

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



Updated November 2022  
[2020 Social Studies Standards](#)

[Career Readiness, Life Literacies, and Key Skills Standards](#)

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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.

In this document, Junior Achievement programs are correlated to the New Jersey Social Studies Framework and the Career Readiness, Life Literacies, and Key Skills Standards as well as Common Core standards for English Language Arts and Math 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 Learning Experiences

[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](#)<sup>® 2.0</sup> 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	Academic Standards	Career Readiness, Life Literacies, and Key Skills 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>Social Studies</b></p> <p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.B.1 Differentiate between financial wants and needs.</p> <p>9.1.4.E.1 Determine factors that influence consumer decisions related to money.</p>	<p><i>Financial Psychology</i></p> <p>There's a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.</p> <p>External factors can influence the items that an individual wants or needs.</p> <p><i>Financial Landscape</i></p> <p>Money comes in different values, forms and uses.</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>Social Studies</b></p> <p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.B.1 Differentiate between financial wants and needs.</p> <p>9.1.4.E.1 Determine factors that influence consumer decisions related to money.</p>	<p>Financial Psychology</p> <p>There's a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.</p> <p>External factors can influence the items that an individual wants or needs.</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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p> <p>9.1.4.B.5 Identify ways to earn and save.</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	<p><i>Financial Psychology</i></p> <p>External factors can influence the items that an individual wants or needs.</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	Academic Standards	Career Readiness, Life Literacies, and Key Skills 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>Social Studies</b></p> <p>6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.B.5 Identify ways to earn and save.</p> <p>9.1.4.D.1 Determine various ways to save.</p>	<p><i>Planning and Budgeting</i></p> <p>Saving money is a habit that can be developed.</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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</p>	<p><i>Civic Financial Responsibility</i></p> <p>There are actions an individual can take to help make this world a better place.</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	Academic Standards	Career Readiness, Life Literacies, and Key Skills 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>Social Studies</b></p> <p>6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</p>	NA	<p>Reading Literature</p> <p>RI.1.1</p> <p>RI.1.3-4</p> <p>RI.1.7,9,10</p> <p>Reading Foundations</p> <p>RF.1.1-4</p> <p>Writing</p> <p>W.1.2,5,8</p> <p>Speaking &amp; Listening</p> <p>SL.1.1-2</p> <p>SL.1.4-5</p> <p>Language</p> <p>L.1.1-2</p> <p>L.1.4</p>	<p>Mathematical Practices</p> <p>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>Social Studies</b></p> <p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.B.1 Differentiate between financial wants and needs.</p> <p>9.1.4.E.1 Determine factors that influence consumer decisions related to money.</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	<p><i>Financial Psychology</i></p> <p>There's a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.</p> <p>External factors can influence the items that an individual wants or needs.</p> <p><i>Career Awareness and Planning</i></p> <p>9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.</p>	<p>Reading for Information</p> <p>RI.1.1</p> <p>RI.1.3-4</p> <p>RI.1.6-7</p> <p>RI.1.10</p> <p>Reading Foundations</p> <p>RF.1.1-4</p> <p>Speaking &amp; Listening</p> <p>SL.1.1-2</p> <p>SL.1.4</p> <p>Language</p> <p>L.1.1</p> <p>L.1.4</p>	<p>Measurement and Data</p> <p>1.MD.C.4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>
<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>Social Studies</b></p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</p>	<p><i>Career Awareness and Planning</i></p> <p>9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship</p>	<p>Reading Foundations</p> <p>RF.1.1-4</p> <p>Reading for Information</p> <p>RI.1.1</p> <p>RI.1.3-4</p> <p>RI.1.6-7</p> <p>RI.1.10</p> <p>Writing</p> <p>W.1.2,5,8</p> <p>Speaking &amp; Listening</p> <p>SL.1.1-2</p> <p>SL.1.4</p> <p>Language</p> <p>L.1.1-2</p> <p>L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>5-8</p>

# JA Our Families

Session Descriptions	Academic Standards	Career Readiness, Life Literacies, and Key Skills 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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p>	<p><i>Career Awareness and Planning</i></p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</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>Social Studies</b></p> <p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.B.1 Differentiate between financial wants and needs.</p> <p>9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.</p>	<p><i>Financial Psychology</i></p> <p>External factors can influence the items that an individual wants or needs.</p> <p><i>Career Awareness and Planning</i></p> <p>There are benefits and drawbacks to being an entrepreneur.</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	Academic Standards	Career Readiness, Life Literacies, and Key Skills 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>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>Social Studies</b></p> <p>6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</p>	<p>NA</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>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>Social Studies</b></p> <p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.B.1 Differentiate between financial wants and needs.</p> <p>9.1.4.E.1 Determine factors that influence consumer decisions related to money.</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	<p><i>Financial Psychology</i></p> <p>There’s a relationship between an individual’s values, emotions, and the ways he/she chooses to spend money.</p> <p>External factors can influence the items that an individual wants or needs.</p> <p><i>Career Awareness and Planning</i></p> <p>9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.</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>

# JA Our Community

Session Descriptions	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	Common Core ELA	Common Core Math
<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>Social Studies</b></p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</p>	<p><i>Career Awareness and Planning</i></p> <p>9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship</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>
<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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p>	<p><i>Career Awareness and Planning</i></p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</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>

# JA Our Community

Session Descriptions	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	Common Core ELA	Common Core Math
<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>Social Studies</b></p> <p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.B.1 Differentiate between financial wants and needs.</p> <p>9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.</p>	<p><i>Financial Psychology</i></p> <p>External factors can influence the items that an individual wants or needs.</p> <p><i>Career Awareness and Planning</i></p> <p>There are benefits and drawbacks to being an entrepreneur.</p>	<p>Reading Literature</p> <p>RL.2.1 RL.2.4 RL.2.7</p> <p>Reading for Information</p> <p>RI.2.1 RI.2.3 -5 RI.7</p> <p>Reading Foundations</p> <p>RF.2.3</p> <p>Speaking and Listening</p> <p>SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking</p> <p>OA.2.1</p> <p>Numbers Base Ten</p> <p>NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data</p> <p>MD.2.7 MD.2.9</p> <p>Mathematical Practices</p> <p>1-2</p> <p>5-7</p>

# JA Our Community 2.0

Session Details	Academic Standards	Career Readiness, Life Literacies, and Key Skills 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>Social Studies</b></p> <p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p>	<p><i>Career Awareness and Planning</i></p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</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>
<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>Social Studies</b></p> <p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.A.2 Identify potential sources of income.</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	<p><i>Information and Media Literacy/Technology Literacy</i></p> <p>Digital tools can be used to display data in various ways.</p> <p>Digital tools have a purpose.</p> <p><i>Career Awareness and Planning</i></p> <p>9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.</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 2.0

Session Details	Academic Standards	Career Readiness, Life Literacies, and Key Skills 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>Social Studies</b></p> <p>6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</p> <p>6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.A.2 Identify potential sources of income.</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	<p><i>Financial Institutions</i></p> <p>Money comes in different values, forms and uses.</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 2.0

Session Details	Academic Standards	Career Readiness, Life Literacies, and Key Skills 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>Social Studies</b></p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change</p> <p><b>21st Century Life and Careers</b></p> <p>9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p>	<p><i>Civic and Financial Responsibility</i></p> <p>There are actions an individual can take to help make this world a better place.</p> <p><i>Creativity and Innovation</i></p> <p>Brainstorming can create new, innovative ideas.</p> <p><i>Critical Thinking and Problem-solving</i></p> <p>Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.</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 2.0

Session Details	Academic Standards	Career Readiness, Life Literacies, and Key Skills 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>Social Studies</b></p> <p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>	<p><i>Economic and Government Influence</i> Taxes are collected on a variety of goods and services at the local, state, and federal levels.</p> <p><i>Global and Cultural Awareness</i> Individuals from different cultures may have different points of view and experiences.</p> <p><i>Civic and Financial Responsibility</i> There are actions an individual can take to help make this world a better place.</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>
<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>NA</p>	<p><i>Information and Media Literacy</i></p> <p>Digital tools and media resources provide access to vast stores of information that can be searched.</p> <p>Digital tools can be used to display data in various ways.</p> <p>A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.</p> <p>Information is shared or conveyed in a variety of formats and sources.</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	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	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>9.1.4.E.1 Determine factors that influence consumer decisions related to money.</p>	<p><i>Financial Psychology</i></p> <p>Spending choices and their intended and unintended consequences impact financial outcomes and personal well-being.</p> <p>An individual’s financial traits and habits affect his/her finances.</p> <p>People can choose to save money in many places such as home in a piggy bank, bank or credit union.</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 -8<sup>ELO</sup></p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3</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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.</p> <p>9.1.4.E.1 Determine factors that influence consumer decisions related to money.</p>	<p><i>Financial Psychology</i></p> <p>Spending choices and their intended and unintended consequences impact financial outcomes and personal well-being.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8<sup>ELO</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>Social Studies</b></p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.5.EconNE.6: Examine the qualities of entrepreneurs in a capitalistic society. business.</p>	<p><i>Career Awareness and Planning</i></p> <p>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.</p> <p>9.2.5.CAP.7: Identify factors to consider before starting a</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>

# JA Our City

Session Descriptions	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	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>Social Studies</b></p> <p>6.1.5.EconNE.1: Explain the ways in which the government pays for the goods and services it provides.</p> <p>6.1.5.EconNE.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p>	<p><i>Financial Literacy</i></p> <p>Spending choices and their intended and unintended consequences impact financial outcomes and personal well-being.</p> <p><i>Economic and Government Influence</i></p> <p>Taxes are collected on a variety of goods and services at the local, state, and federal levels.</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>Social Studies</b></p> <p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.</p> <p>9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</p>	<p><i>Global and Cultural Awareness</i></p> <p>Culture and geography can shape an individual's experiences and perspectives.</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>

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

# JA Our Region

Session Details	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	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>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>Social Studies</b></p> <p>6.1.5.EconNE.6: Examine the qualities of entrepreneurs in a capitalistic society</p> <p><b>21st Century Life and Careers</b></p> <p>9.1.4.A.2 Identify potential sources of income.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p>	<p><i>Career Awareness and Planning</i></p> <p>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.</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>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>Social Studies</b></p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p>	<p><i>Creativity and Innovation</i></p> <p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <p>Curiosity and willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation.</p> <p><i>Critical Thinking and Problem-solving</i></p> <p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</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>
<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>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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.B.5 Identify ways to earn and save.</p> <p>9.1.4.E.1 Determine factors that influence consumer decisions related to money.</p>	<p><i>Career Awareness and Planning</i></p> <p>There are a variety of factors to consider before starting a business.</p> <p><i>Information and Media Literacy</i></p> <p>Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.</p> <p>Specific situations require the use of relevant sources of information.</p>	<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	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	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>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 business decisions</li> </ul>	<p><b>Social Studies</b></p> <p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p> <p>6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</p> <p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</p>	<p><b>21st Century Life and Careers</b></p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p><i>Critical Thinking and Problem-solving</i></p> <p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p> <p><i>Career Awareness and Planning</i></p> <p>9.2.5.CAP.8: Identify risks that individuals and households face.</p>	<p>Reading for Information RI.4.1 RI.4.3-4 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.4.1-2 SL.4.4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4 6-7</p>
<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>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>Social Studies</b></p> <p>6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p>	<p><i>Creativity and Innovation</i></p> <p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <p>Curiosity and willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation.</p>	<p>Reading for Information RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1-4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>

# JA Our Nation

Session Details	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	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>Social Studies</b></p> <p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade</p> <p>6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.</p>	<p><i>Economic and Government Influence</i></p> <p>Taxes are collected on a variety of goods and services at the local, state, and federal levels.</p> <p>There is a broader economic system that influences your financial goals.</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>Social Studies</b></p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>6.1.5.EconNE.6: Examine the qualities of entrepreneurs in a capitalistic society.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>	<p><i>Career Awareness and Planning</i></p> <p>An individual’s passions, aptitude and skills can affect his/her employment and earning potential.</p> <p>There are a variety of factors to consider before starting a business.</p> <p>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.</p> <p>9.2.5.CAP.7: Identify factors to consider before starting a business.</p> <p><i>Creativity and Innovation</i></p> <p>Curiosity and willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation.</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>

# JA Our Nation

Session Details	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	Common Core ELA	Common Core Math
<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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.</p>	<p><i>Career Awareness and Planning</i></p> <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</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>
<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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>	<p><i>Career Awareness and Planning</i></p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</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>

# JA Our Nation

Session Details	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	Common Core ELA	Common Core Math
<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>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p>	<p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>99.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.</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>NA</p>	<p><i>Career Awareness and Planning</i></p> <p>9.2.5.CAP.7: Identify factors to consider before starting a business.</p>	<p>Speaking and Listening SL.5.1-4</p> <p>Language L.5.1,5</p>	<p>NA</p>

# JA More than Money

Session Descriptions	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.D.1 Determine various ways to save.</p> <p>9.1.4.D.2 Explain what it means to “invest.”</p> <p>9.1.4.D.3 Distinguish between saving and investing</p>	<p><i>Financial Institutions</i></p> <p>People can choose to save money in many places such as home in a piggy bank, bank or credit union.</p> <p><i>Planning and Budgeting</i></p> <p>Saving money can impact an individual’s ability to address emergencies and accomplish their short-and long-term goals.</p>	<p>Reading for Information</p> <p>RI.3.1</p> <p>RI.3.3-4</p> <p>RI.3.6</p> <p>Reading Foundations</p> <p>RF.3.3-4</p> <p>Speaking and Listening</p> <p>SL.3.1</p> <p>SL.3.6</p> <p>Language</p> <p>L.3.1</p> <p>L.3.4</p> <p>L.3.4</p>	<p>Numbers Base Ten</p> <p>3.NBT.2.2</p> <p>3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5</p> <p>5.NBT.7</p> <p>Mathematical Practices</p> <p>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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p>	<p><i>Career Awareness and Planning</i></p> <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.5.CAP.7: Identify factors to consider before starting a business.</p>	<p>Reading for Information</p> <p>RI.3.2-4</p> <p>RI.3.6</p> <p>Reading Foundations</p> <p>RF.3.3-4</p> <p>Speaking and Listening</p> <p>SL.3.1-3</p> <p>SL.3.6</p> <p>Language</p> <p>L.3.1-4</p> <p>L.3.6</p>	<p>Numbers Base Ten</p> <p>3.NBT.3.3</p> <p>4.NBT.4</p> <p>4.NBT.5</p> <p>5.NBT.5</p> <p>5.NBT.7</p> <p>Mathematical Practices</p> <p>1-8</p>
<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>NA</p>	<p><i>Career Awareness and Planning</i></p> <p>9.2.5.CAP.7: Identify factors to consider before starting a business.</p>	<p>Reading for Information</p> <p>RI.3.2-6</p> <p>Reading Foundations</p> <p>RF.3.3-4</p> <p>Speaking and Listening</p> <p>SL.3.1</p> <p>SL.3.6</p> <p>Language</p> <p>L.3.1-4</p> <p>L.3.6</p>	<p>Numbers Base Ten</p> <p>3.NBT.2.2</p> <p>3.NBT.3.3</p> <p>4.NBT.4</p> <p>4.NF.4.7</p> <p>5.NBT.5</p> <p>5.NBT.7</p> <p>Mathematical Practices</p> <p>1-2</p> <p>4-8</p>

# JA More than Money

Session Descriptions	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.</p> <p>9.1.4.C.4 Determine the relationships among income, expenses, and interest.</p> <p>9.1.4.C.5 Determine personal responsibility related to borrowing and lending.</p>	<p><i>Career Awareness and Planning</i></p> <p>9.2.5.CAP.7: Identify factors to consider before starting a business.</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</p> <p>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>Social Studies</b></p> <p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p>	<p><i>Global and Cultural Awareness</i></p> <p>Culture and geography can shape an individual's experiences and perspectives.</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>	<p>NA</p>

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

# 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>Social Studies</b></p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W 2 W 5 W 8</p> <p>Speaking and Listening</p> <p>SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language</p> <p>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 ideas and questions concerning the jobs people have.</li> </ul>	<p><b>Social Studies</b></p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p><i>Career Awareness and Planning</i></p> <p>Different types of jobs require different knowledge and skills.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Speaking and Listening</p> <p>SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5 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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p><i>Career Awareness and Planning</i></p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L 4 L 5 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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p><i>Career Awareness and Planning</i></p> <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p><i>Career Awareness and Planning</i></p> <p>Different types of jobs require different knowledge and skills.</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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.</p> <p><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p><i>Career Awareness and Planning</i></p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</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>Social Studies</b></p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p><i>Career Awareness and Planning</i></p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 6</p> <p>Language</p> <p>L 4 L 5 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>Social Studies</b></p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p><i>Career Awareness and Planning</i></p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p><b>21<sup>st</sup> Century Life and Careers</b></p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 3 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5 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>21<sup>st</sup> Century Life and Careers</b></p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.</p> <p><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p><i>Career Awareness and Planning</i></p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L 4 L 5 L 6</p>