, and oligopoly;		Anchor Standard RI 4 Interpret words and phrases as they are
Express the importance of profit to the success of a business. Apply the profit equation: profit equals total revenue	credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and		used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 minus total costs. Demonstrate an understanding that companies are constrained by limited resources. 	producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and government regulation		Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others'
Evaluate the possible trade-offs for each business decision before committing to the decision.	influence what is produced and allocated in an economy, including national and global consequences.		ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information
Use a budget as a strategy to monitor income,	C.7/US.6/WH.5 Construct		presented in diverse media and formats, including visually,



Session Details	Louisiana Student Standards for Social	Louisiana Student Standards for	<u>Louisiana Student</u> Standards for English
Session Details	Studies	Mathematics	Language Arts
expenses, and other financial records. Identify potential customers and their preferred phone features to increase profitability.	and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear		quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
 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 	reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects.		Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose,
 Express the benefits to a business of making intentional, positive CSR decisions for the business, its employees, and the community. 	d. Evaluate counterclaims		and audience Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
			Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Anchor Standard L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



	Louisiana Student	Louisiana Student	Louisiana Student
Session Details	Standards for Social Studies	Standards for Mathematics	Standards for English Language Arts
	C.13.e. Explain the factors	A1: N-Q . A. Reason	Anchor Standard RI 2
Deep Dive: Research &	that influence the	quantitatively and use	Determine central ideas or
Development*	production and distribution	units to solve problems.	themes of a text and analyze
This session provides a deeper	of goods by individuals and	A2: A-SSE. B. Write	their development; summarize
exploration and study of R&D	businesses operating in a	expressions in equivalent	the key supporting details and
concepts.	market system, including	forms to solve problems	ideas.
Students will:	monopolistic competition, perfect competition,		Anchor Standard DI 7 Intograto
Express the importance of	monopoly, and oligopoly;		Anchor Standard RI 7 Integrate and evaluate content presented
R&D to the continued	credit; currencies; economic		in diverse formats and media,
profitability of a business.	indicators; factors of		including visually and
Identify a new feature to be	production (land, labor,		quantitatively, as well as in
developed for a	capital, entrepreneurship);		words.
smartphone that would	goods and services; price;		Amelian Standard M 2 Write
potentially increase profits	roles of consumers and producers; rule of law; and		Anchor Standard W 2 Write informative/explanatory texts
and practice working	supply and demand.		to examine and convey
through the product design			complex ideas and information
phase.	C.13.f. Explain ways in which		clearly and accurately through
	competition, free enterprise,		the effective selection,
	and government regulation		organization, and analysis of
	influence what is produced		content.
	and allocated in an economy, including national and global		Anchor Standard W 8 Gather
	consequences.		relevant information from
			multiple print and digital
	C.7/US.6/WH.5 Construct		sources, assess the credibility
	and express claims that are		and accuracy of each source,
	supported with relevant		and integrate the information
	evidence from primary and/or secondary sources,		while avoiding plagiarism.
	social studies content		Anchor Standard SL 1 Prepare
	knowledge, and clear		for and participate effectively in
	reasoning and explanations		a range of conversations and
	to:		collaborations with diverse
	a. Demonstrate an		partners, building on others'
	understanding of social		ideas and expressing their own
	studies content. b. Compare and contrast		clearly and persuasively.
	content and viewpoints.		Anchor Standard SL 2 Integrate
	c. Analyze causes and effects.		and evaluate information
	d. Evaluate counterclaims		presented in diverse media and
			formats, including visually,
			quantitatively, and orally.
			Anchor Standard SL 3 Evaluate
			a speaker's point of view,
			reasoning, and use of evidence
			and rhetoric.
			Anchor Standard SL 4 Present
			information, findings, and supporting evidence such that
			listeners can follow the line of
			reasoning and the organization,



Session Details	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	<u>Louisiana Student</u> <u>Standards for English</u> <u>Language Arts</u>
			development, and style are appropriate to task, purpose, and audience
			Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression



	Louisiana Student	Louisiana Student	Louisiana Student
Session Details	Standards for Social	Standards for	Standards for English
	<u>Studies</u>	Mathematics	Language Arts
Deep Dive: Marketing* This session provides a deeper exploration and study of marketing concepts. Students will: 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	Standards for Social	Standards for	Standards for English
company's profits.	C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.14.a. Explain the relationship between education, training, and career options to future earning potential.		to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor Standard W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	c.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims		Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Anchor Standard SL 4 Present information, findings, and supporting evidence such that



	Louisiana Student	Louisiana Student	Louisiana Student
Session Details	Standards for Social	Standards for	Standards for English
	<u>Studies</u>	<u>Mathematics</u>	Language Arts
			reasoning and the organization, development, and style are appropriate to task, purpose, and audience
			Anchor Standard SL 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or
		44 11 0 4 5	expression.
Deep Dive: Corporate Social	C.13.e. Explain the factors that influence the	A1: N-Q . A. Reason	Anchor Standard RI 2 Determine central ideas or
Responsibility*	production and distribution	quantitatively and use units to solve problems.	themes of a text and analyze
In this session, students analyze	of goods by individuals and	units to solve problems.	their development; summarize
how a company can be a good	businesses operating in a	A2: A-SSE. B. Write	the key supporting details and
community partner and socially	market system, including	expressions in equivalent	ideas.
responsible, culminating in a	monopolistic competition,	forms to solve problems.	
case study to explore how	perfect competition,		Anchor Standard RI 3. Analyze
investing in CSR and being a	monopoly, and oligopoly;		how and why individuals,
good corporate citizen can	credit; currencies; economic		events, and ideas develop and
impact a business and its many	indicators; factors of		interact over the course of a
stakeholders.	production (land, labor, capital, entrepreneurship);		text
Students will:	goods and services; price;		Anchor Standard RI 8 Delineate
Express how a business, its	roles of consumers and		and evaluate the argument and
employees, and the	producers; rule of law; and		specific claims in a text,
community all benefit when	supply and demand.		including the validity of the
the business makes			reasoning as well as the
intentional, positive CSR	C.13.f. Explain ways in which		relevance and sufficiency of the
decisions.	competition, free enterprise, and government regulation		evidence.
Resolve an ethical business	influence what is produced		Anchor Standard W 2 Write
dilemma between a	and allocated in an economy,		informative/explanatory texts
business's responsibilities of profit versus its	including national and global		to examine and convey
responsibilities to various	consequences.		complex ideas and information
stakeholders, including			clearly and accurately through
employees, customers, and	C.7/US.6/WH.5 Construct		the effective selection,
the community.	and express claims that are supported with relevant		organization, and analysis of content.
	Supported with relevant	l .	Content.



Session Details	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
Session Details	Standards for Social	Standards for	Standards for English
			meaning or style, and to comprehend more fully when reading or listening.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate



Session Details	Louisiana Student Standards for Social	Louisiana Student Standards for	<u>Louisiana Student</u> Standards for English
	<u>Studies</u>	Mathematics	Language Arts
	C12 a Evaluin the factors	A1. N.O. A. Posson	independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Deep Dive: Daily Business Operations Speaker Session* In this volunteer-led session, a volunteer presents how his/her own business knowledge applies and relates to the business concepts in the simulation. Students will: Recognize real-world applications of the terms and concepts from the game through a volunteer guest speaker presentation.	C.13.e. Explain the factors that influence the production and distribution of goods by individuals and businesses operating in a market system, including monopolistic competition, perfect competition, monopoly, and oligopoly; credit; currencies; economic indicators; factors of production (land, labor, capital, entrepreneurship); goods and services; price; roles of consumers and producers; rule of law; and supply and demand. C.13.f. Explain ways in which competition, free enterprise, and government regulation influence what is produced and allocated in an economy, including national and global consequences. C.7/US.6/WH.5 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to: a. Demonstrate an understanding of social studies content. b. Compare and contrast content and viewpoints. c. Analyze causes and effects. d. Evaluate counterclaims	A1: N-Q . A. Reason quantitatively and use units to solve problems. A2: A-SSE. B. Write expressions in equivalent forms to solve problems	Anchor Standard RI 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Anchor Standard RI 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Anchor Standard W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Anchor Standard W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Anchor Standard SL 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Anchor Standard SL 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
			Anchor Standard SL 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.



Session Details	Louisiana Student Standards for Social Studies	Louisiana Student Standards for Mathematics	Louisiana Student Standards for English Language Arts
			Anchor Standard SL 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
			Anchor Standard L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			Anchor Standard L 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading,
			writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

