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 Common Core English Language and Mathematics Standards and the Connecticut Social Studies Framework for grades K-5. Alternate delivery methods, such as JA in a Day cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations. 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® uses compelling stories read aloud by the volunteer, along with hands-on activities to demonstrate helping, working, earning, and saving.

JA Our Families® 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® 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 City® 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® 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® 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® 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™ is an event where students learn about a range of career options across multiple career clusters. (Grades K-5)

JA Career Speakers Series™ 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)
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<thead>
<tr>
<th>Session Details</th>
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</table>
| **Session One: This or That? Make a Choice**  
Students practice economics by making personal choices.  
**Objectives:**  
The students will:  
- Identify personal interests  
- Consider the factors that determine their choices  
- Define money | ECO K.1 Explain how scarcity necessitates decision-making.  
ECO K.2 Identify the benefits and costs of making various personal decisions. | Reading Foundations  
RF.K.1-3  
Writing  
W.K.1-2,8  
Literature  
RL.K.7  
Speaking and Listening  
SL.K.1-6  
Language  
L.K.4,6 | Counting and Cardinality  
CC.2.1.K.A.2 |
| **Session Two: Do I Need What I Want?**  
Students recognize that people have basic needs and wants and that money-smart people know the difference between them.  
**Objectives:**  
The students will:  
- Explain the difference between needs and wants  
- Create a simple chart | CIV K.4 Apply civic virtues when participating in school settings.  
CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. | Reading Foundations  
RF.K.1-3  
Literature  
RL.K.1-4  
RL.K.7  
Speaking and Listening  
SL.K.1-3  
SL.K.6  
Language  
L.K.4,6 | Counting and Cardinality  
CC.2.1.K.A.3  
Measurement and Data  
CC.2.4.K.A.4 |
| **Session Three: A Penny Earned**  
Students are introduced to storybook characters and examine ways they can earn money.  
**Objectives:**  
The students will:  
- Describe the role of money in society  
- Identify jobs they can do to earn money | CIV K.4 Apply civic virtues when participating in school settings.  
CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. | Reading Foundations  
RF.K.1-4  
Writing  
W.K.2,8  
Literature  
RL.K.1-4  
RL.K.7  
RL.K.9-10  
Speaking and Listening  
SL.K.1-6  
Language  
L.K.4,6 | Counting and Cardinality  
CC.2.1.K.A.1-3 |
| **Session Four: A Penny Saved**  
Students are introduced to the concept of saving.  
**Objectives:**  
The students will:  
- Explain the importance of saving money  
- Identify a savings goal  
- Identify a place where people save money | CIV K.4 Apply civic virtues when participating in school settings.  
CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. | Reading Foundations  
RF.K.1-4  
Literature  
RL.K.1-4  
Speaking and Listening  
SL.K.1-6  
Language  
L.K.4,6 | Counting and Cardinality  
CC.2.1.K.A.1  
Measurement and Data  
CC.2.4.K.A.4 |
### Session Details

**Session Five: A Penny Shared**

Students are introduced to storybook characters and their plans to earn money for a worthy cause.

**Objectives:**

The students will:

- Explain the importance of giving
- Organize a chronological sequence of events

### Connecticut Academic Standards

CIV K.4 Apply civic virtues when participating in school settings.

CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

CIV K.7 Explain how people can work together to make decision in the classroom.

CIV K.9 Describe how people have tried to improve their communities over time.

### Common Core ELA

- Reading Foundations: RF.K.1-4
- Writing: W.K.1,8
- Literature: RL.K.1-4, RL.K.7, RL.K.9-10
- Speaking and Listening: SL.K.1-6
- Language: L.K.4,6

### Common Core Math

- Counting and Cardinality: CC.2.1.K.A.1-3
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<tr>
<td><strong>Session One: All Kinds of Families</strong></td>
<td>CIV 1.2 Explain how all people, not just official leaders, play an important role in a community. CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority</td>
<td>Reading Literature RI.1.1 RI.1.3-4 RI.1.7-9,10</td>
<td>Mathematical Practices 8</td>
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<td></td>
<td>CIV 1.2 Explain how all people, not just official leaders, play an important role in a community. CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority</td>
<td>Reading Foundations RF.1.1-4 Writing W.1.2,5,8 Speaking &amp; Listening SL.1.1-2 SL.1.4-5</td>
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<td>CIV 1.2 Explain how all people, not just official leaders, play an important role in a community. CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority</td>
<td>Language L.1.1-2 L.1.4</td>
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<tr>
<td><strong>Session Two: Money for Needs and Wants</strong></td>
<td>CIV 1.2 Explain how all people, not just official leaders, play an important role in a community. CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ECO 1.1 Explain how scarcity necessitates decision-making. ECO 1.2 Identify the benefits and costs of making various personal decisions.</td>
<td>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10 Reading Foundations RF.1.1-4 Speaking &amp; Listening SL.1.1-2 SL.1.4</td>
<td>Mathematical Practices 1-2 4-5 7-8</td>
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<td>CIV 1.2 Explain how all people, not just official leaders, play an important role in a community. CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ECO 1.1 Explain how scarcity necessitates decision-making. ECO 1.2 Identify the benefits and costs of making various personal decisions.</td>
<td>Language L.1.1 L.1.4</td>
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<tr>
<td><strong>Session Three: Businesses All Around the Neighborhood</strong></td>
<td>CIV 1.2 Explain how all people, not just official leaders, play an important role in a community. CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them. GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</td>
<td>Reading Foundations RF.1.1-4 Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10 Writing W.1.2,5,8 Speaking &amp; Listening SL.1.1-2 SL.1.4</td>
<td>Measurement and Data 1.MD.C.4 Mathematical Practices 1-2 5-8</td>
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<td>CIV 1.2 Explain how all people, not just official leaders, play an important role in a community. CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them. GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</td>
<td>Language L.1.1 L.1.4</td>
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</tbody>
</table>
| **Session Four: Jobs All Around the Neighborhood** | CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.  
CIV 1.4 Apply civic virtues when participating in school settings.  
CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.  
ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.  
ECO 1.4 Explain how people earn income. | Reading Foundations  
RF.1.1-4  
Reading for Information  
RI.1.6-7  
Writing  
W.1.5  
Speaking & Listening  
SL.1.1-2  
SL.1.4-5  
Language  
L.1.1-2  
L.1.4 | Mathematical Practices  
1-2  
4-5  
7-8 |
| **Session Five: A New Business**     | CIV 1.4 Apply civic virtues when participating in school settings.  
CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.  
ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.  
ECO 1.4 Explain how people earn income. | Reading Foundations  
RF.1.1-4  
Reading for Information  
RI.1.1  
RI.1.3-4  
RI.1.6-7  
RI.1.10  
Writing  
W.1.2,5,8  
Speaking & Listening  
SL.1.1-2  
SL.1.4  
Language  
L.1.1-2  
L.1.4 | Operations in Algebra  
OA. 1 ELO  
OA. . 6-7  
Measurement and Data  
1.MD.C.4  
Mathematical Practices  
2-4  
7-8 |
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<tr>
<td><strong>Session One: People in a Community Working Together</strong></td>
<td>CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority. GEO 2.1 Construct geographic representations of familiar places. GEO 2.2 Use geographic representations to describe places and interactions that shape them.</td>
<td>Reading Literature RL.2.1 RL.2.7 Reading for Information RI.2.1 RI.2.4 -5 RI.7 Reading Foundations RF.2.3-4 Speaking and Listening SL.2.1-4 Language L.2.1-6</td>
<td>Geometry G.2.2 Mathematical Practices 4</td>
</tr>
<tr>
<td>Students learn what a community is and the variety of jobs that people have in a community.</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td>The students will:</td>
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<tr>
<td></td>
<td>▪ Describe a community.</td>
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<td></td>
<td>▪ State how people contribute to and benefit from a community.</td>
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<td></td>
<td>▪ Identify the variety of jobs in a community and how each requires specific skills.</td>
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<tr>
<td><strong>Session Two: Sweet “O” Donuts</strong></td>
<td>ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.</td>
<td>Reading Foundations RF.2.3-4 Writing W.2.2 Speaking and Listening SL.2.1-6 Language L.2.1-6</td>
<td>Operations and Algebraic Thinking OA.2.1 Numbers Base Ten NBT.2.1-2 NBT.2.5 Measurement and Data MD.2.7</td>
</tr>
<tr>
<td>Students learn that workers who produce goods and services earn money for their work.</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td>The students will:</td>
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<tr>
<td></td>
<td>▪ Define the terms produce, product, production, goods, and services.</td>
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<td></td>
<td>▪ Apply innovation to the production process.</td>
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<td></td>
<td>▪ Explain that people in a community earn money by performing work.</td>
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<tr>
<td><strong>Session Three: Business and Government Jobs</strong></td>
<td>ECO 2.1 Explain how scarcity necessitates decision-making. ECO 2.2 Identify the benefits and costs of making various personal decisions</td>
<td>Reading for Information RI.2.1 RI.2.4 -5 RI.7 Reading Foundations RF.2.3-4 Speaking and Listening SL.2.1-4 Language L.2.1-6</td>
<td>Operations and Algebraic Thinking OA.2.1 Mathematical Practices 1-2 4-5 8</td>
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<tr>
<td>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td>The students will:</td>
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<tr>
<td></td>
<td>▪ Locate businesses and identify government careers.</td>
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<td></td>
<td>▪ Explain how taxation supports government services.</td>
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</table>
### Session Descriptions

#### The Session Four: Let’s Vote!
Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.

**Objectives:**
The students will:
- Apply a decision-making process.
- Recognize voting as a way responsible citizens act and contribute to meet a community’s needs.

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<tr>
<td>CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</td>
<td>Reading Foundations RF.2.3</td>
<td>Measurement and Data MD.2.7 MD.2.9</td>
</tr>
<tr>
<td>CIV 2.4 Compare their own point of view with others’ perspectives.</td>
<td>Writing W.2.2 W.2.7-8</td>
<td>Mathematical Practices 2 4</td>
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<tr>
<td>CIV 2.5 Explain how people can work together to make decisions in the classroom.</td>
<td>Speaking and Listening SL.2.1-6</td>
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<tr>
<td>CIV 2.6 Identify and explain how rules function in public (classroom and school) settings.</td>
<td>Language L.2.1</td>
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<tr>
<td>CIV 2.7 Describe how people have tried to improve their communities over time.</td>
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</tbody>
</table>

#### Session Five: Money Moves in a Community
Students learn about money and how it moves through a community.

**Objectives:**
The students will:
- Identify coins and money terms.
- Describe how money flows through a community’s economy.

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<tbody>
<tr>
<td>ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.</td>
<td>Reading Literature RL.2.1 RL.2.4 RL.2.7</td>
<td>Operations and Algebraic Thinking OA.2.1</td>
</tr>
<tr>
<td>ECO 2.1 Explain how scarcity necessitates decision-making.</td>
<td>Reading for Information RI.2.1 RI.2.3 -5 RI.7</td>
<td>Numbers Base Ten NBT.2.1-2 NBT.2.5</td>
</tr>
<tr>
<td>ECO 2.2 Identify the benefits and costs of making various personal decisions</td>
<td>Reading Foundations RF.2.3 Speaking and Listening SL.2.1-4 Language L.2.1-6</td>
<td>Measurement and Data MD.2.7 MD.2.9 Mathematical Practices 1-2 5-7</td>
</tr>
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<tr>
<td><strong>Session One: Earn, Save, Spend, and Donate</strong></td>
<td>ECO 3.1 Compare the benefits and costs of individual choices.</td>
<td>Reading for Information RI.3.4-5 Reading Foundations RF.3.3-4 Writing W.3.2 ELO W.3.7 ELO Speaking and Listening SL.3.1 SL.3.3 SL.3.6 Language L.3.1 L.3.3 L.3.4</td>
</tr>
<tr>
<td>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</td>
<td><strong>Objectives:</strong></td>
<td><strong>RI.3.1-5</strong> <strong>RF.3.3-4</strong> <strong>W.3.2 ELO</strong> <strong>W.3.7 ELO</strong> <strong>SL.3.1</strong> <strong>SL.3.3</strong> <strong>SL.3.6</strong> <strong>L.3.1</strong> <strong>L.3.3</strong> <strong>L.3.4</strong></td>
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<tr>
<td>The students will:</td>
<td>- Describe the four choices we have with money. - Define deposits and withdrawals.</td>
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<tr>
<td><strong>Session Two: Invisible Money</strong></td>
<td>ECO 3.1 Compare the benefits and costs of individual choices.</td>
<td>Reading for Information RI.3.1-5 Reading Foundations RF.3.3-4 Writing W.3.7 ELO Speaking and Listening SL.3.1-4 SL.3.6 Language L.3.1 L.3.3-4</td>
</tr>
<tr>
<td>Students learn about the different forms of money and how people use them to pay for goods and services.</td>
<td><strong>Objectives:</strong></td>
<td><strong>RI.3.1-5</strong> <strong>RF.3.3-4</strong> <strong>W.3.7 ELO</strong> <strong>SL.3.1-4</strong> <strong>SL.3.6</strong> <strong>L.3.1</strong> <strong>L.3.3-4</strong></td>
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<tr>
<td>The students will:</td>
<td>- Define goods and services. - Explain how people spend money. - Recognize methods of payment and whether they are readily visible or invisible.</td>
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<tr>
<td><strong>Session Three: How Do I Become an Entrepreneur?</strong></td>
<td>ECO 3.1 Compare the benefits and costs of individual choices. ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used. ECO 3.3 Explain why individuals and businesses specialize and trade.</td>
<td>Reading for Information RI.3.1-5 Reading Foundations RF.3.3-4 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.1 L.3.3-4</td>
</tr>
<tr>
<td>When entrepreneurs create businesses, they help keep cities alive and healthy.</td>
<td><strong>Objectives:</strong></td>
<td><strong>RI.3.1-5</strong> <strong>RF.3.3-4</strong> <strong>SL.3.1-3</strong> <strong>SL.3.6</strong> <strong>L.3.1</strong> <strong>L.3.3-4</strong></td>
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<td>The students will:</td>
<td>- Define entrepreneur, producer, and consumer. - Explain the need for a business plan. - Discuss the ways in which entrepreneurs help a city.</td>
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<td><strong>Session Four: Money Choices Make the City Go Round</strong>&lt;br&gt;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.</td>
<td>ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.&lt;br&gt;ECO 3.3 Explain why individuals and businesses specialize and trade.</td>
<td>Reading for Information&lt;br&gt;RI.3.1&lt;br&gt;RI.3.3-6&lt;br&gt;Reading Foundations&lt;br&gt;RF.3.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.3.1-3&lt;br&gt;SL.3.6&lt;br&gt;Language&lt;br&gt;L.3.1&lt;br&gt;L.3.3&lt;br&gt;L.3.4</td>
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<td><strong>Objectives:</strong>&lt;br&gt;The students will:</td>
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<td>▪ Demonstrate the importance of money in everyday life.&lt;br&gt;▪ Describe how money flows through a city’s economy.&lt;br&gt;▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</td>
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<tr>
<td><strong>Session Five: Let’s Build a City</strong>&lt;br&gt;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.</td>
<td>ECO 3.4 Explain the ways in which the government pays for the goods and services it provides.&lt;br&gt;GEO 3.1 Construct maps and other graphic representations of both familiar and unfamiliar places.</td>
<td>Reading for Information&lt;br&gt;RI.3.1&lt;br&gt;RI.3.3-6&lt;br&gt;Reading Foundations&lt;br&gt;RF.3.3-4&lt;br&gt;Writing&lt;br&gt;W.3.2&lt;br&gt;Speaking and Listening&lt;br&gt;SL.3.1-3&lt;br&gt;SL.3.6&lt;br&gt;Language&lt;br&gt;L.3.1,3,4</td>
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<tr>
<td><strong>Session One: Be an Entrepreneur</strong></td>
<td>ECO 4.1 Compare the benefits and costs of individual choices.</td>
<td>Reading for Information</td>
</tr>
<tr>
<td>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</td>
<td>ECO 4.2 Identify positive and negative incentives that influence the decisions people make.</td>
<td>RI.4.1-2, RI.4.4, RI.4.7</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>The students will:</td>
<td>Reading Foundations RF.4.3-4, Speaking and Listening SL.4.1, SL.4.3, Language L.4.3-4</td>
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<td>• Recognize the impact entrepreneurs have on a region</td>
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<td>• Apply traits that are common to successful entrepreneurs to their own skills and abilities</td>
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<td><strong>Session Two: Resources–Tools for Entrepreneurs</strong></td>
<td>ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</td>
<td>Reading for Information</td>
</tr>
<tr>
<td>Students are introduced to resources and, working in teams, use this information to create new businesses.</td>
<td>ECO 4.4 Explain the relationship between investment in human capital, productivity, and future incomes.</td>
<td>RI.4.4, RI.4.7</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>The students will:</td>
<td>Reading Foundations RF.4.3-4, Writing W.4.2, W.4.8, Speaking and Listening SL.4.1-5, Language L.4.3-4</td>
</tr>
<tr>
<td>• Define natural, human, and capital resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Describe how products and services use resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Three: Hot Dog Stand Game</strong></td>
<td>ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</td>
<td>Reading for Information</td>
</tr>
<tr>
<td>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</td>
<td>ECO 4.4 Explain the relationship between investment in human capital, productivity, and future incomes.</td>
<td>RI.4.2-4, RI.4.7, Reading Foundations RF.4.3-4, Speaking and Listening SL.4.1, SL.4.3, Language L.4.1, L.4.3-6</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>The students will:</td>
<td></td>
</tr>
<tr>
<td>• Track the revenue and expenses of a business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify the fundamental tasks required to run a business</td>
<td></td>
<td></td>
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<tr>
<td>• Explain the importance of keeping an accurate account of a business’s financial information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Session Four: Entrepreneurs Solve Problems

**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.

**Objectives:**

- Demonstrate the problem-solving process
- Identify the potential risks and rewards in making business decisions

**Connecticut Academic Standards:**

- ECO 4.1 Compare the benefits and costs of individual choices.
- ECO 4.2 Identify positive and negative incentives that influence the decisions people make.

**Common Core ELA:**

- Reading for Information
  - RI.4.1
  - RI.4.3-4
  - RI.4.7
- Reading Foundations RF.4.3-4
- Writing
  - W.4.2
  - W.4.8
- Speaking and Listening
  - SL.4.1-2
  - SL.4.4
- Language
  - L.4.1
  - L.4.3-4
  - L.4.6

**Common Core Math:** Mathematical Practices 1-2 4 6-7

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### Session Five: Entrepreneurs Go Global

**Students** demonstrate the supply chain by working in teams to build a sticker-sheet computer.

**Objectives:**

- Apply the supply chain to a manufacturing example
- Explain how resource providers, businesses, and consumers are interdependent

**Connecticut Academic Standards:**

- GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

**Common Core ELA:**

- 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

**Common Core Math:** NA

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<table>
<thead>
<tr>
<th>Session Details</th>
<th>Connecticut Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: Free to Choose Your Work or Business</strong></td>
<td>ECO 5.1 Identify positive and negative incentives that influence the decisions people make.</td>
<td>Reading for Information RI.5.1-2 RI.5.4 RI.5.7 Reading Foundations RF.5.3-4 Speaking and Listening SL.5.1-4 SL.5.6 Language L.5.1-5</td>
<td>Operations and Algebraic Thinking OA.5.2 Numbers Base Ten NBT.5.6-7</td>
</tr>
<tr>
<td>Students are introduced to the nation’s free market system and how it supports businesses and careers.</td>
<td></td>
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</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session Two: Innovation Nation</td>
<td>ECO 5.1 Identify positive and negative incentives that influence the decisions people make.</td>
<td>Reading for Information RI.5.1-2 RI.5.4 RI.5.7 Reading Foundations RF.5.3-4 Writing WS.5.2 WS.5.4 Speaking and Listening SL.5.1-4 SL.5.6 Language L.5.1-5</td>
<td>Operations and Algebraic Thinking CC.2.2.5.A.1 Numbers Base Ten CC.2.1.5.B.2</td>
</tr>
<tr>
<td>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</td>
<td>ECO 5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session Three: Career Quest</td>
<td>CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</td>
<td>Reading for Information RI.5.1-2 RI.5.4 RI.5.7 Reading Foundations RF.5.3-4 Speaking and Listening SL.5.1-4 SL.5.6 Language L.5.1-5</td>
<td>Numbers Base Ten CC.2.1.5.B.2</td>
</tr>
<tr>
<td>Students learn about career clusters.</td>
<td></td>
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<tr>
<td><strong>Objectives:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The students will:</td>
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<tr>
<td>Session Descriptions</td>
<td>Connecticut Academic Standards</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
</tr>
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</tbody>
</table>
| **Session Four: Get and Keep the Job!**  
Students examine important work-readiness and behavioral skills needed for career success.  
**Objectives:**  
The students will:  
• Identify the soft skills wanted by today’s employers | CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. | Reading for Information  
RI.5.1-2  
RI.5.4  
RI.5.7  
Reading Foundations  
RF.5.3-4  
Writing  
WS.5.2  
WS.5.4  
Speaking and Listening  
SL.5.1-4  
SL.5.6  
Language  
L.5.1-5 | Operations and Algebraic Thinking  
CC.2.2.5.A.1  
Numbers Base Ten  
CC.2.1.5.B.2 |
| **Session Five: Global Connections**  
Students explore how the United States is connected to the global economy.  
**Objectives:**  
The students will:  
• Discuss why businesses specialize and trade  
• Define opportunity cost | ECO 5.1 Identify positive and negative incentives that influence the decisions people make.  
ECO 5.3 Explain why individuals and businesses specialize and trade.  
GEO 5.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. | Reading for Information  
RI.5.1-2  
RI.5.4  
RI.5.7  
Reading Foundations  
RF.5.3-4  
Speaking and Listening  
SL.5.1-4  
SL.5.6  
Language  
L.5.1-5 | NA |
| **Optional Supplement: Business Organization**  
Students examine entrepreneurship, free enterprise, and business organization.  
**Objectives:**  
The students will:  
• Identify three basic ways businesses are organized. | NA | Speaking and Listening  
SL.5.1-4  
Language  
L.5.1.5 | NA |
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Connecticut Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: The Money Garden</strong>&lt;br&gt;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. <strong>Objectives:</strong>&lt;br&gt;The students will:&lt;br&gt;▪ Identify the role of money in everyday life&lt;br&gt;▪ Explain the benefits of using a savings account</td>
<td>ECO 3.1 Compare the benefits and costs of individual choices.&lt;br&gt;ECO 4.1 Compare the benefits and costs of individual choices.&lt;br&gt;ECO 5.1 Identify positive and negative incentives that influence the decisions people make.</td>
<td>Reading for Information&lt;br&gt;RI.1.3&lt;br&gt;RI.3.3-4&lt;br&gt;RI.3.6&lt;br&gt;Reading Foundations&lt;br&gt;RF.3.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.3.1&lt;br&gt;SL.3.6&lt;br&gt;Language&lt;br&gt;L.3.1&lt;br&gt;L.3.4&lt;br&gt;L.3.4</td>
<td>Numbers Base Ten&lt;br&gt;3.NBT.2.2&lt;br&gt;3.NBT.3.3&lt;br&gt;4.NBT.4&lt;br&gt;5.NBT.5&lt;br&gt;5.NBT.7&lt;br&gt;Mathematical Practices 1-8</td>
</tr>
<tr>
<td><strong>Session Two: Create a Business</strong>&lt;br&gt;Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start. <strong>Objectives:</strong>&lt;br&gt;The students will:&lt;br&gt;▪ Define business, goods, and services&lt;br&gt;▪ Identify businesses they would like to start that align with their personal interests and skills&lt;br&gt;▪ Appreciate their own roles as entrepreneurs in affecting their community and their world</td>
<td>ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.&lt;br&gt;ECO 3.3 Explain why individuals and businesses specialize and trade.</td>
<td>Reading for Information&lt;br&gt;RI.1.3&lt;br&gt;RI.3.6&lt;br&gt;Reading Foundations&lt;br&gt;RF.3.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.3.1-3&lt;br&gt;SL.3.6&lt;br&gt;Language&lt;br&gt;L.3.1-4&lt;br&gt;L.3.6</td>
<td>Numbers Base Ten&lt;br&gt;3.NBT.3.3&lt;br&gt;4.NBT.4&lt;br&gt;4.NBT.5&lt;br&gt;5.NBT.5&lt;br&gt;5.NBT.7&lt;br&gt;Mathematical Practices 1-8</td>
</tr>
<tr>
<td><strong>Session Three: Build a Business</strong>&lt;br&gt;Students identify the fundamental steps for starting a small business and develop a basic business plan. <strong>Objectives:</strong>&lt;br&gt;The students will:&lt;br&gt;▪ Identify the basic steps for building a small business&lt;br&gt;▪ Develop a basic business plan</td>
<td>ECO 5.1 Identify positive and negative incentives that influence the decisions people make.&lt;br&gt;ECO 5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</td>
<td>Reading for Information&lt;br&gt;RI.1.3&lt;br&gt;RI.3.2-6&lt;br&gt;Reading Foundations&lt;br&gt;RF.3.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.3.1&lt;br&gt;SL.3.6&lt;br&gt;Language&lt;br&gt;L.3.1-4&lt;br&gt;L.3.6</td>
<td>Numbers Base Ten&lt;br&gt;3.NBT.2.2&lt;br&gt;3.NBT.3.3&lt;br&gt;4.NBT.4&lt;br&gt;4.NF.4.7&lt;br&gt;5.NBT.5&lt;br&gt;5.NBT.7&lt;br&gt;Mathematical Practices 1-2&lt;br&gt;4-8</td>
</tr>
</tbody>
</table>

*ELO- Indicates a skill best supported by an Extended Learning Opportunity*
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Connecticut Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| **Session Four: Run a Business** | 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. | **ECO 3.1** Compare the benefits and costs of individual choices.  
ECO 4.1 Compare the benefits and costs of individual choices.  
ECO 5.1 Identify positive and negative incentives that influence the decisions people make. | **Reading for Information**  
RI.3.1-5  
RI.3.7  
Reading Foundations  
RF.3.3-4  
Writing  
W.3.2-4  
Speaking and Listening  
SL.3.1-3  
SL.3.6  
Language  
L.3.4  
L.3.6 | **Numbers Base Ten**  
3.NBT.2.2  
3.NBT.3  
4.NBT.4  
4.NBT.5  
5.NBT.5  
5.NBT.7  
Mathematical Practices  
1-8 |
| **Session Five: Global Success** | The students explore the opportunities and challenges of global markets. | **GEO 5.1** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. | **Reading for Information**  
RI.3.1  
RI.3.3-7  
Reading Foundations  
RF.3.3-4  
Writing  
W.3.3  
Speaking and Listening  
SL.3.1-2  
SL.3.6  
Language  
L.3.1-4  
L.3.6 |
### Session Descriptions

**Pre-JA Career Exploration Fair Session: A Job to Do!**
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.

**Objectives:**
The students will:
- Define careers.
- Examine the jobs of family members.
- Identify jobs within the community.

**Connecticut Academic Standards**
- CIV K.1/1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police)
- CIV K.2/1.2 Explain how all people, not just official leaders, play an important role in a community.
- CIV K.3 /1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

**Common Core ELA**
- Foundational Skills
  - RF 1
  - RF 2
  - RF 3
- Writing
  - W.2
  - W.5
  - W.8
- Speaking and Listening
  - SL 1
  - SL 3
  - SL 4
  - SL 5
  - SL 6
- Language
  - L.4
  - L.5
  - L.6

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**The Day of the Fair**
Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.

**Objectives:**
The students will:
- Observe speakers and the tools they use.
- Identify the variety of careers people have in the community and how each job requires specific skills.
- Express ideas and questions concerning the jobs people have.

**Connecticut Academic Standards**
- CIV 1.2 Explain how all people, not just official leaders, play an important role in a community.
- CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

**Common Core ELA**
- Foundational Skills
  - RF 1
  - RF 2
  - RF 3
- Writing
  - W.4
  - W.5
  - W.6
- Speaking and Listening
  - SL 1
  - SL 3
  - SL 4
  - SL 5
  - SL 6
- Language
  - L.4
  - L.5
  - L.6

---

**Post-JA Career Exploration Fair Activity: I Think I Want to Be...**
Students reflect on their JA Career Exploration Fair experience.

**Objectives:**
The students will:
- Begin to identify a future career interest.

**Connecticut Academic Standards**
- CIV K.4 Apply civic virtues when participating in school settings.
- CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

**Common Core ELA**
- Foundational Skills
  - RF 1
  - RF 2
  - RF 3
- Writing
  - W.4
  - W.5
  - W.6
- Language
  - L.4
  - L.5
  - L.6
### Session Descriptions

<table>
<thead>
<tr>
<th>Pre-JA Career Exploration Fair Session: A Job for Everyone</th>
<th>The Day of the Fair</th>
<th>Post-JA Career Exploration Fair Activity: Someday I’ll Be…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students reflect on their interests and skills as they consider future careers.</td>
<td>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</td>
<td>Students reflect on their JA Career Exploration Fair experience.</td>
</tr>
</tbody>
</table>

### Objectives:

**Pre-JA Career Exploration Fair Session: A Job for Everyone**

- Define careers.
- Analyze their interests and skills to learn how they fit in the classroom and the workplace.
- Construct new understandings connected to prior knowledge.

**The Day of the Fair**

- Observe speakers and the tools they use.
- Identify the variety of careers people have in the community and how each job requires specific skills.
- Express how jobs require specific interests and skills.
- Examine how school skills apply to career paths.

### Connecticut Academic Standards

<table>
<thead>
<tr>
<th>The Day of the Fair</th>
<th>Pre-JA Career Exploration Fair Session: A Job for Everyone</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 3.1/4.1 Compare the benefits and costs of individual choices.</td>
<td>ECO 3.1/4.1 Compare the benefits and costs of individual choices.</td>
</tr>
</tbody>
</table>

### Common Core ELA

<table>
<thead>
<tr>
<th>The Day of the Fair</th>
<th>Pre-JA Career Exploration Fair Session: A Job for Everyone</th>
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</thead>
<tbody>
<tr>
<td>Foundational Skills</td>
<td>Foundational Skills</td>
</tr>
<tr>
<td>RF 3</td>
<td>RF 3</td>
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<td>RF 4</td>
<td>RF 4</td>
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<tr>
<td>Speaking and Listening</td>
<td>Speaking and Listening</td>
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<td>SL 1</td>
<td>SL 1</td>
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<td>SL 6</td>
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<td>Language</td>
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<td>L 4</td>
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</tbody>
</table>

### ECO 3.1/4.1 Identify positive and negative incentives that influence the decisions people make.

<table>
<thead>
<tr>
<th>The Day of the Fair</th>
<th>Pre-JA Career Exploration Fair Session: A Job for Everyone</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</td>
<td>CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</td>
</tr>
</tbody>
</table>

### Foundational Skills

<table>
<thead>
<tr>
<th>The Day of the Fair</th>
<th>Pre-JA Career Exploration Fair Session: A Job for Everyone</th>
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</thead>
<tbody>
<tr>
<td>RF 3</td>
<td>RF 3</td>
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<td>RF 4</td>
<td>RF 4</td>
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<tr>
<td>Speaking and Listening</td>
<td>Speaking and Listening</td>
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<tr>
<td>SL 1</td>
<td>SL 1</td>
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<td>SL 6</td>
<td>SL 6</td>
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<td>Language</td>
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### Writing

<table>
<thead>
<tr>
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<th>Pre-JA Career Exploration Fair Session: A Job for Everyone</th>
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</thead>
<tbody>
<tr>
<td>W.4</td>
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<tr>
<td>W.5</td>
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<td>W.6</td>
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<td>Language</td>
<td>Language</td>
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<td>L 4</td>
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<td>L 6</td>
<td>L 6</td>
</tr>
<tr>
<td>Session Descriptions</td>
<td>Connecticut Academic Standards</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td><strong>Before the Event</strong></td>
<td></td>
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</tbody>
</table>
| Students prepare questions for the speaker to answer. | CIV K.1/1.1 Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police)  
CIV K.2/1.2 Explain how all people, not just official leaders, play an important role in a community.  
CIV K.3 /1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. | Foundational Skills  
RF 1  
RF 2  
RF 3  
RF 4  
Speaking and Listening  
SL 1  
SL 6  
Language  
L 4  
L 5  
L 6 |

**Objectives:**  
The students will:  
- Identify skills and interests  
- Explain how the speaker’s job helps people in the community

| **Speaker Day: Invite a Career Speaker to Class** |                               |                |
| Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests. | CIV 1.2 Explain how all people, not just official leaders, play an important role in a community.  
CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority | Foundational Skills  
RF 1  
RF 2  
RF 3  
RF 4  
Speaking and Listening  
SL 1  
SL 3  
SL 5  
SL 6  
Language  
L 4  
L 5  
L 6 |

**Objectives:**  
The students will:  
- Listen to a career speaker.  
- Express how jobs require specific interests and skills.  
- Examine how interests and skills apply to careers.

| **After the Event** |                               |                |
| Students reflect on what they learned during their preparation and the speaker event.  
- Recognize career clusters.  
- Identify careers that relate to personal interests and skills. | CIV 1.4 Apply civic virtues when participating in school settings.  
CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.  
ECO 1.2/2.2 Identify the benefits and costs of making various personal decisions.  
CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group. | Foundational Skills  
RF 1  
RF 2  
RF 3  
RF 4  
Writing  
W.4  
W.5  
W.6  
Language  
L 4  
L 5  
L 6 |