

A Correlation Between JA High School Programs and Wisconsin ACP Standards (Grades 9-12)

JA Be Entrepreneurial	JA Career Success	JA Company Program	JA Exploring Economics	JA Job Shadow®	JA Personal Finance®	JA Finance Park®	JA My Way Website
-----------------------	-------------------	--------------------	------------------------	----------------	----------------------	------------------	-------------------

ACADEMIC AND CAREER PREPARATION STANDARDS

CAREER EXPLORATION- HIGH SCHOOL

Take age-appropriate inventories and assessments for career exploration and reflect on the results.	ELO	●	●				●	●
Identify one or more careers of interest within a pathway.	●	●	●		●		●	●
Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.	ELO	●	●		●		●	●
Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth.		●			●		●	●
Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.		●	●		●	●	●	●
Engage in career fairs, field trips, job shadowing opportunities, and other school-provided career exploration opportunities.	●	●	●		●		●	●

WORLD OF WORK & LABOR MARKET

Learn which different "soft skills" are needed for different pathways, and which are most crucial.		●	●		●			●
Identify the different types of career information to consider when making decisions about career, education and training options.		●			●	●	●	●
Use labor market and other information to understand how salary levels differ by level of education, job responsibilities and skills required.		●			●	●		●
Identify the education and training requirements to pursue careers in the cluster and pathway of interest.		●			●		●	●
Identify the financial impact of fringe benefits, work schedules, and other information related to the personal and financial value of specific careers.		●						●
Compare postsecondary options based on an analysis of up-front training costs, salary expected in desired career, to personal long term financial goals.						ELO	●	●
Develop effective tools for job seeking including resumes, job applications, cover letters, and interview skills.	●	●			●		●	●
Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.			●		●		●	●

SELF-AWARENESS

Interpret and can articulate personal strengths, work values, learning styles, beliefs, and interests identified in age- appropriate inventories then link them to selection of careers.	●	●	●		●	●	●	●
Identify evidence as expressed in activities, experiences and success that related to the information identified in the age- appropriate inventories.		●	●		●	●		●
Applies their skills, interests, work values, extracurricular activities and life experiences to vision development, goal setting, and creation of an ACP.			●				●	
Knowledgeably discuss goals, progress toward their goals, and refer to their goals when they transition to new schools and/or programs.		●	●		●	●	●	
Explain how their goals fit with their personal skills and attributes, current activities, and postsecondary plan.	●	●	●				●	●

FINANCIAL KNOWLEDGE

Interpret knowledge of financial topics to compare personal finances, costs of postsecondary options, financial trends and outlooks of different careers, i.e., Return on Investment (ROI) of financial choices.			●	●		●	●	●
Summarize how financial concepts relate to personal goals and vision for the future.	●		●	●		●	●	●

ACADEMIC and CAREER PREPARATION

Receive instruction in study skills.		●	●				●	
Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum.	●	●	●	●	●	●	●	
Have opportunities to engage in student-determined self- directed and group inquiry- based and problem-solving activities.	●	●	●	●	●	●	●	●
Receive instruction in crafting appropriate communications with different purposes/audiences.	●	●	●	●	●	●	●	●

ELO- Standard is supported by an Extended Learning Opportunity

