

## A Correlation: Junior Achievement Programs and National Business Education Association Standards



	JA Ourselves®	JA Our Families®	JA Our Community®	JA Our City®	JA Our Region®	JA Our Nation®	JA More than Money®	JA BizTown®	JA Economics for Success®	JA Global Marketplace®	JA It's My Business!®	JA It's My Future®	JA Finance Park®	JA Be Entrepreneurial®	JA Career Success®	JA Economics®	JA Exploring Economics®	JA Job Shadow™	JA Personal Finance®	JA Titan®	JA Company Program®
	Elementary School Programs						Middle School Programs						High School Programs								
<b>Accounting</b>							•	•						•		•					•
So that students may competently manage their companies' financial resources.							•	•						•		•					•
<b>Business Law</b>						•		•								•		•			•
So that students understand the laws affecting businesses, families, and individual consumers.						•		•								•		•			•
<b>Career Development</b>	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•
So that students gain a developmental understanding of their own skill strengths and weaknesses, the ever-evolving requirements of the workplace, and the relationship of lifelong learning to career success.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•
<b>Communication</b>	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
So that students master the oral and written communication skills essential to interacting effectively with people in the workplace and in society.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>Computation</b>	•	•	•	•	•	•	•	•	•	•			•			•	•	•	•	•	•
So that students develop the skills needed to solve mathematical problems, analyze and interpret data, and apply sound decision-making skills in business.	•	•	•	•	•	•	•	•	•	•			•			•	•	•	•	•	•
<b>Economics and Personal Finance</b>	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
So that students can use knowledge about the economy and about theories and management of economic systems to understand and manage their roles in these systems.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>Entrepreneurship</b>		•		•	•	•	•	•			•		•	•	•						•
So that students develop an appreciation for the importance of recognizing and acting on new business opportunities, not only in small business, but also in corporate environments.		•		•	•	•	•	•			•		•	•	•						•

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<b>Information Technology</b> So that students develop the ability to analyze, synthesize, and evaluate situations at home, school, or work, and then apply technology to solve problems and complete tasks efficiently and effectively.							•	•	•	•	•	•	•	•					•	•	•
<b>International Business</b> So that students understand the interrelatedness of one country's political policies and economic practices on another.				•	•	•			•	•						•	•	•	•		
<b>Management</b> So that students learn to utilize human resources, including their own personal resources, effectively and efficiently in the global marketplace.		•	•	•	•	•	•	•		•	•			•	•	•	•	•		•	•
<b>Marketing</b> So that students realize the processes and functions involved in transferring business products or services to consumers, as well as gain a clearer picture of how key business functions are directly related to marketing activities.				•	•	•	•			•				•	•	•	•	•		•	•