

A Correlation:  
MASSACHUSETTS  
Academic Standards and  
Junior Achievement  
Elementary School Programs



Updated 2022  
Academic Standards  
[Social Science Framework](#)  
[VTE Framework Strand Four: Employability and  
Career Readiness Knowledge and Skills](#)  
[\(mass.edu\)](#)  
Junior Achievement USA®  
One Education Way  
Colorado Springs, CO 80906  
[www.ja.org](#)

# 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.

In this document, Junior Achievement programs are correlated to the Massachusetts Academic Standards for Social Science, VT Framework, and Employability & Career Readiness where appropriate, for grades K-5. Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

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.

## JA Elementary School Programs

[JA Ourselves](#)<sup>®</sup> uses compelling stories read aloud by the volunteer, along with hands-on activities to demonstrate helping, working, earning, and saving.

[JA Our Families](#)<sup>®</sup> introduces students to the intersection of entrepreneurship and first-grade social studies learning objectives, including how family members' jobs and businesses contribute to the well-being of the family.

[JA Our Community](#)<sup>®</sup> uses posters and games to offer practical information about businesses and the many jobs those businesses offer in a community. Students explore production methods through a simulation game, and they learn about taxes, decision making, and how money flows in an economy.

[JA Our Community Blended](#)<sup>®</sup> Blended immerses students in the daily life of their community through digital and hands-on interactives. They gain the skills and knowledge to be both a worker and an active citizen, exercising their civic duty to make decisions for the good of the community.

[JA Our City](#)<sup>®</sup> introduces students to the intersection of financial literacy and third-grade social studies learning objectives, including the characteristics of cities and how people and businesses in cities manage their money.

[JA Our Region](#)<sup>®</sup> introduces students to entrepreneurship and how entrepreneurs use resources to produce goods and services in a community. Students solve problems by weighing risks and rewards.

[JA Our Nation](#)<sup>®</sup> provides practical information about businesses' need for individuals who can meet the demands of the job market, including high-growth, high-demand jobs locally and globally.

[JA More than Money](#)<sup>®</sup> teaches students about earning, spending, sharing, and saving money, and businesses they can start or jobs they can perform to earn money.

[JA Career Exploration Fair](#)<sup>™</sup> is an event where students learn about a range of career options across multiple career clusters. (Grades K-5)

[JA Career Speakers Series](#)<sup>™</sup> In JA Career Speakers Series, a volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience. (Grades K-5)

# JA Ourselves

Session Details	History and Social Science Standards	Common Core ELA	Common Core Math
<p><b>Session One: This or That? Make a Choice</b></p> <p>Students practice economics by making personal choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify personal interests</li> <li>▪ Consider the factors that determine their choices</li> <li>▪ Define money</li> </ul>	<p><b>Economics</b></p> <p>K. T4 1. With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.</p> <p>K. T4. 2. With prompting and support, ask and answer questions about buying, selling or trading something and explain how people make choices about the things they need and want.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Writing W.K.1-2,8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.2</p>
<p><b>Session Two: Do I Need What I Want?</b></p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the difference between needs and wants</li> <li>▪ Create a simple chart</li> </ul>	<p><b>Economics</b></p> <p>K. T4. 2. With prompting and support, ask and answer questions about buying, selling or trading something and explain how people make choices about the things they need and want.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Literature RL.K.1,4 RL.K.7</p> <p>Speaking and Listening SL.K.1-3 SL.K.6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.3</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p><b>Session Three: A Penny Earned</b></p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the role of money in society</li> <li>▪ Identify jobs they can do to earn money</li> </ul>	<p><b>Economics</b></p> <p>K. T4 1. With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.</p> <p><b>Standards for History and Social Science Practice</b></p> <p><b>1. Demonstrate civic knowledge, skills, and dispositions.</b></p> <p>Describe the roles and responsibilities of people in a community.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.2,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

# JA Ourselves

Session Details	History and Social Science Standards	Common Core ELA	Common Core Math
<p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of saving money</li> <li>▪ Identify a savings goal</li> <li>▪ Identify a place where people save money</li> </ul>	<p><b>Geography</b></p> <p>K. T2 5. Use maps, photographs, their own drawings or other representations to show and explain to others the location of important places and relationships among places in the immediate neighborhood of the student’s home or school.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Literature RL.K.1-4</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p><b>Session Five: A Penny Shared</b></p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of giving</li> <li>▪ Organize a chronological sequence of events</li> </ul>	<p><b>History</b></p> <p>K. T3 3. Put events from their personal lives, observations of the natural world, and from stories and informational texts read or read aloud in temporal order, using words and phrases relating to chronology and time, including:</p> <p>a. Sequential actions: first, next, last;</p> <p>b. Chronology and time: now, then, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, last or next week, last or next month, last or next year</p> <p><b>Economics</b></p> <p>K. T4 1. With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.1,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

# JA Our Families

Session Descriptions	History and Social Science Standards	Common Core ELA	Common Core Math
<p><b>Session One: All Kinds of Families</b></p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to understand the similarities and differences between families</li> <li>▪ Recognize the importance of businesses in neighborhoods</li> </ul>	<p><b>Civics</b></p> <p>1.T1 1. Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group’s rules, limits, responsibilities and expectations, and explain reasons for rules to others.</p> <p>1. T1. 2. Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.</p> <p>1. T1. 5. Give examples of why members of a group who hold different views need ways to make decisions, and explain how members of a group can make fair decisions or choose leaders by voting.</p> <p><b>Economics</b></p> <p>1. T4 5. Give examples of products (goods) that people buy and use.</p> <p>1, T4 6. Give examples of services people do for each other.</p> <p><b>Standards for History and Social Science Practice</b></p> <p><b>1. Demonstrate civic knowledge, skills, and dispositions.</b></p> <p>Describe the roles and responsibilities of people in a community.</p>	<p>Reading Literature RI.1.1 RI.1.3-4 RI.1.7,9,10</p> <p>Reading Foundations RF.1.1-4</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 8</p>
<p><b>Session Two: Money for Needs and Wants</b></p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the difference between needs and wants</li> <li>▪ Explain that families must earn money for the things they need and want</li> </ul>	<p><b>Economics</b></p> <p>1. T4 7. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p> <p>1. T4. 9. Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency).</p>	<p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Reading Foundations RF.1.1-4</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 4-5 7-8</p>

# JA Our Families

Session Descriptions	History and Social Science Standards	Common Core ELA	Common Core Math
<p><b>Session Three: Businesses All Around the Neighborhood</b></p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, goods, and services</li> <li>▪ Interpret map symbols</li> <li>▪ Identify the goods or services businesses provide</li> </ul>	<p><b>Economics</b></p> <p>1. T4. 1. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).</p> <p>1. T4. 3 Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p> <p>1. T4. 5 Give examples of products (goods) that people buy and use</p> <p>1. T4. 6 Give examples of services people do for each other.</p> <p><b>Geography</b></p> <p>1. T2. 1 Explain that a map represents spaces and helps one identify locations and features</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 5-8</p>

# JA Our Families

Session Descriptions	History and Social Science Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Jobs All Around the Neighborhood</b></p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the jobs people do</li> <li>▪ Analyze their own skills to determine ways they can support family members</li> </ul>	<p><b>Civics</b></p> <p>1. T1.2 Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.</p> <p><b>Economics</b></p> <p>1. T4. 4. Explain what it means to be employed and define the terms income, wages, and salary.</p> <p>1. T4. 5 Give examples of products (goods) that people buy and use.</p> <p>1. T4. 6 Give examples of services people do for each other.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.6-7</p> <p>Writing W.1.5</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>
<p><b>Session Five: A New Business</b></p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</li> </ul>	<p><b>Economics</b></p> <p>1. T4. 5 Give examples of products (goods) that people buy and use.</p> <p>1. T4. 6 Give examples of services people do for each other.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7</p> <p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>2-4</p> <p>7-8</p>

# JA Our Community

Session Descriptions	History and Social Science Standards	Common Core ELA	Common Core Math
<p><b>Session One: People in a Community Working Together</b></p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe a community.</li> <li>State how people contribute to and benefit from a community.</li> <li>Identify the variety of jobs in a community and how each requires specific skills.</li> </ul>	<p><b>Economics</b></p> <p>2. T5. 4 Explain what it means to be employed and define the terms income, wages, and salary.</p> <p>2. T5. 5 Give examples of products (goods) that people buy and use.</p> <p>2. T5. 6. Give examples of services people do for each other.</p> <p><b>Standards for History and Social Science Practice</b></p> <p>1. <b>Demonstrate civic knowledge, skills, and dispositions.</b></p> <p>Describe the roles and responsibilities of people in a community.</p>	<p>Reading Literature RL.2.1 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Geometry G.2.2</p> <p>Mathematical Practices 4</p>
<p><b>Session Two: Sweet “O” Donuts</b></p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define the terms produce, product, production, goods, and services.</li> <li>Apply innovation to the production process.</li> <li>Explain that people in a community earn money by performing work.</li> </ul>	<p><b>Economics</b></p> <p>2. T5. 4 Explain what it means to be employed and define the terms income, wages, and salary.</p> <p>2. T5. 5 Give examples of products (goods) that people buy and use.</p> <p>2. T5. 6 Give examples of services people do for each other.</p>	<p>Reading Foundations RF.2.3-4</p> <p>Writing W.2.2</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7</p>
<p><b>Session Three: Business and Government Jobs</b></p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Locate businesses and identify government careers.</li> <li>Explain how taxation supports government services.</li> </ul>	<p><b>Reading and Making Maps</b></p> <p>2. T1.1 Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment.</p> <p>2.T1. 3 Construct a map of a familiar location.</p> <p><b>Economics</b></p> <p>2. T5. 4 Explain what it means to be employed and define the terms income, wages, and salary.</p> <p>2. T5. 5 Give examples of products (goods) that people buy and use.</p> <p>2. T5. 6 Give examples of services people do for each other.</p>	<p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Mathematical Practices 1-2 4-5 8</p>



# JA Our Community

Session Descriptions	History and Social Science Standards	Common Core ELA	Common Core Math
<p><b>The Session Four: Let's Vote!</b></p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Apply a decision-making process.</li> <li>Recognize voting as a way responsible citizens act and contribute to meet a community's needs.</li> </ul>	<p><b>Economics</b></p> <p>2. T5. 3 Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p> <p>2. T5. 8 Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment).</p> <p><b>Standards for History and Social Science Practice</b></p> <p>1. <b>Demonstrate civic knowledge, skills, and dispositions.</b></p> <p>Describe the roles and responsibilities of people in a community.</p> <p><b>Determine next steps and take informed action, as appropriate.</b></p> <p>Use listening, consensus-building, and voting procedures to decide on and take action in classrooms.</p>	<p>Reading Foundations RF.2.3</p> <p>Writing W.2.2 W.2.7-8</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1</p>	<p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 2 4</p>
<p><b>Session Five: Money Moves in a Community</b></p> <p>Students learn about money and how it moves through a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify coins and money terms.</li> <li>Describe how money flows through a community's economy.</li> </ul>	<p><b>Economics</b></p> <p>2. T5. 5. Give examples of products (goods) that people buy and use.</p> <p>2. T5. 6. Give examples of services people do for each other.</p> <p>2. T5. 7. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p> <p>2. T5. 8. Analyze examples of voluntary choices people make about buying goods and services.</p> <p>2. T5. 9 Compare and contrast reasons why people save some of their money.</p>	<p>Reading Literature RL.2.1 RL.2.4 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.3 -5 RI.7</p> <p>Reading Foundations RF.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 1-2 5-7</p>

# JA Our Community Blended

Session Details	Academic Content Standards	Other Standards	Common Core
<p><b>Session One: Communities at Work</b></p> <p>Students are introduced to the idea of a community and discover what types of workers help make their community strong.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Define and describe a community.</li> <li>• Identify the variety of jobs in a community.</li> <li>• Locate jobs and businesses on a community map.</li> <li>• Apply listening and focused attention skills</li> <li>• Describe how different jobs require different skills.</li> <li>• State how people contribute to and benefit from a community.</li> </ul>	<p><b>Reading and making maps</b></p> <p>2.T1.3 Construct a map of a familiar location (e.g., the school, the neighborhood, a park)</p> <p><b>Economics</b></p> <p>2.T5. 4 Explain what it means to be employed and define the terms income, wages, and salary</p> <p>2. T5. 5. Give examples of products (goods) that people buy and use.</p> <p>2. T5. 6. Give examples of services people do for each other.</p> <p><b>Standards for History and Social Science Practice</b></p> <p><b>1. Demonstrate civic knowledge, skills, and dispositions.</b></p> <p>Describe the roles and responsibilities of people in a community.</p>		<p><b>ELA</b></p> <p>Reading RL.2.1 RI.2.1 RI.2.3-.2.7 RF. 2.3-2.4</p> <p>Writing W. 2.1-2.2 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>

# JA Our Community Blended

Session Details	Academic Content Standards	Other Standards	Common Core
<p><b>Session Two: People at Work</b></p> <p>Students experience working in the community to earn a paycheck and produce goods and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Define the terms business, produce, goods, and services.</li> <li>• Explain how people earn income.</li> <li>• Describe how goods are made using skills and knowledge.</li> <li>• Collect, record, and interpret data using digital tools.</li> </ul>	<p><b>Resources</b></p> <p>2. T5. 3 Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p> <p><b>Economics</b></p> <p>2.T5. 4 Explain what it means to be employed and define the terms income, wages, and salary</p> <p>2. T5. 5. Give examples of products (goods) that people buy and use.</p> <p>2. T5. 6. Give examples of services people do for each other.</p> <p><b>Standards for History and Social Science Practice</b></p> <p><b>1. Demonstrate civic knowledge, skills, and dispositions.</b></p> <p>Describe the roles and responsibilities of people in a community.</p> <p><b>3. Organize information and data from multiple primary and secondary sources</b></p> <p>Identify different kinds of historical primary sources (e.g., letters, images, artifacts).</p> <p>Begin to gather information about the past from age-appropriate primary sources</p>		<p><b>ELA</b></p> <p>Reading RI.2.3-2.7 RF. 2.3-2.4</p> <p>Speaking and Listening SL. 2.2-2.3 SL. 2.6</p> <p>Language L.2.1-2.6</p> <p><b>MATH</b> 2.OA 1 2.md. 10</p>

# JA Our Community Blended

Session Details	Academic Content Standards	Other Standards	Common Core
<p><b>Session Three: Money at Work</b></p> <p>Students learn how people use money to buy goods and services they want and need for personal or business purposes.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Match coin and dollar values.</li> <li>• Describe the role of banks in an economy.</li> <li>• Recognize the price of goods and services in the local market.</li> <li>• Describe how money flows through a community's economy.</li> <li>• Collaborate and communicate to make exchanges of money for goods or services.</li> <li>• Summarize how money is spent on goods and services related to businesses</li> </ul>	<p><b>Standards for History and Social Science Practice</b></p> <p><b>7. Determine next steps and take informed action, as appropriate.</b></p> <p>Engage in discussions respectfully with diverse peers.</p> <p>Use listening, consensus-building, and voting procedures to decide on and take action in classrooms.</p> <p><b>Economics</b></p> <p>2. T5. 5. Give examples of products (goods) that people buy and use.</p> <p>2. T5. 6. Give examples of services people do for each other.</p> <p>2. T5. 7. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p>		<p><b>ELA</b></p> <p>Reading RI.2.1 RI.2.3-.2.5 RI. 2.7 RF. 2.3-2.4</p> <p>Writing W.2.2 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p> <p><b>MATH</b> 2.md.8</p>

# JA Our Community Blended

Session Details	Academic Content Standards	Other Standards	Common Core
<p><b>Session Four: Votes Count</b></p> <p>Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use reason and logic to assess and analyze problems.</li> <li>• Use empathy and observation skills to express community wants and needs.</li> <li>• Generate solutions to a problem using brainstorming techniques.</li> <li>• Identify and propose a creative solution to a community problem.</li> <li>• Recognize that community members have a responsibility to get involved to help meet a community's needs.</li> </ul>	<p><b>Standards for History and Social Science Practice</b></p> <p><b>1. Demonstrate civic knowledge, skills, and dispositions.</b></p> <p>Describe the roles and responsibilities of people in a community.</p> <p><b>6. Argue or explain conclusions using valid reasoning and evidence.</b></p> <p>With adults and peers, discuss and support which reasons might be more likely than others to explain an event or development.</p> <p><b>7. Determine next steps and take informed action, as appropriate.</b></p> <p>Engage in discussions respectfully with diverse peers.</p> <p>Use listening, consensus-building, and voting procedures to decide on and take action in classrooms.</p>		<p><b>ELA</b></p> <p>Reading            RL.2.1            RL.2.6            RI.2.1            RI.2.3-.2.6            RI.2.8            RF. 2.3-2.4</p> <p>Writing            W. 2.1            W. 2.7-2.8</p> <p>Speaking and Listening            SL. 2.1-2.4</p> <p>Language            L.2.1-2.6</p>

# JA Our Community Blended

Session Details	Academic Content Standards	Other Standards	Common Core
<p><b>Session Five: Making Choices</b></p> <p>Students are introduced to the concept of taxes and how those funds are used to pay government workers and provide services to support the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Define taxes.</li> <li>• Identify government jobs.</li> <li>• Explain why community members pay taxes.</li> <li>• Recognize how government services support the community.</li> <li>• Recognize that many viewpoints must be considered when making decisions for the community.</li> <li>• Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change.</li> </ul>	<p><b>Standards for History and Social Science Practice</b></p> <p><b>1. Demonstrate civic knowledge, skills, and dispositions.</b> Describe the roles and responsibilities of people in a community.</p> <p><b>2. Develop focused questions or problem statements and conduct inquiries</b> Ask questions about a specific topic, including individuals and groups in history.</p> <p><b>4. Analyze the purpose and point of view of each source; distinguish opinion from fact.</b> Compare personal point of view with others.</p> <p><b>7. Determine next steps and take informed action, as appropriate.</b> Engage in discussions respectfully with diverse peers. Use listening, consensus-building, and voting procedures to decide on and take action in classrooms.</p> <p><b>Economics</b> 2.T5. 4 Explain what it means to be employed and define the terms income, wages, and salary</p>		<p><b>ELA</b></p> <p>Reading RL.2.1 RL.2.6 RI.2.1 RI 2.3-2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>

# JA Our Community Blended

Session Details	Academic Content Standards	Other Standards	Common Core
<p><b>Session Six: Crack the Code (Optional)</b></p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe the digital skills and knowledge required to produce certain goods and services.</li> <li>• Recognize digital tools and computer skills.</li> <li>• Use simple programming language and knowledge to complete tasks.</li> <li>• Define code as the language computers use.</li> </ul>	<p><b>Economics</b></p> <p>2.T5. 3 Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p> <p><b>Standards for History and Social Science Practice</b></p> <p><b>7. Determine next steps and take informed action, as appropriate.</b></p> <p>Engage in discussions respectfully with diverse peers.</p>		<p><b>ELA</b></p> <p>Reading            RL.2.1            RI.2.1            RI 2.3-2.4            RI.2.7            RF. 2.3-2.4</p> <p>Writing            W. 2.7</p> <p>Speaking and Listening            SL. 2.1-2.4            SL. 2.6</p> <p>Language            L.2.1-2.6</p>

# JA Our City

Session Descriptions	Grades 3-5 Literacy Standards for History and Social Science	Common Core ELA	Common Core Math
<p><b>Session One: Earn, Save, Spend, and Donate</b></p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the four choices we have with money.</li> <li>Define deposits and withdrawals.</li> </ul>	<p><b>Standards for History and Social Science Practice</b></p> <p><b>2. Develop focused questions or problem statements and conduct inquiries.</b></p> <p>Develop supporting questions that lead to the generation of new questions and contribute to the inquiry process.</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2<sup>ELO</sup> W.3.7<sup>-8ELO</sup></p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Two: Invisible Money</b></p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define goods and services.</li> <li>Explain how people spend money.</li> <li>Recognize methods of payment and whether they are readily visible or invisible.</li> </ul>	<p><b>Reading</b></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.</p> <p>2. Determine the main ideas of a text and explain how it is supported by key details; summarize a text.</p> <p>7. Interpret information presented in charts, graphs, timelines, and illustrations and explain what that information contributes to the overall text.</p> <p><b>Speaking and Listening</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others' ideas and expressing their own clearly.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7<sup>-8ELO</sup></p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Three: How Do I Become an Entrepreneur?</b></p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define entrepreneur, producer, and consumer.</li> <li>Explain the need for a business plan.</li> <li>Discuss the ways in which entrepreneurs help a city.</li> </ul>	<p><b>Reading</b></p> <p>7. Interpret information presented in charts, graphs, timelines, and illustrations and explain what that information contributes to the overall text.</p> <p><b>Speaking and Listening</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others' ideas and expressing their own clearly.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-2 4-8</p>

\*ELO- Indicates a skill best supported by an Extended Learning Opportunity



# JA Our City

Session Descriptions	Grades 3-5 Literacy Standards for History and Social Science	Common Core ELA	Common Core Math
<p><b>Session Four: Money Choices Make the City Go Round</b></p> <p>Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the importance of money in everyday life.</li> <li>▪ Describe how money flows through a city’s economy.</li> <li>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</li> </ul>	<p><b>Speaking and Listening</b></p> <p>1.a. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.b Pose and respond to questions to clarify information or contribute to the discussion.</p> <p>1.c Review key ideas expressed, explain their own ideas and understanding in light of the discussion.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8 OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Five: Let’s Build a City</b></p> <p>A healthy city is built on the money choices of consumers, businesses, and the government. A city thrives when these sectors of the economy earn, save, spend, and donate.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe how personal choices make a city a good place to live, work, play, and go to school.</li> </ul>	<p><b>Speaking and Listening</b></p> <p>1.a Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.b Pose and respond to questions to clarify information or contribute to the discussion.</p> <p>1.c Review key ideas expressed, explain their own ideas and understanding in light of the discussion.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1,3,4</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

# JA Our Region

Session Details	Grades 3-5 Literacy Standards for History and Social Science	Common Core ELA	Common Core Math
<p><b>Session One: Be an Entrepreneur</b></p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the impact entrepreneurs have on a region</li> <li>▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities</li> </ul>	<p><b>Speaking and Listening</b></p> <p>1.a Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.b Pose and respond to questions to clarify information or contribute to the discussion.</p> <p>1.c Review key ideas expressed, explain their own ideas and understanding in light of the discussion.</p>	<p>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4-7</p>
<p><b>Session Two: Resources–Tools for Entrepreneurs</b></p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define natural, human, and capital resources</li> <li>▪ Describe how products and services use resources</li> </ul>	<p><b>Grade 4 Social Studies, Geography</b></p> <p>4. T1.1 On a physical map of North America, use cardinal directions, map scales, key/legend (symbols for mountains, rivers, deserts, lakes, cities), and title to locate and identify important physical features</p> <p><b>Reading</b></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.</p> <p>2. Determine the main ideas of a text and explain how it is supported by key details; summarize a text.</p> <p>7. Interpret information presented in charts, graphs, timelines, and illustrations and explain what that information contributes to the overall text.</p>	<p>Reading for Information RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-5</p> <p>Language L.4.3-4 L.4.1-6</p>	<p>Mathematical Practices 1-2 4-8</p>

# JA Our Region

Session Details	Grades 3-5 Literacy Standards for History and Social Science	Common Core ELA	Common Core Math
<p><b>Session Three: Hot Dog Stand Game</b></p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Track the revenue and expenses of a business</li> <li>▪ Identify the fundamental tasks required to run a business</li> <li>▪ Explain the importance of keeping an accurate account of a business’s financial information</li> </ul>	<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.</li> <li>2. Determine the main ideas of a text and explain how it is supported by key details; summarize a text.</li> <li>7. Interpret information presented in charts, graphs, timelines, and illustrations and explain what that information contributes to the overall text.</li> </ol> <p><b>Speaking and Listening</b></p> <ol style="list-style-type: none"> <li>1.a Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>1.b Pose and respond to questions to clarify information or contribute to the discussion.</li> <li>1.c Review key ideas expressed, explain their own ideas and understanding in light of the discussion.</li> </ol>	<p>Reading for Information RI.4.2-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.1 L.4.3-6</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>

# JA Our Region

Session Details	Grades 3-5 Literacy Standards for History and Social Science	Common Core ELA	Common Core Math
<p><b>Session Four: Entrepreneurs Solve Problems</b></p> <p>Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the problem-solving process</li> <li>▪ Identify the potential risks and rewards in making</li> <li>▪ business decisions</li> </ul>	<p><b>Speaking and Listening</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others' ideas and expressing their own clearly.</p> <p>1.a Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.b Pose and respond to questions to clarify information or contribute to the discussion.</p> <p>1.c Review key ideas expressed, explain their own ideas and understanding in light of the discussion.</p> <p><b>Standards for History and Social Science Practice</b></p> <p><b>2. Develop focused questions or problem statements and conduct inquiries.</b></p> <p>Develop supporting questions that lead to the generation of new questions and contribute to the inquiry process.</p> <p><b>7. Determine next steps and take informed action, as appropriate.</b></p> <p>Engage in academic discussions respectfully with diverse peers.</p> <p>Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of these actions.</p> <p>Draw on disciplinary concepts to explain the challenges people have faced, and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>	<p>Reading for Information</p> <p>RI.4.1</p> <p>RI.4.3-4</p> <p>RI.4.7</p> <p>Reading Foundations</p> <p>RF.4.3-4</p> <p>Writing</p> <p>W.4.2</p> <p>W.4.8</p> <p>Speaking and Listening</p> <p>SL.4.1-2</p> <p>SL.4.4</p> <p>Language</p> <p>L.4.1</p> <p>L.4.3-4</p> <p>L.4.6</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4</p> <p>6-7</p>

# JA Our Region

Session Details	Grades 3-5 Literacy Standards for History and Social Science	Common Core ELA	Common Core Math
<p><b>Session Five: Entrepreneurs Go Global</b></p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply the supply chain to a manufacturing example</li> <li>▪ Explain how resource providers, businesses, and consumers are interdependent</li> </ul>	<p><b>Speaking and Listening</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others’ ideas and expressing their own clearly.</p> <p><b>Standards for History and Social Science Practice</b></p> <p><b>2. Develop focused questions or problem statements and conduct inquiries.</b></p> <p>Develop supporting questions that lead to the generation of new questions and contribute to the inquiry process.</p> <p><b>7. Determine next steps and take informed action, as appropriate.</b></p> <p>Engage in academic discussions respectfully with diverse peers.</p>	<p>Reading for Information RI.4.3-4 RI.4.7 Reading Foundations RF.4.3-4 Speaking and Listening SL.4.1-4 Language L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>

# JA Our Nation

Session Details	Grades 3-5 Literacy Standards for History and Social Science <sup>1</sup>	Common Core ELA	Common Core Math
<p><b>Session One: Free to Choose Your Work or Business</b></p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the characteristics of a free market economy</li> <li>▪ Explain how pricing guides economic decisions</li> </ul>	<p><b>Speaking and Listening</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others’ ideas and expressing their own clearly.</p> <p>1.a Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.b Pose and respond to questions to clarify information or contribute to the discussion.</p> <p>1.c Review key ideas expressed, explain their own ideas and understanding in light of the discussion.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</p>
<p><b>Session Two: Innovation Nation</b></p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur and entrepreneurship</li> <li>▪ Describe resources and how entrepreneurs use them</li> <li>▪ Explore STEM skills and the process of innovation</li> </ul>	<p><b>Speaking and Listening</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others’ ideas and expressing their own clearly.</p> <p>1.a Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.b Pose and respond to questions to clarify information or contribute to the discussion.</p> <p>1.c Review key ideas expressed, explain their own ideas and understanding in light of the discussion.</p> <p><b>Standards for History and Social Science Practice</b></p> <p><b>2. Develop focused questions or problem statements and conduct inquiries.</b></p> <p>Develop supporting questions that lead to the generation of new questions and contribute to the inquiry process.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p><b>Session Three: Career Quest</b></p> <p>Students learn about career clusters.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	<p><b>Reading</b></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences (See grades 3-5 Writing Standard 8 for more on paraphrasing.)</p> <p>2. Determine the main ideas of a text and explain how it is supported by key details; summarize a text.</p> <p>4. Determine the meaning of general academic vocabulary and words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Describe the overall structure of how a text presents information including how written texts incorporate features such as headings.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Numbers Base Ten CC.2.1.5.B.2</p>

# JA Our Nation

Session Descriptions	Grades 3-5 Literacy Standards for History and Social Science <sup>1</sup>	Common Core ELA	Common Core Math
<p><b>Session Four: Get and Keep the Job!</b></p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the soft skills wanted by today's employers</li> </ul>	<p><b>Speaking and Listening</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others' ideas and expressing their own clearly.</p> <p>1.a Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.b Pose and respond to questions to clarify information or contribute to the discussion.</p> <p>1.c Review key ideas expressed, explain their own ideas and understanding in light of the discussion.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p><b>Session Five: Global Connections</b></p> <p>Students explore how the United States is connected to the global economy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss why businesses specialize and trade</li> <li>▪ Define opportunity cost</li> </ul>	<p><b>Speaking and Listening</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others' ideas and expressing their own clearly.</p> <p>1.a Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.b Pose and respond to questions to clarify information or contribute to the discussion.</p> <p>1.c Review key ideas expressed, explain their own ideas and understanding in light of the discussion.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>NA</p>
<p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify three basic ways businesses are organized.</li> </ul>	<p><b>Speaking and Listening</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others' ideas and expressing their own clearly.</p> <p>1.a Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.b Pose and respond to questions to clarify information or contribute to the discussion.</p> <p>1.c Review key ideas expressed, explain their own ideas and understanding in light of the discussion.</p>	<p>Speaking and Listening SL.5.1-4</p> <p>Language L.5.1,5</p>	<p>NA</p>

1- No economic-specific standards for grades 3-5

# JA More than Money

Session Descriptions	Grades 3-5 Literacy Standards for History and Social Science <sup>1</sup>	Common Core ELA	Common Core Math
<p><b>Session One: The Money Garden</b></p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the role of money in everyday life</li> <li>▪ Explain the benefits of using a savings account</li> </ul>	<p><b>Reading</b></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences (See grades 3-5 Writing Standard 8 for more on paraphrasing.)</p> <p>4. Determine the meaning of general academic vocabulary and words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>Speaking and Listening</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others' ideas and expressing their own clearly.</p> <p>1.a Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.b Pose and respond to questions to clarify information or contribute to the discussion.</p> <p>1.c Review key ideas expressed, explain their own ideas and understanding in light of the discussion.</p>	<p>Reading for Information RI.3.1 RI.3.3-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1 L.3.4 L.3.4</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Two: Create a Business</b></p> <p>Students learn about the ways in which people's interests and skills can help them identify small businesses they can start.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define business, goods, and services</li> <li>▪ Identify businesses they would like to start that align with their personal interests and skills</li> <li>▪ Appreciate their own roles as entrepreneurs in affecting their community and their world</li> </ul>	<p><b>Speaking and Listening</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others' ideas and expressing their own clearly.</p> <p>1.a Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.b Pose and respond to questions to clarify information or contribute to the discussion.</p> <p>1.c Review key ideas expressed, explain their own ideas and understanding in light of the discussion.</p>	<p>Reading for Information RI.3.2-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>



# JA More than Money

Session Descriptions	Grades 3-5 Literacy Standards for History and Social Science <sup>1</sup>	Common Core ELA	Common Core Math
<p><b>Session Three: Build a Business</b></p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the basic steps for building a small business</li> <li>▪ Develop a basic business plan</li> </ul>	<p><b>Speaking and Listening</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others’ ideas and expressing their own clearly.</p> <p>1.a Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.b Pose and respond to questions to clarify information or contribute to the discussion.</p> <p>1.c Review key ideas expressed, explain their own ideas and understanding in light of the discussion.</p> <p><b>Standards for History and Social Science Practice</b></p> <p><b>2. Develop focused questions or problem statements and conduct inquiries.</b></p> <p>Develop supporting questions that lead to the generation of new questions and contribute to the inquiry process.</p>	<p>Reading for Information RI.3.2-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NF.4.7</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-2 4-8</p>

\*ELO- Indicates a skill best supported by an Extended Learning Opportunity

# JA More than Money

Session Descriptions	Grades 3-5 Literacy Standards for History and Social Science <sup>1</sup>	Common Core ELA	Common Core Math
<p><b>Session Four: Run a Business</b></p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain why financial institutions lend money</li> <li>▪ Explain decision making and the traits of trustworthy borrowers</li> <li>▪ Record and track financial gains and losses</li> </ul>	<p><b>Reading</b></p> <p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.</p> <p><b>Speaking and Listening</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others’ ideas and expressing their own clearly.</p> <p>1.a Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.b Pose and respond to questions to clarify information or contribute to the discussion.</p> <p>1.c Review key ideas expressed, explain their own ideas and understanding in light of the discussion.</p>	<p>Reading for Information RI.3.1-5 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Five: Global Success</b></p> <p>The students explore the opportunities and challenges of global markets.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explore reasons why businesses import and export goods</li> <li>▪ Describe the economic considerations related to selling in a global market</li> <li>▪ Define opportunity cost</li> </ul>	<p><b>Standards for History and Social Science Practice</b></p> <p><b>2. Develop focused questions or problem statements and conduct inquiries.</b></p> <p>Develop supporting questions that lead to the generation of new questions and contribute to the inquiry process.</p> <p><b>7. Determine next steps and take informed action, as appropriate.</b></p> <p>Engage in academic discussions respectfully with diverse peers.</p> <p>Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of these actions.</p> <p>Draw on disciplinary concepts to explain the challenges people have faced, and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>	<p>Reading for Information RI.3.1 RI.3.3-7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.3</p> <p>Speaking and Listening SL.3.1-2 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	

# JA Career Exploration Fair K-2

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job to Do!</b></p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Examine the jobs of family members.</li> <li>▪ Identify jobs within the community.</li> </ul>	<p><b>Economics</b></p> <p>K.T4. 1 With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts</p> <p><b>Standards for History and Social Science Practice</b></p> <p><b>1. Demonstrate civic knowledge, skills, and dispositions.</b></p> <p>Describe the roles and responsibilities of people in a community.</p> <p><b>2. Develop focused questions or problem statements and conduct inquiries.</b></p> <p>Ask questions about a specific topic, including individuals and groups in history.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W 2</p> <p>W 5</p> <p>W 8</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 4</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express ideas and questions concerning the jobs people have.</li> </ul>	<p><b>Standards for History and Social Science Practice</b></p> <p><b>1. Demonstrate civic knowledge, skills, and dispositions.</b></p> <p>Describe the roles and responsibilities of people in a community.</p> <p><b>2. Develop focused questions or problem statements and conduct inquiries.</b></p> <p>Ask questions about a specific topic, including individuals and groups in history.</p> <p><b>4. Analyze the purpose and point of view of each source; distinguish opinion from fact.</b></p> <p>Compare personal point of view with others</p> <p><b>7. Determine next steps and take informed action, as appropriate</b></p> <p>Engage in discussions respectfully with diverse peers.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 4</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to identify a future career interest.</li> </ul>	<p><b>Economics</b></p> <p>2. T5.3. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>

# JA Career Exploration Fair 3-5

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job for Everyone</b></p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace.</li> <li>▪ Construct new understandings connected to prior knowledge.</li> </ul>	<p><b>Standards for History and Social Science <u>Practice</u></b></p> <p><b>2. Develop focused questions or problem statements and conduct inquiries.</b></p> <p>Develop supporting questions that lead to the generation of new questions and contribute to the inquiry process.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how school skills apply to career paths.</li> </ul>	<p><b>Standards for History and Social Science <u>Practice</u></b></p> <p><b>2. Develop focused questions or problem statements and conduct inquiries.</b></p> <p>Develop supporting questions that lead to the generation of new questions and contribute to the inquiry process.</p> <p><b>3. Organize information and data from multiple primary and secondary sources</b></p> <p>Analyze primary and secondary sources to determine main ideas and key details</p> <p><b>6. Argue or explain conclusions using valid reasoning and evidence.</b></p> <p>Identify evidence from multiple sources in response to compelling questions</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 3 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p><b>Post-JA Career Exploration Fair Activity: Someday I'll Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Prepare a personal interest "resume."</li> <li>▪ Begin to identify a future career interest.</li> </ul>	<p><b>Standards for History and Social Science <u>Practice</u></b></p> <p><b>2. Develop focused questions or problem statements and conduct inquiries.</b></p> <p>Develop supporting questions that lead to the generation of new questions and contribute to the inquiry process.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 6</p>

# JA Career Speaker Series K-5

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Before the Event</b></p> <p>Students prepare questions for the speaker to answer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify skills and interests</li> <li>▪ Explain how the speaker’s job helps people in the community</li> </ul>	<p><b>Economics</b></p> <p>K.T4. 1 With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts</p> <p><b>Standards for History and Social Science Practice</b></p> <p><b>1. Demonstrate civic knowledge, skills, and dispositions.</b></p> <p>Describe the roles and responsibilities of people in a community.</p> <p><b>2. Develop focused questions or problem statements and conduct inquiries.</b></p> <p>Ask questions about a specific topic, including individuals and groups in history.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>Speaker Day: Invite a Career Speaker to Class</b></p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Listen to a career speaker.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how interests and skills apply to careers.</li> </ul>	<p><b>Standards for History and Social Science Practice</b></p> <p><b>1. Demonstrate civic knowledge, skills, and dispositions.</b></p> <p>Describe the roles and responsibilities of people in a community.</p> <p><b>2. Develop focused questions or problem statements and conduct inquiries.</b></p> <p>Ask questions about a specific topic, including individuals and groups in history.</p> <p><b>7. Determine next steps and take informed action, as appropriate</b></p> <p>Engage in discussions respectfully with diverse peers</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize career clusters.</li> <li>▪ Identify careers that relate to personal interests and skills.</li> </ul>	<p><b>Economics</b></p> <p>2. T5.3. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p> <p><b>Standards for History and Social Science Practice</b></p> <p><b>2. Develop focused questions or problem statements and conduct inquiries.</b></p> <p>Develop supporting questions that lead to the generation of new questions and contribute to the inquiry process.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>