

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 Career Speaker Series

Session Descriptions	Social Studies Standards	Career Readiness, Life Literacies, Key Skills, and CTE	Common Core ELA
Session One: Before the Event 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	N/A	9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.	Reading for Informational Text RI 1 RI 4 RI 7 Speaking and Listening SL 1 SL 2 Writing W 4 W 7 Language L 3 L 4 L 6
Session Two: During the Event 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	N/A	9.3.LW-SEC.1 Demonstrate effective communications skills (e.g., writing, speaking, listening and nonverbal communication) when communicating security-related directives, technical concepts and other information.	Speaking and Listening SL 1 SL 2 Writing W 4 W 7 Language L 3 L 4 L 6
Session Three: After the Event Students reflect on what they learned during their preparation and the speaker event. Students will: Recognize Career Clusters	N/A	9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.	Speaking and Listening SL 1 SL 2 Writing W 2 W 4 W 7 Language L 3 L 4 L 6