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

Updated July 2021
Washington State Learning Standards for Social Studies  
Washington Financial Education Learning Standards

Junior Achievement USA®  
One Education Way  
Colorado Springs, CO 80906  
www.ja.org
Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills.

In this document, Junior Achievement programs are correlated to the Washington Academic Standards for Social Studies and Financial Literacy where appropriate, for grades K-5.

Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard, but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed.

JA Elementary School Programs

JA Ourselves® 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)
## JA Ourselves

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| **Session One: This or That? Make a Choice** | Social Studies  
E1.K.2 Explain why people have to make choices between needs and wants.  
Financial Literacy  
K.FD.1. Demonstrate spending by trading money for something else. | 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 |
|                  | Students practice economics by making personal choices. | **Objectives:** | |
|                  | The students will be able to: |▪ Identify personal interests  
▪ Consider the factors that determine their choices  
▪ Define money | |
| **Session Two: Do I Need What I Want?** | Social Studies  
E1.K.1 Explain the difference between a need and a want.  
E1.K.2 Explain why people have to make choices between needs and wants.  
Financial Literacy  
K.FD.2. Share an experience about deciding not to spend money.  
K.FD.3. Give an example of something that could be a need for one person but not for another.  
K.FD.4. Discuss how wants might differ, depending on individual circumstances such as age, where one lives, and time of year. | 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 |
|                  | Students recognize that people have basic needs and wants and that money-smart people know the difference between them. | **Objectives:** | |
|                  | The students will be able to: |▪ Explain the difference between needs and wants  
▪ Create a simple chart | |
| **Session Three: A Penny Earned** | Financial Literacy  
K.SS.5. Sort coins and paper money by appearance and name.  
K.EI.1. List tasks that an adult does at a job.  
K.EI.2. List occasions when people might receive money gifts. | 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 |
|                  | Students are introduced to storybook characters and examine ways they can earn money. | **Objectives:** | |
|                  | The students will be able to: |▪ Describe the role of money in society  
▪ Identify jobs they can do to earn money | |
## Session Four: A Penny Saved
Students are introduced to the concept of saving.

**Objectives:**
The students will be able to:
- Explain the importance of saving money
- Identify a savings goal
- Identify a place where people save money

**Academic Standards:**
- **Reading Foundations**
  - RF.K.1-4
- **Literature**
  - RL.K.1-4
- **Speaking and Listening**
  - SL.K.1-6
- **Language**
  - L.K.4,6

**Financial Literacy**
- K.SS.4. Use a method to keep track of money saved for future spending.

## 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 be able to:
- Explain the importance of giving
- Organize a chronological sequence of events

**Academic Standards:**
- **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

**Financial Literacy**
- K.SS.7. Explain how charitable giving differs from sharing toys with a friend.
- K.SS.8. Identify possessions that are suitable for donation to a charity.
### Session One: All Kinds of Families

The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.

**Objectives:**
- Begin to understand the similarities and differences between families
- Recognize the importance of businesses in neighborhoods

**Social Studies**
- E1.1.4 Explore the different resources that families use to access what they want and need.
- E3.1.1 Examine the difference between public and private providers of goods and services.
- E3.1.2 Explain the purpose for public and private providers of goods and services.

**Common Core ELA**
- Reading Literature RI.1.1
- RI.1.3-4
- RI.1.7, 9, 10
- Writing W.1.2, 5, 8

**Common Core Math**
- Mathematical Practices 8

### Session Two: Money for Needs and Wants

Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.

**Objectives:**
- Describe the difference between needs and wants
- Explain that families must earn money for the things they need and want

**Social Studies**
- E1.1.2 Explain how and why families make choices between wants and needs.
- E1.1.3 Evaluate the outcomes of choices.
- E1.1.4 Explore the different resources that families use to access what they want and need.

**Financial Literacy**
- 1.FD.1. State the consequences of spending decisions.
- 1.FD.2. Differentiate between needs and wants.

**Common Core ELA**
- Reading for Information RI.1.1
- RI.1.3-4
- RI.1.6-7
- RI.1.10
- Speaking & Listening SL.1.1-2
- SL.1.4-5
- Language L.1.1-2
- L.1.4

**Common Core Math**
- Mathematical Practices 1-2
- Measurement and Data 1.MD.C.4
- Mathematical Practices 4-5
- 7-8
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| **Session Three: Businesses All Around the Neighborhood**  
Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.  
**Objectives:**  
The students will be able to:  
- Define entrepreneur, goods, and services  
- Interpret map symbols  
- Identify the goods or services businesses provide | **Social Studies**  
E2.1.2 Give examples of how people earn income.  
E3.1.1 Examine the difference between public and private providers of goods and services.  
E3.1.2 Explain the purpose for public and private providers of goods and services.  
**Financial Literacy**  
1.EI.1. Identify the different skills, training, and tools required by different jobs. | 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 | Measurement and Data  
1.MD.C.4  
Mathematical Practices  
1-2  
5-8 |
| **Session Four: Jobs All Around the Neighborhood**  
Students learn that entrepreneurs create businesses, which provide jobs for families.  
**Objectives:**  
The students will be able to:  
- Identify the jobs people do  
- Analyze their own skills to determine ways they can support family members | **Social Studies**  
E2.1.2 Give examples of how people earn income.  
E3.1.1 Examine the difference between public and private providers of goods and services.  
E3.1.2 Explain the purpose for public and private providers of goods and services.  
**Financial Literacy**  
1.EI.1. Identify the different skills, training, and tools required by different jobs. | Foundations  
RF.1.1-4  
Reading for Information  
RI.1.1  
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**  
Students think like entrepreneurs and help advertise a new business needed in the neighborhood.  
**Objectives:**  
The students will be able to:  
- Describe one of the entrepreneurial characteristics—Satisfy a Need or Want | **Social Studies**  
E2.1.2 Give examples of how people earn income.  
E3.1.1 Examine the difference between public and private providers of goods and services.  
E3.1.2 Explain the purpose for public and private providers of goods and services.  
**Financial Literacy**  
1.EI.1. Identify the different skills, training, and tools required by different jobs. | 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 |
# Session Descriptions

<table>
<thead>
<tr>
<th>Session One: People in a Community Working Together</th>
<th>Social Studies Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| Students learn what a community is and the variety of jobs that people have in a community. | Social Studies  
C2.2.1 Explain the roles of people who help govern different communities.  
C2.2.2 Explain the basic function of laws in the local community.  
**Financial Literacy**  
2.EI.1. Recognize that different jobs require different skills, training, and tools.  
2.EI.3. Recognize that people form businesses to meet customers’ needs while generating income for themselves. | **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 | **Geometry**  
G.2.2  
**Mathematical Practices**  
4 |

<table>
<thead>
<tr>
<th>Session Two: Sweet “O” Donuts</th>
<th>Social Studies Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| Students learn that workers who produce goods and services earn money for their work. | Social Studies  
E1.2.1 Explain how and why members of a community make choices among products and services that have costs and benefits.  
E2.3.1 Recognize how the economic systems of groups are influenced by community and cultural laws, values, and customs.  
E2.3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.  
E2.3.3 Explain why individuals and businesses specialize and trade.  
**Financial Literacy**  
2.EI.1. Recognize that different jobs require different skills, training, and tools.  
2.EI.3. Recognize that people form businesses to meet customers’ needs while generating income for themselves. | **Reading**  
Foundations  
RF.2.3-4  
**Writing**  
W.2.2  
**Speaking and Listening**  
SL.2.1-6  
**Language**  
L.2.1-6 | **Operations and Algebraic Thinking**  
OA.2.1  
**Numbers Base Ten**  
NBT.2.1-2  
**Measurement and Data**  
MD.2.7 |
## JA Our Community

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Three: Business and Government Jobs</strong>&lt;br&gt;Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</td>
<td><strong>Social Studies</strong>&lt;br&gt;E3.2.1 Identify examples of the goods and services that governments provide.&lt;br&gt;E3.2.2 Identify cost and benefits of publicly owned services.&lt;br&gt;<strong>Financial Literacy</strong>&lt;br&gt;2.SS.5. Give an example of how local government uses tax revenues.&lt;br&gt;2.EI.1. Recognize that different jobs require different skills, training, and tools.</td>
<td>Reading for Information&lt;br&gt;Ri.2.1&lt;br&gt;Ri.2.4 - 5&lt;br&gt;Ri.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.2.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.2.1-4&lt;br&gt;Language L.2.1-6</td>
<td>Operations and Algebraic Thinking&lt;br&gt;OA.2.1&lt;br&gt;Mathematical Practices&lt;br&gt;1-2&lt;br&gt;4-5&lt;br&gt;8</td>
</tr>
<tr>
<td><strong>Session Four: Let’s Vote!</strong>&lt;br&gt;Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</td>
<td><strong>Social Studies</strong>&lt;br&gt;C1.2.1 Recognize the key ideal of public or common good within the context of the community.&lt;br&gt;C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.</td>
<td>Reading Foundations&lt;br&gt;RF.2.3&lt;br&gt;Writing&lt;br&gt;W.2.2&lt;br&gt;W.2.7-8&lt;br&gt;Speaking and Listening&lt;br&gt;SL.2.1-6&lt;br&gt;Language L.2.1</td>
<td>Measurement and Data&lt;br&gt;MD.2.7&lt;br&gt;MD.2.9&lt;br&gt;Mathematical Practices&lt;br&gt;2&lt;br&gt;4</td>
</tr>
<tr>
<td><strong>Session Five: Money Moves in a Community</strong>&lt;br&gt;Students learn about money and how it moves through a community.</td>
<td><strong>Social Studies</strong>&lt;br&gt;C1.2.3 Explain some basic functions (establish order, provide security, accomplish common goals) of local government&lt;br&gt;C1.2.4 Explore and give examples of services (e.g., police and fire protection, maintenance of roads, snow removal, etc.)&lt;br&gt;<strong>Financial Literacy</strong>&lt;br&gt;2.SS.1. Explain how saving money can improve financial well-being.&lt;br&gt;2.SS.4. Demonstrate how to allocate income for spending, saving, and sharing goals.</td>
<td>Reading Literature&lt;br&gt;RL.2.1&lt;br&gt;RL.2.4&lt;br&gt;RL.2.7&lt;br&gt;Reading for Information&lt;br&gt;Ri.2.1&lt;br&gt;Ri.2.3 - 5&lt;br&gt;Ri.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.2.3&lt;br&gt;Speaking and Listening&lt;br&gt;SL.2.1-4&lt;br&gt;Language L.2.1-6</td>
<td>Operations and Algebraic Thinking&lt;br&gt;OA.2.1&lt;br&gt;Numbers Base Ten&lt;br&gt;NBT.2.1-2&lt;br&gt;NBT.2.5&lt;br&gt;Measurement and Data&lt;br&gt;MD.2.7&lt;br&gt;MD.2.9&lt;br&gt;Mathematical Practices&lt;br&gt;1-2&lt;br&gt;5-7</td>
</tr>
</tbody>
</table>
# JA Our City

## Session Descriptions

### Session One: Earn, Save, Spend, and Donate

Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.

**Objectives:**
- The students will be able to:
  - Describe the four choices we have with money.
  - Define deposits and withdrawals.

**Social Studies**
- E2.3.4 Explain the role of money in making exchange easier.

**Financial Literacy**
- 3.SS.1. Show how saving money can improve financial well-being.
- 3.SS.2. Categorize types of household expenses and sources of income.
- 3.SS.3. Describe ways that people can decrease expenses to save more of their income.

**Academic Standards**

### Session Two: Invisible Money

Students learn about the different forms of money and how people use them to pay for goods and services.

**Objectives:**
- The students will be able to:
  - Define goods and services.
  - Explain how people spend money.
  - Recognize methods of payment and whether they are readily visible or invisible.

**Social Studies**
- E2.3.4 Explain the role of money in making exchange easier.

**Financial Literacy**
- 3.EI.8. Describe how people form businesses to meet customers’ needs while generating income for themselves.

**Academic Standards**

### Session Three: How Do I Become an Entrepreneur?

When entrepreneurs create businesses, they help keep cities alive and healthy.

**Objectives:**
- The students will be able to:
  - Define entrepreneur, producer, and consumer.
  - Explain the need for a business plan.
  - Discuss the ways in which entrepreneurs help a city.

**Financial Literacy**
- 3.EI.3. Distinguish how different jobs require different skills, training, and tools.
- 3.EI.4. Give an example of how an individual’s interests, knowledge, and abilities can affect job and career choice.
- 3.EI.8. Describe how people form businesses to meet customers’ needs while generating income for themselves.

**Academic Standards**

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*ELO* indicates a skill best supported by an Extended Learning Opportunity.
## Session Descriptions

### Session Four: Money Choices Make the City Go Round

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.

**Objectives:**
The students will be able to:
- Demonstrate the importance of money in everyday life.
- Describe how money flows through a city’s economy.
- Explain taxes and how the city government uses the money to pay for the goods and services it provides.

<table>
<thead>
<tr>
<th>Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>E3.2.1 Identify examples of the goods and services that governments provide.</td>
</tr>
<tr>
<td>E3.2.2 Identify cost and benefits of publicly owned services.</td>
</tr>
<tr>
<td>Financial Literacy</td>
</tr>
<tr>
<td>3.SS.4. Give an example of how the state government uses tax revenues.</td>
</tr>
<tr>
<td>3.SS.5. List reasons why people keep money in banks and credit unions.</td>
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<tr>
<td>K.FD.1. Demonstrate spending by trading money for something else.</td>
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<tr>
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<tr>
<td>Reading for Information</td>
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<tr>
<td>RI.3.1</td>
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<tr>
<td>RI.3.3-6</td>
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<tr>
<td>Reading Foundations</td>
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<tr>
<td>RF.3.3-4</td>
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<tr>
<td>Speaking and Listening</td>
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<tr>
<td>SL.3.1-3</td>
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<td>SL.3.6</td>
</tr>
<tr>
<td>Language</td>
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<td>L.3.1</td>
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<td>L.3.3</td>
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<td>L.3.4</td>
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</table>

### Session Five: Let’s Build a City

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.

**Objectives:**
The students will be able to:
- Describe how personal choices make a city a good place to live, work, play, and go to school.

<table>
<thead>
<tr>
<th>Academic Standards</th>
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</thead>
<tbody>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>E1.3.1 Identify the costs and benefits of individual choices.</td>
</tr>
<tr>
<td>E1.3.2 Identify positive and negative incentives that influence the decisions people make.</td>
</tr>
<tr>
<td>E.1.3.3 Describe how individual choices are influenced by various cultural norms.</td>
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<td>RI.3.1</td>
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<tr>
<td>Reading Foundations</td>
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<tr>
<td>RF.3.3-4</td>
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<tr>
<td>Writing</td>
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<tr>
<td>W.3.2</td>
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<tr>
<td>Speaking and Listening</td>
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<td>SL.3.1-3</td>
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## Academic Standards

### Social Studies
- **E3.2.1** Identify examples of the goods and services that governments provide.
- **E3.2.2** Identify cost and benefits of publicly owned services.
- **3.SS.4** Give an example of how the state government uses tax revenues.
- **3.SS.5** List reasons why people keep money in banks and credit unions.
- **K.FD.1** Demonstrate spending by trading money for something else.

### Financial Literacy
- **3.SS.4** Give an example of how the state government uses tax revenues.
- **3.SS.5** List reasons why people keep money in banks and credit unions.
- **K.FD.1** Demonstrate spending by trading money for something else.

### Reading for Information
- **RI.3.1** Relevant information is acquired through reading.
- **RI.3.3-6** Relevant information is acquired through reading.

### Writing
- **W.3.2** Write to express opinions and ideas for rhetorical purposes.

### Speaking and Listening
- **SL.3.1-3** Communication is effective and relevant.
- **SL.3.6** Communication is effective and relevant.

### Language
- **L.3.1** Language is used effectively.
- **L.3.3** Language is used effectively.
- **L.3.4** Language is used effectively.

### Operations in Algebra
- **OA.3.8** Operations in Algebra

### Numbers Base Ten
- **NBT.3.2** Numbers Base Ten
# JA Our Region

## Session Details

<table>
<thead>
<tr>
<th>Session One: Be an Entrepreneur</th>
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<tbody>
<tr>
<td>Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying their own entrepreneurial traits.</td>
</tr>
</tbody>
</table>

**Objectives:**
- Recognize the impact entrepreneurs have on a region
- Apply traits that are common to successful entrepreneurs to their own skills and abilities

<table>
<thead>
<tr>
<th>Financial Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.EI.1. Analyze how different jobs require different skills, training, and tools.</td>
</tr>
<tr>
<td>4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.</td>
</tr>
<tr>
<td>4.EI.3. Research jobs related to a career of interest.</td>
</tr>
<tr>
<td>4.EI.4. Classify the types of businesses run by local entrepreneurs.</td>
</tr>
<tr>
<td>4.EI.5. Describe how people form businesses to meet customers’ needs while generating income for themselves.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Reading for Information</th>
</tr>
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<tbody>
<tr>
<td>RI.4.1-2</td>
</tr>
<tr>
<td>RI.4.4</td>
</tr>
<tr>
<td>RI.4.7</td>
</tr>
</tbody>
</table>

## Session Details

<table>
<thead>
<tr>
<th>Session Two: Resources–Tools for Entrepreneurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are introduced to resources and, working in teams, use this information to create new businesses.</td>
</tr>
</tbody>
</table>

**Objectives:**
- Define natural, human, and capital resources
- Describe how products and services use resources

<table>
<thead>
<tr>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2.4.2 Identify the basic elements of Washington state’s economic system, including agriculture, businesses, industry, natural resources, and labor.</td>
</tr>
<tr>
<td>E2.4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services in Washington state.</td>
</tr>
<tr>
<td>E2.4.4 Explain why individuals and businesses specialize and trade in Washington state.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading for Information</th>
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</thead>
<tbody>
<tr>
<td>RI.4.4</td>
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<td>RI.4.7</td>
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</tbody>
</table>

## Session Details

<table>
<thead>
<tr>
<th>Session Three: Hot Dog Stand Game</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>

**Objectives:**
- Track the revenue and expenses of a business
- Identify the fundamental tasks required to run a business
- Explain the importance of keeping an accurate account of a business’s financial information

<table>
<thead>
<tr>
<th>Social Studies</th>
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</thead>
<tbody>
<tr>
<td>E1.4.2 Compare the costs and benefits of individual choices.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Financial Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.FD.6. Explain how limited personal financial resources affect the choices people make.</td>
</tr>
<tr>
<td>4.FD.7. Make a decision based on the description of an acceptable outcome.</td>
</tr>
<tr>
<td>4.FD.8. Construct a plan to achieve a specific, measurable goal.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading for Information</th>
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</thead>
<tbody>
<tr>
<td>RI.4.2-4</td>
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<td>RI.4.7</td>
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<tr>
<th>Reading for Information</th>
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<tbody>
<tr>
<td>NF.4.7</td>
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## Academic Standards

<table>
<thead>
<tr>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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<tbody>
<tr>
<td>Reading ELA</td>
<td>Mathematical Practices</td>
</tr>
<tr>
<td>Reading</td>
<td>1-2</td>
</tr>
<tr>
<td>RI.4.1-2 RI.4.4 RI.4.7</td>
<td></td>
</tr>
<tr>
<td>RF.4.3-4 SL.4.1 SL.4.3 Language L.4.3-4 L.4.6</td>
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<tr>
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<tr>
<td>4-8</td>
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## Academic Standards

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<td>4-8</td>
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</table>

- NBT 4.4
- NF.4.7

## Academic Standards

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<td>RI.4.1-2 RI.4.4 RI.4.7</td>
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<tr>
<td>RF.4.3-4 SL.4.1 SL.4.3 Language L.4.3-4 L.4.6</td>
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<td>1-2</td>
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<tr>
<td>4-8</td>
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</tbody>
</table>

- NBT 4.4
- NF.4.7
## Session Details

<table>
<thead>
<tr>
<th>Session Four: Entrepreneurs Solve Problems</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| 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. | **Social Studies**  
E1.4.2 Compare the costs and benefits of individual choices.  
**Financial Literacy**  
4.EI.1. Analyze how different jobs require different skills, training, and tools.  
4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.  
4.EI.3. Research jobs related to a career of interest.  
4.EI.4. Classify the types of businesses run by local entrepreneurs.  
4.EI.5. Describe how people form businesses to meet customers’ needs while generating income for themselves. | 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 | Mathematical Practices  
1-2  
4  
6-7 |

### Objectives:

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

## Session Five: Entrepreneurs Go Global

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

<table>
<thead>
<tr>
<th>Session Five: Entrepreneurs Go Global</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| Students demonstrate the supply chain by working in teams to build a sticker-sheet computer. | **Social Studies**  
E1.4.2 Compare the costs and benefits of individual choices.  
**Financial Literacy**  
4.EI.1. Analyze how different jobs require different skills, training, and tools.  
4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.  
4.EI.3. Research jobs related to a career of interest.  
4.EI.4. Classify the types of businesses run by local entrepreneurs.  
4.EI.5. Describe how people form businesses to meet customers’ needs while generating income for themselves. | 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 | NA |
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: Free to Choose Your Work or Business</strong>&lt;br&gt;Students are introduced to the nation’s free market system and how it supports businesses and careers.</td>
<td><strong>Social Studies</strong>&lt;br&gt;E2.5.1 Describe how colonial American economic systems worked.&lt;br&gt;E2.5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.&lt;br&gt;E2.5.3 Explain why individuals and businesses specialize and trade.&lt;br&gt;E2.5.4 Explain the relationship between investment in human capital, productivity, and future incomes.&lt;br&gt;&lt;br&gt;<strong>Financial Literacy</strong>&lt;br&gt;5.FD.2. Compare the benefits of financial responsibility with the consequences of financial irresponsibility.&lt;br&gt;5.FD.3. Predict how influences such as current fashion trends, peer pressure, and procrastination can affect financial decisions.</td>
<td>Reading for Information&lt;br&gt;RL.5.1-2&lt;br&gt;RL.5.4&lt;br&gt;RL.5.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.5.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;SL.5.6&lt;br&gt;Language&lt;br&gt;L.5.1-5</td>
<td>Operations and Algebraic Thinking&lt;br&gt;OA.5.2&lt;br&gt;Numbers Base Ten&lt;br&gt;NBT.5.6-7</td>
</tr>
<tr>
<td><strong>Session Two: Innovation Nation</strong>&lt;br&gt;Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</td>
<td><strong>Financial Literacy</strong>&lt;br&gt;5.1.1. Describe what a company is and what it does.</td>
<td>Reading for Information&lt;br&gt;RL.5.1-2&lt;br&gt;RL.5.4&lt;br&gt;RL.5.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.5.3-4&lt;br&gt;Writing&lt;br&gt;WS.5.2&lt;br&gt;WS.5.4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;SL.5.6&lt;br&gt;Language&lt;br&gt;L.5.1-5</td>
<td>Operations and Algebraic Thinking&lt;br&gt;CC.2.2.5.A.1&lt;br&gt;Numbers Base Ten&lt;br&gt;CC.2.1.5.B.2</td>
</tr>
<tr>
<td><strong>Session Three: Career Quest</strong>&lt;br&gt;Students learn about career clusters.</td>
<td><strong>Financial Literacy</strong>&lt;br&gt;5.EI. Explore job and career options.</td>
<td>Reading for Information&lt;br&gt;RL.5.1-2&lt;br&gt;RL.5.4&lt;br&gt;RL.5.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.5.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;SL.5.6&lt;br&gt;Language&lt;br&gt;L.5.1-5</td>
<td>Numbers Base Ten&lt;br&gt;CC.2.1.5.B.2</td>
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<tr>
<td><strong>Session Four: Get and Keep the Job!</strong>&lt;br&gt;Students examine important work-readiness and behavioral skills needed for career success. <strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Identify the soft skills wanted by today’s employers</td>
<td><strong>Financial Literacy</strong>&lt;br&gt;5.FD.16. Categorize the types of rights and responsibilities typically found in employee handbooks.</td>
<td>Reading for Information&lt;br&gt;RL.5.1-2&lt;br&gt;RL.5.4&lt;br&gt;RL.5.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.5.3-4&lt;br&gt;Writing&lt;br&gt;WS.5.2&lt;br&gt;WS.5.4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;SL.5.6&lt;br&gt;Language&lt;br&gt;L.5.1-5</td>
<td>Operations and Algebraic Thinking&lt;br&gt;CC.2.2.5.A.1&lt;br&gt;Numbers Base Ten&lt;br&gt;CC.2.1.5.B.2</td>
</tr>
<tr>
<td><strong>Session Five: Global Connections</strong>&lt;br&gt;Students explore how the United States is connected to the global economy. <strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Discuss why businesses specialize and trade&lt;br&gt;• Define opportunity cost</td>
<td><strong>Social Studies</strong>&lt;br&gt;E2.5.3 Explain why individuals and businesses specialize and trade.&lt;br&gt;E2.5.4 Explain the relationship between investment in human capital, productivity, and future incomes.&lt;br&gt;<strong>Financial Literacy</strong>&lt;br&gt;5.FD.10. Determine the cost of achieving a financial goal.&lt;br&gt;5.FD.11. Evaluate the results of a financial decision.&lt;br&gt;5.1.1. Describe what a company is and what it does.</td>
<td>Reading for Information&lt;br&gt;RL.5.1-2&lt;br&gt;RL.5.4&lt;br&gt;RL.5.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.5.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;SL.5.6&lt;br&gt;Language&lt;br&gt;L.5.1-5</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Optional Supplement: Business Organization</strong>&lt;br&gt;Students examine entrepreneurship, free enterprise, and business organization. <strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Identify three basic ways businesses are organized</td>
<td><strong>Social Studies</strong>&lt;br&gt;E2.5.3 Explain why individuals and businesses specialize and trade.&lt;br&gt;<strong>Financial Literacy</strong>&lt;br&gt;5.1.1. Describe what a company is and what it does.</td>
<td>Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;Language&lt;br&gt;L.5.1-5</td>
<td>NA</td>
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</tbody>
</table>
# JA More than Money

## Session Descriptions

### Session One: The Money Garden
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.

**Objectives:**
The students will be able to:
- Identify the role of money in everyday life
- Explain the benefits of using a savings account

**Social Studies**
E2.3.4 Explain the role of money in making exchange easier.

**Financial Literacy**
3.SS.5. List reasons why people keep money in banks and credit unions.

**Academic Standards**

<table>
<thead>
<tr>
<th>Common Core ELA</th>
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<tbody>
<tr>
<td>Reading for Information RI.3.1 RI.3.3-4 RI.3.6</td>
<td>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</td>
</tr>
<tr>
<td>Reading Foundations RF.3.3-4 Speaking and Listening SL.3.1 SL.3.6 Language L.3.1 L.3.4</td>
<td>4.NBT.4 5.NBT.5 5.NBT.7</td>
</tr>
<tr>
<td>Mathematical Practices 1-8</td>
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</table>

### Session Two: Create a Business
Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.

**Objectives:**
The students will be able to:
- Define business, goods, and services
- Identify businesses they would like to start that align with their personal interests and skills
- Appreciate their own roles as entrepreneurs in affecting their community and their world

**Social Studies**
E2.3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

**Financial Literacy**
4.EI.5. Describe how people form businesses to meet customers’ needs while generating income for themselves.

**Academic Standards**

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<td>4.NBT.4 4.NBT.5</td>
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<tr>
<td>5.NBT.5 5.NBT.7 Mathematical Practices 1-8</td>
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</table>

### Session Three: Build a Business
Students identify the fundamental steps for starting a small business and develop a basic business plan.

**Objectives:**
The students will be able to:
- Identify the basic steps for building a small business
- Develop a basic business plan

**Social Studies**
E2.3.3 Explain why individuals and businesses specialize and trade.

**Financial Literacy**
4.EI.5. Describe how people form businesses to meet customers’ needs while generating income for themselves.

**Academic Standards**

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<tr>
<td>Mathematical Practices 1-2 4-8</td>
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</table>

*ELO- Indicates a skill best supported by an Extended Learning Opportunity*
### 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 in a simulated activity.

**Objectives:**
- Explain why financial institutions lend money
- Explain decision making and the traits of trustworthy borrowers
- Record and track financial gains and losses

**Social Studies**
E2.3.7 Describe the role of financial institutions in an economy.

**Financial Literacy**
4.EI.5. Describe how people form businesses to meet customers’ needs while generating income for themselves.
4.EI.6. List ways that owning a business involves risk that the business will not be able to earn enough revenue to pay its costs.
5.SS.4. State the advantages and disadvantages of saving for financial goals.
5.SS.5. Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions for different individuals.
5.I.1. Describe what a company is and what it does.

**Academic Standards**
- 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

**Common Core ELA**
- Numbers Base Ten 3.NBT.2.2 3.NBT.3.3
- 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.

**Objectives:**
- Explain why businesses import and export goods
- Describe the economic considerations related to selling in a global market
- Define opportunity cost

**Social Studies**
E2.3.3 Explain why individuals and businesses specialize and trade.

**Financial Literacy**
3.FD.7. Identify the opportunity cost of a decision.
3.FD.8. Categorize the costs and benefits when making a decision.
5.I.1. Describe what a company is and what it does.
5.FD.10. Determine the cost of achieving a financial goal.
5.FD.11. Evaluate the results of a financial decision.
5.FD.12. Give examples of how decisions made today can affect future opportunities.

**Academic Standards**
- 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
# JA Career Exploration Fair K-2

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
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</thead>
<tbody>
<tr>
<td><strong>Pre-JA Career Exploration Fair Session: A Job to Do!</strong> 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.</td>
<td><strong>Financial Literacy</strong> 1.EI.1. Identify the different skills, training, and tools required by different jobs. 2.EI.1. Recognize that different jobs require different skills, training, and tools. 2.EI.2. Give examples of careers related to a personal interest.</td>
<td>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</td>
</tr>
<tr>
<td><strong>Objectives:</strong> The students will:  • Define careers.  • Examine the jobs of family members.  • Identify jobs within the community.</td>
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</tr>
<tr>
<td><strong>The Day of the Fair</strong> 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><strong>Financial Literacy</strong> 1.EI.1. Identify the different skills, training, and tools required by different jobs. 2.EI.1. Recognize that different jobs require different skills, training, and tools. 2.EI.2. Give examples of careers related to a personal interest.</td>
<td>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</td>
</tr>
<tr>
<td><strong>Objectives:</strong> 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.</td>
<td></td>
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</tr>
<tr>
<td><strong>Post-JA Career Exploration Fair Activity: I Think I Want to Be…</strong> Students reflect on their JA Career Exploration Fair experience.</td>
<td><strong>Financial Literacy</strong> 1.EI.1. Identify the different skills, training, and tools required by different jobs. 2.EI.1. Recognize that different jobs require different skills, training, and tools. 2.EI.2. Give examples of careers related to a personal interest.</td>
<td>Foundational Skills RF 1 RF 2 RF 3 Writing W 4 W 5 W 6 Language L 4 L 5 L 6</td>
</tr>
<tr>
<td><strong>Objectives:</strong> The students will:  • Begin to identify a future career interest.</td>
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</tbody>
</table>
# JA Career Exploration Fair 3-5

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-JA Career Exploration Fair Session: A Job for Everyone</strong></td>
<td><strong>Financial Literacy</strong></td>
<td><strong>Foundational Skills</strong></td>
</tr>
<tr>
<td>Students reflect on their interests and skills as they consider future careers.</td>
<td>3.EI.1. Explain the difference between a career and a job.</td>
<td>RF 3</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>3.EI.4. Give an example of how an individual’s interests, knowledge, and abilities can affect job and career choice.</td>
<td>RF 4</td>
</tr>
<tr>
<td>The students will:</td>
<td>3.EI.5. Give examples of careers related to a personal interest.</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>- Define careers.</td>
<td>4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.</td>
<td>SL 1</td>
</tr>
<tr>
<td>- Analyze their interests and skills to learn how they fit in the classroom and the workplace.</td>
<td>3.EI.6. Examine jobs related to a career of interest.</td>
<td>SL 6</td>
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<tr>
<td>- Construct new understandings connected to prior knowledge.</td>
<td></td>
<td>Language</td>
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<td></td>
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<td>L 4</td>
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<td>L 5</td>
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<td>L 6</td>
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<tr>
<td><strong>The Day of the Fair</strong></td>
<td><strong>Financial Literacy</strong></td>
<td><strong>Foundational Skills</strong></td>
</tr>
<tr>
<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>3.EI.1. Explain the difference between a career and a job.</td>
<td>RF 3</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td>3.EI.2. Identify various jobs within a specific career.</td>
<td>RF 4</td>
</tr>
<tr>
<td>The students will:</td>
<td>3.EI.3. Distinguish how different jobs require different skills, training, and tools.</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>- Observe speakers and the tools they use.</td>
<td>3.EI.4. Give an example of how an individual’s interests, knowledge, and abilities can affect job and career choice.</td>
<td>SL 1</td>
</tr>
<tr>
<td>- Identify the variety of careers people have in the community and how each job requires specific skills.</td>
<td>3.EI.5. Give examples of careers related to a personal interest.</td>
<td>SL 3</td>
</tr>
<tr>
<td>- Express how jobs require specific interests and skills.</td>
<td>3.EI.6. Examine jobs related to a career of interest.</td>
<td>SL 5</td>
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<td>- Examine how school skills apply to career paths.</td>
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<td>SL 6</td>
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<td>Language</td>
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<tr>
<td><strong>Post-JA Career Exploration Fair Activity: Someday I’ll Be…</strong></td>
<td><strong>Financial Literacy</strong></td>
<td><strong>Writing</strong></td>
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<tr>
<td>Students reflect on their JA Career Exploration Fair experience.</td>
<td>3.EI.1. Explain the difference between a career and a job.</td>
<td>RF 3</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td>3.EI.2. Identify various jobs within a specific career.</td>
<td>RF 4</td>
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<tr>
<td>The students will:</td>
<td>3.EI.3. Distinguish how different jobs require different skills, training, and tools.</td>
<td>Writing</td>
</tr>
<tr>
<td>- Prepare a personal interest “resume.”</td>
<td>3.EI.5. Give examples of careers related to a personal interest.</td>
<td>W.4</td>
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<tr>
<td>- Begin to identify a future career interest.</td>
<td>4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.</td>
<td>W.5</td>
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<td>4.EI.3. Research jobs related to a career of interest.</td>
<td>W.6</td>
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<td>Language</td>
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<td>L 6</td>
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<td>Session Descriptions</td>
<td>Academic Standards</td>
<td>Common Core ELA</td>
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<td><strong>Before the Event</strong></td>
<td><strong>Financial Literacy</strong>&lt;br&gt;3.EI.1. Explain the difference between a career and a job.&lt;br&gt;3.EI.4. Give an example of how an individual’s interests, knowledge, and abilities can affect job and career choice.&lt;br&gt;3.EI.5. Give examples of careers related to a personal interest.&lt;br&gt;4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.</td>
<td>Foundational Skills&lt;br&gt;RF 1&lt;br&gt;RF 3&lt;br&gt;RF 4&lt;br&gt;Speaking and Listening&lt;br&gt;SL 1&lt;br&gt;SL 6&lt;br&gt;Language&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
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<td>Students prepare questions for the speaker to answer.</td>
<td><strong>Financial Literacy</strong>&lt;br&gt;3.EI.1. Explain the difference between a career and a job.&lt;br&gt;3.EI.2. Identify various jobs within a specific career.&lt;br&gt;3.EI.3. Distinguish how different jobs require different skills, training, and tools.&lt;br&gt;3.EI.4. Give an example of how an individual’s interests, knowledge, and abilities can affect job and career choice.&lt;br&gt;3.EI.5. Give examples of careers related to a personal interest.&lt;br&gt;3.EI.6. Examine jobs related to a career of interest.&lt;br&gt;4.EI.1. Analyze how different jobs require different skills, training, and tools.&lt;br&gt;4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.&lt;br&gt;4.EI.3. Research jobs related to a career of interest.</td>
<td>Foundational Skills&lt;br&gt;RF 1&lt;br&gt;RF 2&lt;br&gt;RF 3&lt;br&gt;RF 4&lt;br&gt;Speaking and Listening&lt;br&gt;SL 1&lt;br&gt;SL 3&lt;br&gt;SL 5&lt;br&gt;SL 6&lt;br&gt;Language&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
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<td><strong>Objectives:</strong>&lt;br&gt;The students will:&lt;br&gt;▪ Identify skills and interests&lt;br&gt;▪ Explain how the speaker’s job helps people in the community</td>
<td><strong>Financial Literacy</strong>&lt;br&gt;3.EI.1. Explain the difference between a career and a job.&lt;br&gt;3.EI.2. Identify various jobs within a specific career.&lt;br&gt;3.EI.3. Distinguish how different jobs require different skills, training, and tools.&lt;br&gt;3.EI.4. Give an example of how an individual’s interests, knowledge, and abilities can affect job and career choice.&lt;br&gt;3.EI.5. Give examples of careers related to a personal interest.&lt;br&gt;3.EI.6. Examine jobs related to a career of interest.&lt;br&gt;4.EI.1. Analyze how different jobs require different skills, training, and tools.&lt;br&gt;4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.&lt;br&gt;4.EI.3. Research jobs related to a career of interest.</td>
<td>Foundational Skills&lt;br&gt;RF 1&lt;br&gt;RF 2&lt;br&gt;RF 3&lt;br&gt;RF 4&lt;br&gt;Writing&lt;br&gt;W.4&lt;br&gt;W.5&lt;br&gt;W.6&lt;br&gt;Language&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
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<td><strong>Speaker Day: Invite a Career Speaker to Class</strong></td>
<td><strong>Financial Literacy</strong>&lt;br&gt;3.EI.1. Explain the difference between a career and a job.&lt;br&gt;3.EI.2. Identify various jobs within a specific career.&lt;br&gt;3.EI.3. Distinguish how different jobs require different skills, training, and tools.&lt;br&gt;3.EI.4. Give an example of how an individual’s interests, knowledge, and abilities can affect job and career choice.&lt;br&gt;3.EI.5. Give examples of careers related to a personal interest.&lt;br&gt;3.EI.6. Examine jobs related to a career of interest.&lt;br&gt;4.EI.1. Analyze how different jobs require different skills, training, and tools.&lt;br&gt;4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.&lt;br&gt;4.EI.3. Research jobs related to a career of interest.</td>
<td>Foundational Skills&lt;br&gt;RF 1&lt;br&gt;RF 2&lt;br&gt;RF 3&lt;br&gt;RF 4&lt;br&gt;Writing&lt;br&gt;W.4&lt;br&gt;W.5&lt;br&gt;W.6&lt;br&gt;Language&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
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<td>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</td>
<td><strong>Financial Literacy</strong>&lt;br&gt;3.EI.1. Explain the difference between a career and a job.&lt;br&gt;3.EI.2. Identify various jobs within a specific career.&lt;br&gt;3.EI.3. Distinguish how different jobs require different skills, training, and tools.&lt;br&gt;3.EI.4. Give an example of how an individual’s interests, knowledge, and abilities can affect job and career choice.&lt;br&gt;3.EI.5. Give examples of careers related to a personal interest.&lt;br&gt;3.EI.6. Examine jobs related to a career of interest.&lt;br&gt;4.EI.1. Analyze how different jobs require different skills, training, and tools.&lt;br&gt;4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.&lt;br&gt;4.EI.3. Research jobs related to a career of interest.</td>
<td>Foundational Skills&lt;br&gt;RF 1&lt;br&gt;RF 2&lt;br&gt;RF 3&lt;br&gt;RF 4&lt;br&gt;Writing&lt;br&gt;W.4&lt;br&gt;W.5&lt;br&gt;W.6&lt;br&gt;Language&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
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<td><strong>Objectives:</strong>&lt;br&gt;The students will:&lt;br&gt;▪ Listen to a career speaker.&lt;br&gt;▪ Express how jobs require specific interests and skills.&lt;br&gt;▪ Examine how interests and skills apply to careers.</td>
<td><strong>Financial Literacy</strong>&lt;br&gt;3.EI.1. Explain the difference between a career and a job.&lt;br&gt;3.EI.2. Identify various jobs within a specific career.&lt;br&gt;3.EI.3. Distinguish how different jobs require different skills, training, and tools.&lt;br&gt;3.EI.4. Give an example of how an individual’s interests, knowledge, and abilities can affect job and career choice.&lt;br&gt;3.EI.5. Give examples of careers related to a personal interest.&lt;br&gt;3.EI.6. Examine jobs related to a career of interest.&lt;br&gt;4.EI.1. Analyze how different jobs require different skills, training, and tools.&lt;br&gt;4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.&lt;br&gt;4.EI.3. Research jobs related to a career of interest.</td>
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<td><strong>After the Event</strong></td>
<td><strong>Financial Literacy</strong>&lt;br&gt;3.EI.1. Explain the difference between a career and a job.&lt;br&gt;3.EI.2. Identify various jobs within a specific career.&lt;br&gt;3.EI.3. Distinguish how different jobs require different skills, training, and tools.&lt;br&gt;3.EI.5. Give examples of careers related to a personal interest.&lt;br&gt;4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.&lt;br&gt;4.EI.3. Research jobs related to a career of interest.</td>
<td>Foundational Skills&lt;br&gt;RF 1&lt;br&gt;RF 2&lt;br&gt;RF 3&lt;br&gt;RF 4&lt;br&gt;Writing&lt;br&gt;W.4&lt;br&gt;W.5&lt;br&gt;W.6&lt;br&gt;Language&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
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<td>Students reflect on what they learned during their preparation and the speaker event.</td>
<td><strong>Financial Literacy</strong>&lt;br&gt;3.EI.1. Explain the difference between a career and a job.&lt;br&gt;3.EI.2. Identify various jobs within a specific career.&lt;br&gt;3.EI.3. Distinguish how different jobs require different skills, training, and tools.&lt;br&gt;3.EI.5. Give examples of careers related to a personal interest.&lt;br&gt;4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.&lt;br&gt;4.EI.3. Research jobs related to a career of interest.</td>
<td>Foundational Skills&lt;br&gt;RF 1&lt;br&gt;RF 2&lt;br&gt;RF 3&lt;br&gt;RF 4&lt;br&gt;Writing&lt;br&gt;W.4&lt;br&gt;W.5&lt;br&gt;W.6&lt;br&gt;Language&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
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<td>▪ Recognize career clusters.&lt;br&gt;▪ Identify careers that relate to personal interests and skills.</td>
<td><strong>Financial Literacy</strong>&lt;br&gt;3.EI.1. Explain the difference between a career and a job.&lt;br&gt;3.EI.2. Identify various jobs within a specific career.&lt;br&gt;3.EI.3. Distinguish how different jobs require different skills, training, and tools.&lt;br&gt;3.EI.5. Give examples of careers related to a personal interest.&lt;br&gt;4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.&lt;br&gt;4.EI.3. Research jobs related to a career of interest.</td>
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