

A Correlation: New Jersey Academic Standards and Junior Achievement High School Programs



Updated October 2022
Common Core State Standards Included

[Social Studies](#)
[Career Readiness, Life Literacies, and Key Skills](#)
[CTE 21st Century Life and Careers Standards](#)

Junior Achievement USA®
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Overview

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

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

High School Programs

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

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

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

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

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

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

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

JA Be Entrepreneurial Creative Problem Solving

Session Description	Social Studies Standards	Career Readiness, Life Literacies, Key Skills, and CTE	Common Core ELA
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.	N/A	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Grades 9–10 RI.2,4,8 W.4,7 SL.1,2,3,4,6 L.1,2,3,4,6 Grades 11–12 RI.2,4,6 SL. 1,2,3,4,6 L.1,2,3,4,6 W 4,7 RH 9-12 2,4, 5,7,9 WhST 4,6,7,9
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.	N/A	9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)	Grades 9–10 RI. 2,4,8 W.4 SL. 1,2,3,4,6 L. 1,2,3,4,6 Grades 11–12 RI. 2,4,8 SL. 1,2,3,4,6 L. 1,2,3,4,6 W 4 RH 9-12 1,2,4,5,6,7,9 WhST 1, 4,6,9

JA Be Entrepreneurial Creative Problem Solving

Session Description	Social Studies Standards	Career Readiness, Life Literacies, Key Skills, and CTE	Common Core ELA
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 money. Students will: - Describe the Prototype step in the Design Thinking model. - Construct a prototype based on a problem statement and a brainstormed solution to the problem.	N/A	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.3.12.BM-OP.2 Develop and maintain positive customer relationships.	Grades 9–10 RI.2,4 W. 4 SL.1,2,3,6 L. 1,2,3,4,6 Grades 11–12 RI.4,8 SL. .1,2,3,6 L. 1,2,3,4,6 W 4 RH 9-12 1,2,4,5,7 WhST 4,6
Session Four: Testing the Solution 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.	N/A	9.3.IT.1 Demonstrate effective professional communication skills and practices that enable positive customer relationships.	Grades 9–10 RI. 2,4 W. 2,4,7 SL.1,2,4,6 L. 1,2,3,4,6 Grades 11–12 RI.4,8 SL. 1,2,3,4,6 L. 1,2,3,4,6 RH 9-12 1,4,5,7 WhST 4,6,7,9
Session Five: Applying Design Thinking (Optional, Self-Guided) Students complete a cumulative Design Thinking project to demonstrate comprehension and execution of the creative problem-solving process. Students will: - Use the Design Thinking model to create a solution to an identified problem. - Produce an artifact for each step of the Design Thinking process to demonstrate their work.	N/A	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Grades 9–10 RI.2,4 W. 2,4,7 SL.2,3,4,6 L.1,2,3,4,6 Grades 11–12 RI.2,4 SL. 2,3,4,6 L. .1,2,3,4,6 RH 9-12 1-9 WhST 1.4.6.7.9

JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies Standards	Career Readiness, Life Literacies, Key Skills, and CTE	Common Core ELA
Session One: Developing a Mindset Students are introduced to entrepreneurship and the characteristics of a mindset that promote success in their personal and professional lives. Students will: - Define entrepreneurship and some key qualities of entrepreneurs. - Differentiate the important components of a positive, growth mindset from a fixed mindset as a foundation of entrepreneurship. - Describe the advantages in life of embracing a growth mindset. - Define the entrepreneurial mindset. - Describe the key characteristics of a successful entrepreneur's mindset.	N/A	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making. 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice. 9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.	Grades 9–10 RI.4 W.4 SL.1,2,3 L.1,2,4,6 Grades 11–12 RI.4 SL.1,2,3 L.1,2,3,4,6 W.4 RH.9-12 2,4,7,9
Session Two: Assessing Entrepreneurial Potential Students demonstrate their understanding of the entrepreneurial characteristics by identifying prevalent skills in scenarios. Then, they complete an introspective personal assessment about their entrepreneurial potential. Students will: - Analyze the characteristics of the entrepreneurial mindset. - Evaluate personal entrepreneurial strengths and areas for refinement using an entrepreneurial potential self-assessment.	N/A	9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct. 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	Grades 9–10 RI.2,4,8 SL.1,2,3 L.1-6 Grades 11–12 RI.2,4 SL.1,2,3 L.1,4,6 RH.9-12 1,2,4,5,7
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.	N/A	9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.	Grades 9–10 RI.2,4 W.2,4,7 SL.1-6 L.1-6 Grades 11–12 RI.2,4 SL.1-6 L.1-6 W.2,4,7 RH 1,2,4,5,7,8,9 WhST 1,4,6,7,9

JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies Standards	Career Readiness, Life Literacies, Key Skills, and CTE	Common Core ELA
Planning with the Customer in Mind 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.	N/A	9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals. 9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.	Grades 9–10 RI.2,4,8 W.4 SL.1,2,3,4 L. 1,2,3,4,6 Grades 11–12 RI.2,4,8 SL. 1,2,3,4 L. 1,2,3,4,6 RH 9-12 1-9 WhST 4,6,9
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.	N/A	9.3.HU-CSM.3 Make consumer services recommendations meeting the needs of clients or customers. 9.3.IT.1 Demonstrate effective professional communication skills and practices that enable positive customer relationships.	Grades 9–10 RI. 2,4 W.4 SL. 1,2,3,4,6 L. 1,2,3,4,6 Grades 11–12 RI.2,4 SL. 1,2,3,4,6 L. 1,2,3,4,6 W 4 RH 9-12 1-9 WhST 4,6,9

JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies Standards	Career Readiness, Life Literacies, Key Skills, and CTE	Common Core ELA
Formulating the Finances: Students focus on financial elements of the Lean Canvas, including cost structure, pricing, and revenue streams. Then, they identify what metrics are key to gauge the performance and health of the venture. 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 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.	N/A	9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business. 9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible. 9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.	Grades 9–10 RI.4,8 W. 4 SL.1,2,3,4 L.1,2,3,4,6 Grades 11–12 RI. 4 SL. 1,2,3,4 L.1,2,3,4,6 W. 4 RH 9-12 4,7,9 WhST 4
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.	N/A	9.3.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome. 9.3.MK-MER.7 Communicate information about retail products, services, images and/or ideas.	Grades 9–10 RI. 4,8 W. 4 SL. 1,2,3,4,6 L. 1,2,3,4,6 Grades 11–12 RI. 4 SL. 1,2,3,4,6 L. 1,2,3,4,6 W 4 RH 9-12 2,4,5,7,9 WhST 4,6

JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies Standards	Career Readiness, Life Literacies, Key Skills, and CTE	Common Core ELA
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	N/A	9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.	Grades 9–10 RI.4 W. 2,4 SL.1,2,4 L. 1,2,3,4,6 Grades 11–12 RI.4 SL.1,2,4,6 L. 1,2,3,4,6 W 2,4 RH 9-12 4,5,9
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	N/A	9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals. 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.	Grades 9–10 RI.4 W. 2,4,7 SL.2,4,6 L. 1,2,3,4,6 Grades 11–12 RI. 4 SL.1.4 L. 1,2,3,4,6 W 2,4,7 RH 9-12 1,2,4,5 WhST 1,4,6