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

Updated November 2021
Wisconsin 2018 Revised Social Studies Standards
Family and Consumer Science
Personal Financial Lite

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 Wisconsin Academic Standards for Social Studies; Personal Financial Literacy; the (WCCTS) Family and Consumer Science; as well as Common Core English Language Arts (ELA) and Common Core Mathematics.

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 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 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 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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<tr>
<td><strong>Session One: This or That? Make a Choice</strong>&lt;br&gt;Students practice economics by making personal choices. <strong>Objectives:</strong>&lt;br&gt;Students will: - Identify personal interests - Consider the factors that determine their choices - Define money</td>
<td><strong>Economics</strong>&lt;br&gt;SS.Econ1.b.2 Predict a person’s change in behavior in response to different potential rewards.</td>
<td>Reading Foundations&lt;br&gt;RF.K.1-3&lt;br&gt;Writing&lt;br&gt;W.K.1-2,8&lt;br&gt;Literature&lt;br&gt;RL.K.7&lt;br&gt;Speaking and Listening&lt;br&gt;SL.K.1-6&lt;br&gt;Language&lt;br&gt;L.K.4,6</td>
<td>Counting and Cardinality&lt;br&gt;CC.2.1.K.A.2</td>
</tr>
<tr>
<td><strong>Session Two: Do I Need What I Want?</strong>&lt;br&gt;Students recognize that people have basic needs and wants and that money-smart people know the difference between them. <strong>Objectives:</strong>&lt;br&gt;Students will: - Explain the difference between needs and wants - Create a simple chart</td>
<td><strong>Economics</strong>&lt;br&gt;SS.Econ1.a.1 Differentiate between a “want” and a “need”.&lt;br&gt;SS.Econ1.b.2 Predict a person’s change in behavior in response to different potential rewards.&lt;br&gt;<strong>Personal Financial Literacy</strong>&lt;br&gt;FM2.c.e Identify external influences (e.g., peers, family, or community) that may affect what someone wants.</td>
<td>Reading Foundations&lt;br&gt;RF.K.1-3&lt;br&gt;Literature&lt;br&gt;RL.K.1,4&lt;br&gt;RL.K.7&lt;br&gt;Speaking and Listening&lt;br&gt;SL.K.1-3&lt;br&gt;SL.K.6&lt;br&gt;Language&lt;br&gt;L.K.4,6</td>
<td>Counting and Cardinality&lt;br&gt;CC.2.1.K.A.3&lt;br&gt;Measurement and Data&lt;br&gt;CC.2.4.K.A.4</td>
</tr>
<tr>
<td><strong>Session Three: A Penny Earned</strong>&lt;br&gt;Students are introduced to storybook characters and examine ways they can earn money. <strong>Objectives:</strong>&lt;br&gt;Students will: - Describe the role of money in society - Identify jobs they can do to earn money</td>
<td><strong>Economics</strong>&lt;br&gt;SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).&lt;br&gt;SS.Econ3.b.1 Categorize types of money (e.g., coins, bills), and explain why money is used.&lt;br&gt;SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.&lt;br&gt;<strong>Personal Financial Literacy</strong>&lt;br&gt;EE1.b.e Identify ways people earn money.</td>
<td>Reading Foundations&lt;br&gt;RF.K.1-4&lt;br&gt;Writing&lt;br&gt;W.K.2,8&lt;br&gt;Literature&lt;br&gt;RL.K.1-4&lt;br&gt;RL.K.7&lt;br&gt;RL.K.9-10&lt;br&gt;Speaking and Listening&lt;br&gt;SL.K.1-6&lt;br&gt;Language&lt;br&gt;L.K.4,6</td>
<td>Counting and Cardinality&lt;br&gt;CC.2.1.K.A.1-3</td>
</tr>
</tbody>
</table>
### Session Four: A Penny Saved

Students are introduced to the concept of saving.

**Objectives:**

**Students will:**
- Explain the importance of saving money
- Identify a savings goal
- Identify a place where people save money

**Economics**

SS.Econ3.b.1 Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save.

**Personal Financial Literacy**

MM1.b.c Identify that there are three ways you can use money - save, [spend, and give.

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<td>Reading Foundations RF.K.1-4</td>
<td>Literature RL.K.1-4</td>
<td>Counting and Cardinality CC.2.1.K.A.1</td>
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<tr>
<td>Literature RL.K.1-4</td>
<td>Speaking and Listening SL.K.1-6</td>
<td>Measurement and Data CC.2.4.K.A.4</td>
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<tr>
<td>Language L.K.4,6</td>
<td></td>
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</table>

### Session Five: A Penny Shared

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

**Objectives:**

**Students will:**
- Explain the importance of giving
- Organize a chronological sequence of events

**Economics**

SS.Econ4.d.1 Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).

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<td>Writing W.K.1,8</td>
<td>Counting and Cardinality CC.2.1.K.A.1</td>
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<tr>
<td>Literature RL.K.1-4</td>
<td>Literature RL.K.7</td>
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<tr>
<td>RL.K.9-10</td>
<td>Speaking and Listening SL.K.1-6</td>
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<td>Language L.K.4,6</td>
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<tr>
<td><strong>Session One: All Kinds of Families</strong></td>
<td>Behavioral Sciences</td>
<td>Reading Literature</td>
<td>Mathematical Practices</td>
</tr>
<tr>
<td>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</td>
<td>SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments. SS.BH2.a.K-1 Describe how groups of people are alike and different. SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.</td>
<td>RI.1.1 RI.1.3-4 RI.1.7,9,10</td>
<td>8</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Economics:</strong></td>
<td>Reading for Information</td>
<td>Measurement and Data 1.MD.C.4</td>
</tr>
<tr>
<td>Students will:</td>
<td>SS.Econ1.a.1 Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country.</td>
<td>RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</td>
<td>Mathematical Practices 1-2 4-5 7-8</td>
</tr>
<tr>
<td>▪ Begin to understand the similarities and differences between families</td>
<td>Reading Foundations</td>
<td>RF.1.1-4</td>
<td></td>
</tr>
<tr>
<td>▪ Recognize the importance of businesses in neighborhoods</td>
<td>Speaking &amp; Listening</td>
<td>SL.1.1-2 SL.1.4-5</td>
<td></td>
</tr>
<tr>
<td>▪ Describe the difference between needs and wants</td>
<td>Language</td>
<td>L.1.1-2 L.1.4</td>
<td></td>
</tr>
<tr>
<td>▪ Explain that families must earn money for the things they need and want</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Two: Money for Needs and Wants</strong></td>
<td>Economics</td>
<td>Reading Foundations</td>
<td></td>
</tr>
<tr>
<td>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</td>
<td>SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).</td>
<td>RF.1.1-4</td>
<td></td>
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<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Geography</strong></td>
<td>Reading for Information</td>
<td></td>
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</table>
| Students will: | SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, [photographs, and other representations.]
SS.Geog2.a.K-1 Analyze where and why people live in certain places. | RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10 | |
| ▪ Define entrepreneur, goods, and services | Writing | W.1.2,5,8 | |
| ▪ Interpret map symbols | Speaking & Listening | SL.1.1-2 SL.1.4 | |
| ▪ Identify the goods or services businesses provide | Language | L.1.1-2 L.1.4 | |
| ▪ Describe the difference between needs and wants | | | |
### Session Descriptions

#### Session Four: Jobs All Around the Neighborhood

Students learn that entrepreneurs create businesses, which provide jobs for families.

**Objectives:**

- Identify the jobs people do
- Analyze their own skills to determine ways they can support family members

**Economics**

- SS.Econ2.b.2 Define product market and categorize prices of products in a local market.
- SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.
- SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.

**Academic Standards**

- Reading Foundations RF.1.1-4
- Reading for Information RI.1.1-6-7
- Writing W.1.5
- Speaking & Listening SL.1.1-2 SL.1.4
- Language L.1.1-2 L.1.4

**Common Core ELA**

**Common Core Math**

- 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:**

- Describe one of the entrepreneurial characteristics— Satisfy a Need or Want

**Economics**

- SS.Econ4.a.2 Hypothesize how a good gets to the local community market.

**Academic Standards**

- Reading Foundations RF.1.1-4
- Reading for Information RI.1.1-3-4 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

**Common Core ELA**

**Common Core Math**

- Operations in Algebra OA.1 ELO OA.1.6-7
- Measurement and Data 1.MD.C.4
- Mathematical Practices 2-4 7-8
# JA Our Community

## Session Descriptions

### Session One: People in a Community
**Working Together**
Students learn what a community is and the variety of jobs that people have in a community.

**Objectives:**
- **Students will:**
  - Describe a community.
  - State how people contribute to and benefit from a community.
  - Identify the variety of jobs in a community and how each requires specific skills.

### Session Two: Sweet “O” Donuts
Students learn that workers who produce goods and services earn money for their work.

**Objectives:**
- **Students will:**
  - Define the terms produce, product, production, goods, and services.
  - Apply innovation to the production process.
  - Explain that people in a community earn money by performing work.

## Social Studies Standards

### Behavioral Science
- **SS.BH1.a.2** Understand we are individuals influenced by our relationships and environments.
- **SS.BH2.a.K-1** Describe how groups of people are alike and different.
- **SS.BH2.b.1** Understand ways people change and adapt to new situations in places and within a family.

### Economics
- **SS.Econ4.b.1** Classify different jobs people have and how these jobs help others.

### Geography
- **SS.Geog1.b.1-2** Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.
- **SS.Geog4.a.2** Categorize characteristics of the local community.

## Common Core ELA

- **Reading Literature**
  - RL.2.1
  - RL.2.7
- **Reading for Information**
  - RI.2.1
  - RI.2.4 - 5
  - RI.17
- **Reading Foundations**
  - RF.2.3-4
- **Speaking and Listening**
  - SL.2.1-4
  - Language L.2.1-6

## Common Core Math

- **Geometry**
  - G.2.2
- **Mathematical Practices**
  - 4

- **Operations and Algebraic Thinking**
  - OA.2.1
- **Numbers**
  - Base Ten NBT.2.1-2
  - NBT.2.5
- **Measurement and Data**
  - MD.2.7
### Session Descriptions

#### Session Three: Business and Government Jobs

Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.

**Objectives:**
- Locate businesses and identify government careers.
- Explain how taxation supports government services.

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

### Social Studies Standards

<table>
<thead>
<tr>
<th>Behavioral Science</th>
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<th>Geography</th>
<th>Personal Financial Literacy</th>
<th>WCCTS Career Development</th>
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<tbody>
<tr>
<td>SS.BH2.a.K-1 Describe how groups of people are alike and different.</td>
<td>SS.Econ4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.</td>
<td>SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.</td>
<td>MM2.b.e Recognize that items of value, including money, can be earned and exchanged for goods and services.</td>
<td>CD2.b.1.c: Set realistic expectations for work and achievement.</td>
</tr>
</tbody>
</table>

### Common Core ELA

- 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

### Common Core Math

- Operations and Algebraic Thinking
  - OA.2.1
- Mathematical Practices
  - 1-2
  - 4-5
  - 8

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For more information, visit Junior Achievement USA's website at www.ja.org.
**Session Descriptions**

**Session Five: Money Moves in a Community**

Students learn about money and how it moves through a community.

**Objectives:**

Students will:

- Identify coins and money terms.
- Describe how money flows through a community’s economy.

**Social Studies Standards**

**Economics**

SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).
SS.Econ2.b.2 Define product market and categorize prices of products in a local market.
SS.Econ3.a.1 Identify the cost of everyday goods.
S.Econ3.b.1 Categorize types of money (e.g., coins, bills), and explain why money is used.

**Common Core ELA**

Reading Literature
RL.2.1
RL.2.4
RL.2.7

Reading for Information
RI.2.1
RI.2.3 - 5
RI.7

Reading Foundations
RF.2.3

Speaking and Listening
SL.2.1-4

Language L.2.1-6

**Common Core Math**

Operations and Algebraic Thinking
OA.2.1

Numbers Base Ten
NBT.2.1-2
NBT.2.5

Measurement and Data
MD.2.7
MD.2.9

Mathematical Practices
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<td>Session Descriptions</td>
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<td>Operations and Algebraic Thinking</td>
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<tr>
<td>Students will:</td>
<td>S.Econ1.a.3</td>
<td>RI.3.4-5</td>
<td>OA.3.8</td>
</tr>
<tr>
<td>• Describe the four choices we have with money.</td>
<td>Use economic reasoning to compare and contrast the costs and benefits of a decision.</td>
<td>Reading Foundations</td>
<td>OA.3.9</td>
</tr>
<tr>
<td>• Define deposits and withdrawals.</td>
<td>Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or non-renewable).</td>
<td>RF.3.3-4</td>
<td>Mathematical Practices 1-8</td>
</tr>
<tr>
<td>Geography</td>
<td>SS.Econ3.b.5</td>
<td>Writing W.3.3.2 ELO</td>
<td>Numbers Base Ten</td>
</tr>
<tr>
<td>• Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.</td>
<td>Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.</td>
<td>W.3.7 -8ELO</td>
<td>NBT.3.2</td>
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<tr>
<td>Personal Financial Literacy</td>
<td>SS.Geog1.b.i</td>
<td>Speaking and Listening SL.3.1</td>
<td>Mathematical Practices 1-8</td>
</tr>
<tr>
<td>Students will:</td>
<td>Different purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.</td>
<td>SL.3.3</td>
<td>1-8</td>
</tr>
</tbody>
</table>

| Session Two: Invisible Money             | Economics         | Reading for Information | Operations and Algebraic Thinking |
| Students will:                           | SS.Econ2.a.3-4    | RI.3.1-5                 | OA.3.8 |
| • Define goods and services.             | Compare two product markets found in the local community. | Reading Foundations | OA.3.9 |
| • Explain how people spend money.        | Differentiate between goods and services. | RF.3.3-4 | Mathematical Practices 1-8 |
| • Recognize methods of payment and whether they are readily visible or invisible. | SS.Econ4.d.5      | Writing W.3.7 -8ELO | Numbers Base Ten |
|                                             | Predict unintended costs and benefits (i.e., externalities) for a given current situation or event. | Speaking and Listening SL.3.1 | NBT.3.2 |
|                                             | SS.Econ3.b.5      | SL.3.6                   | Mathematical Practices |
|                                             | Describe the role of money, banking and savings in everyday life, including why people borrow money and the role of interest. | Language L.3.1 | 1-2 4-8 |

| Session Three: How Do I Become an Entrepreneur? | Economics         | Reading for Information | Operations and Algebraic Thinking |
| Students will:                                     | SS.Econ2.c.3      | RI.3.1-5                 | OA.3.8 |
| • Define entrepreneur, producer, and consumer.    | Compare the skills and knowledge required to produce certain goods and services. | Reading Foundations | OA.3.9 |
| • Explain the need for a business plan.           | Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product. | RF.3.3-4 | Mathematical Practices 1-8 |
| • Discuss the ways in which entrepreneurs help a city. | WCCTS 4C1.a.1.e: Recognize that there can be multiple ways to solve a problem. | Speaking and Listening SL.3.1-3 | Numbers Base Ten |
|                                             | 4C1.a.2.e: Explain how human needs and desires drive innovation. | SL.3.6 | NBT.3.2 |

*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:**
- Students will:
  - 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.

**Academic Standards**
- **Economics**
  - SS.Econ1.b.4 Infer potential incentives in a real-world situation.
  - SS.Econ4.b.4-5 Assess the role of economic institutions (e.g., banks, government) in helping individuals and society.
  - SS.Econ4.c.5 Discuss reasons a government taxes people.

**Personal Financial Literacy**
- PFL.SI1.c.i Explain how people make spending and saving choices to meet personal savings goals.

**Common Core ELA**
- Reading for Information RI.3.1
- RI.3.3-6
- Reading Foundations RF.3.3-4
- Speaking and Listening SL.3.1-3
- Language L.3.1, 3.3, 3.4

**Common Core Math**
- Operations in Algebra OA.3.8
- Numbers Base Ten NBT.3.2
- Mathematical Practices 1-8

#### 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:**
- Students will:
  - Describe how personal choices make a city a good place to live, work, play, and go to school.

**Academic Standards**
- **Economics**
  - SS.Econ4.b.4-5 Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).

**Geography**
- SS.Geog1.a.4 -5 Summarize how location (absolute and relative) affects people, places, and the environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)
- SS.Geog2.d.4-5 Summarize positive and negative factors of cities.

**Common Core ELA**
- Reading for Information RI.3.1
- RI.3.3-6
- Reading Foundations RF.3.3-4
- Writing W.3.2
- Speaking and Listening SL.3.1-3
- Language L.3.1, 3.3, 3.4

**Common Core Math**
- Operations in Algebra OA.3.8
- Numbers Base Ten NBT.3.2
- Mathematical Practices 1-7
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<td><strong>Session One: Be an Entrepreneur</strong>&lt;br&gt;Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</td>
<td><strong>Economics</strong>&lt;br&gt;SS.Econ1.b.4 Infer potential incentives in a real-world situation.&lt;br&gt;<strong>WCCTS</strong>&lt;br&gt;4C1.a.2e: Explain how human needs and desires drive innovation.&lt;br&gt;4C1.b.1.e: Recognize that an individual’s background and experiences influence their perspective of problems and solutions.&lt;br&gt;CD1.a.1.e: Identify individual likes and dislikes related to utilizing skills and abilities.&lt;br&gt;MF8.a: Describe the role and function of entrepreneurship.</td>
<td>Reading for Information&lt;br&gt;RI.4.1-2&lt;br&gt;RI.4.4&lt;br&gt;RI.4.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.4.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.4.1&lt;br&gt;SL.4.3&lt;br&gt;Language&lt;br&gt;L.4.3-4&lt;br&gt;L.4.6</td>
<td>Mathematical Practices&lt;br&gt;1-2&lt;br&gt;4-7</td>
</tr>
<tr>
<td><strong>Session Two: Resources–Tools for Entrepreneurs</strong>&lt;br&gt;Students are introduced to resources and, working in teams, use this information to create new businesses.</td>
<td><strong>Economics</strong>&lt;br&gt;S.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or non-renewable).&lt;br&gt;SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.</td>
<td>Reading for Information&lt;br&gt;RI.4.4&lt;br&gt;RI.4.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.4.3-4&lt;br&gt;Writing&lt;br&gt;W.4.2&lt;br&gt;W.4.8&lt;br&gt;Speaking and Listening&lt;br&gt;SL.4.1-5&lt;br&gt;Language&lt;br&gt;L.4.3-4&lt;br&gt;L.4.1-6</td>
<td>Mathematical Practices&lt;br&gt;1-2&lt;br&gt;4-8</td>
</tr>
<tr>
<td>Session Details</td>
<td>Academic Standards</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
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</tbody>
</table>
| Session Three: Hot Dog Stand Game | Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses. **Objectives:** Students will:  
  - 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 | **Economics**  
SS. Econ2.c.3 Compare the skills and knowledge required to product certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.  
SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event. | Reading for Information  
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 | NBT 4.4  
NF.4.7  
Mathematical Practices 1-7 |
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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</thead>
<tbody>
<tr>
<td><strong>Session Four: Entrepreneurs Solve Problems</strong></td>
<td><strong>Economics</strong>&lt;br&gt;SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.&lt;br&gt;<strong>Personal Financial Literacy</strong>&lt;br&gt;PFL.SI2.c.m Identify factors that influence financial investment planning (e.g., age, income, liabilities, assets, goals, family size, or risk tolerance).&lt;br&gt;<strong>WCCTS</strong>&lt;br&gt;4C1.a.1.e: Recognize that there can be multiple ways to solve a problem.&lt;br&gt;4C2.a.2.e: Explain problems, decisions and opportunities faced by individuals and communities.</td>
<td><strong>Reading for Information</strong>&lt;br&gt;RI.4.1&lt;br&gt;RI.4.3-4&lt;br&gt;RI.4.7</td>
<td><strong>Mathematical Practices</strong>&lt;br&gt;1-2&lt;br&gt;4&lt;br&gt;6-7</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
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<tr>
<td>Students will:</td>
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<td></td>
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<tr>
<td>▪ Demonstrate the problem-solving process</td>
<td></td>
<td></td>
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<tr>
<td>▪ Identify the potential risks and rewards in making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Business decisions</td>
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</table>

<p>| Session Five: Entrepreneurs Go Global | <strong>Economics</strong>&lt;br&gt;SS.Econ4.a.3 Trace the chain of supply for a needed product.&lt;br&gt;<strong>Personal Financial Literacy</strong>&lt;br&gt;PFL.FM2.c.i Explain ways financial decisions are influenced by external factors.&lt;br&gt;<strong>Geography</strong>&lt;br&gt;SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment.&lt;br&gt;SS.Geog3.a.5 Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.&lt;br&gt;SS.Geog3.b.4 Classify various ways that people and countries depend on one another. | <strong>Reading for Information</strong>&lt;br&gt;RI.4.3-4&lt;br&gt;RI.4.7 | <strong>NA</strong> |
| <strong>Objectives:</strong> | | | |
| Students will: | | | |
| ▪ Apply the supply chain to a manufacturing example | | | |
| ▪ Explain how resource providers, businesses, and consumers are interdependent | | | |</p>
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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<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>Economics</strong>&lt;br&gt;SS.Econ1.b.4 Infer potential incentives in a real world situation.&lt;br&gt;SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision.&lt;br&gt;SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.</td>
<td>Reading for Information&lt;br&gt;RI.5.1-2&lt;br&gt;RI.5.4&lt;br&gt;RI.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>Objectives:</strong></td>
<td><strong>Personal Financial Literacy</strong>&lt;br&gt;PFL.FM2.c.i Explain ways financial decisions are influenced by external factors.</td>
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<tr>
<td><strong>Students will:</strong></td>
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<tr>
<td>▪ Identify the characteristics of a free market economy</td>
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<td>▪ Explain how pricing guides economic decisions</td>
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<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>Economics</strong>&lt;br&gt;SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services.</td>
<td>Reading for Information&lt;br&gt;RI.5.1-2&lt;br&gt;RI.5.4&lt;br&gt;RI.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>Objectives:</strong></td>
<td><strong>WCCTs</strong>&lt;br&gt;4C1.a.4:m: Analyze elements of a problem to develop creative solutions.&lt;br&gt;4C1.b.6:m: Explain how multiple people and perspectives can improve an existing product or process better than an individual.&lt;br&gt;4C3.b.4:m: Use idea generating practices as part of a group.&lt;br&gt;CD2.b.3:e: Explore local and regional labor market and job growth information.</td>
<td></td>
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<tr>
<td><strong>Students will:</strong></td>
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<tr>
<td>▪ Define entrepreneur and entrepreneurship</td>
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<td>▪ Describe resources and how entrepreneurs use them</td>
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<td>▪ Explore STEM skills and the process of innovation</td>
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<td><strong>Session Three: Career Quest</strong>&lt;br&gt;Students learn about career clusters.</td>
<td><strong>Personal Financial Literacy</strong>&lt;br&gt;PFL.EE1.b.m Evaluate specific examples of intrinsic and extrinsic rewards for a specific career (e.g., salary, flexibility, family time, or goodwill). Compare and contrast employment choices based on intrinsic and extrinsic factors (e.g., salary, flexibility, family time, or goodwill).</td>
<td>Reading for Information&lt;br&gt;RI.5.1-2&lt;br&gt;RI.5.4&lt;br&gt;RI.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>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>WCCTs</strong>&lt;br&gt;CD1.a.1:e: Identify individual likes and dislikes related to utilizing skills and abilities.&lt;br&gt;CD1.c.3:e: Demonstrate cooperative behavior in groups.&lt;br&gt;CD3.a.1:e: Locate, evaluate and interpret career information.&lt;br&gt;CD3.a.2:e: Discuss and explain behaviors and decisions that reflect interests, likes and dislikes.</td>
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<tr>
<td><strong>Students will:</strong></td>
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<tr>
<td>▪ Examine career groupings and the skills necessary for a variety of careers.</td>
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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:**

Students will:
- Identify the soft skills wanted by today’s employers

**Academic Standards**

**Personal Financial Literacy**
PFL.EE2.a.i Assess different types of jobs, based on the skills associated with each job. Interpret career information.

**WCCTS**
CD3.a.3.e: Give examples of positive personal characteristics.
CD3.b.1.e: Describe why people work and how aspects of the work environment affect lifestyle.
CD4.a.1.e: Identify behaviors that demonstrate self-discipline, self-worth, positive attitude and integrity.
CD4.a.2.e: Describe positive work-qualities typically desired in each of the career cluster's pathways.
CD4.b.1.e: Identify the qualities employers may seek in a candidate.

**Common Core ELA**
- Reading for Information RI.5.1-2
- RI.5.4
- RI.5.7
- Writing WS.5.2
- WS.5.4

**Common Core Math**
- 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:**

Students will:
- Discuss why businesses specialize and trade
- Define opportunity cost

**Academic Standards**

**Economics**
SS.Econ5.a.3 Compare and contrast specialization in two or more regions.

**Geography**
SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment.

**Common Core ELA**
- Reading for Information RI.5.1-2
- RI.5.4
- RI.5.7

**Common Core Math**
NA

### Optional Supplement: Business Organization
Students examine entrepreneurship, free enterprise, and business organization.

**Objectives:**

Students will:
- Identify three basic ways businesses are organized.

**Academic Standards**
NA

**Common Core ELA**
- Speaking and Listening SL.5.1-4
- Language L.5.1,5

**Common Core Math**
NA
## 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:

**Students will:**
- Identify the role of money in everyday life
- Explain the benefits of using a savings account

### Personal Financial Literacy

**PFL.SI1.a.m** Compare and contrast places that can be used to save money. Describe ways to decrease expenses in order to increase savings. Compare pay yourself first to living paycheck to paycheck. Explain why saving is a prerequisite to investing.

**Academic Standards**

**Economics**

SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision.

SS.Econ1.b.2 Predict a person’s change in behavior in response to different potential rewards.

SS.Econ3.b.5 Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.

**Common Core ELA**

Reading for Information

RI.3.1

RI.3.6

Reading Foundations

RF.3.3-4

Speaking and Listening

SL.3.1

SL.3.6

Language

L.3.1

L.3.4

**Common Core Math**

Numbers Base Ten

3.NBT.2.2

3.NBT.3.3

4.NBT.4

5.NBT.5

5.NBT.7

Mathematical Practices 1-8

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## 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:

**Students will:**
- 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

**Academic Standards**

**Economics**

SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services.

**Common Core ELA**

Reading for Information

RI.3.2-4

RI.3.6

Reading Foundations

RF.3.3-4

Speaking and Listening

SL.3.1-3

SL.3.6

Language

L.3.1-4

L.3.6

**Common Core Math**

Numbers Base Ten

3.NBT.3.3

4.NBT.4

4.NBT.5

5.NBT.5

5.NBT.7

Mathematical Practices 1-8

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## Session Three: Build a Business

Students identify the fundamental steps for starting a small business and develop a basic business plan.

### Objectives:

**Students will:**
- Identify the basic steps for building a small business
- Develop a basic business plan

**Academic Standards**

**Economics**

SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.

SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services.

**Common Core ELA**

Reading for Information

RI.3.2-6

Reading Foundations

RF.3.3-4

Speaking and Listening

SL.3.1

SL.3.6

Language

L.3.1-4

L.3.6

**Common Core Math**

Numbers Base Ten

3.NBT.2.2

3.NBT.3.3

4.NBT.4

4.NF.4.7

5.NBT.5

5.NBT.7

Mathematical Practices 1-2

4-8

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*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:

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

### Academic Standards:

**Economics**
SS.Econ3.b.5 Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.

**Geography**

**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

- Reading for Information
- RI.3.1
- 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 Math

- 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.

### Objectives:

**Students will:**
- Explore reasons why businesses import and export goods
- Describe the economic considerations related to selling in a global market
- Define opportunity cost

### Academic Standards:

**Economics**
SS.Econ4.e.3 Compare and contrast specialization in two or more regions.

**Geography**
SS.Geog3.b.4 Classify various ways that people and countries depend on one another.

**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

### Common Core ELA

- 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

### Common Core Math

- Numbers Base Ten
- 3.NBT.2.2
- 3.NBT.3
- 4.NBT.4
- 4.NBT.5
- 5.NBT.5
- 5.NBT.7

### Mathematical Practices

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<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
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</table>
| Pre-JA Career Exploration Fair Session: A Job to Do! | Personal Finance Literacy  
PFL.EE2.a.e Identify skills needed for different types of jobs. Discover the different skills associated with various job or career fields (e.g., what skills are needed to be a plumber, teacher, dentist, firefighter or store manager).  
Economics  
SS.Econ4.c.2 Investigate how people can benefit themselves and others by developing special skills and strengths.  
WCCTS  
CD3.b.1.e: Describe why people work and how aspects of the work environment affect lifestyle  
Inquiry Practices and Processes  
SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.  
Geography  
SS.Geog2.b.2 Explain why people have moved to and away from their community. | 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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<th>Session Descriptions</th>
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<tr>
<td><strong>The Day of the Fair</strong></td>
<td><strong>Personal Finance 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. <strong>Objectives:</strong></td>
<td>Identify skills needed for different types of jobs. Discover the different skills associated with various job or career fields (e.g., what skills are needed to be a plumber, teacher, dentist, firefighter or store manager).</td>
<td>RF 1</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>Economics</strong></td>
<td>RF 2</td>
</tr>
<tr>
<td>▪ Observe speakers and the tools they use.</td>
<td>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.</td>
<td>RF 3</td>
</tr>
<tr>
<td>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</td>
<td><strong>WCCTS</strong></td>
<td>Writing</td>
</tr>
<tr>
<td>▪ Express ideas and questions concerning the jobs people have.</td>
<td>CD1.c.1.e: Identify when it is appropriate to listen and when it is appropriate to speak.</td>
<td>W.4</td>
</tr>
<tr>
<td><strong>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</strong></td>
<td><strong>Economics</strong></td>
<td>W.5</td>
</tr>
<tr>
<td>Students reflect on their JA Career Exploration Fair experience. <strong>Objectives:</strong></td>
<td>SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</td>
<td>W.6</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>WCCTS</strong></td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>▪ Begin to identify a future career interest.</td>
<td>CD1.a.1.e: Identify individual likes and dislikes related to utilizing skills and abilities.</td>
<td>SL 1</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>CD3.a.4.e: Identify career opportunities of interest; match personal interests and aptitudes.</td>
<td>SL 3</td>
</tr>
<tr>
<td>SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</td>
<td><strong>Geography</strong></td>
<td>SL 4</td>
</tr>
<tr>
<td><strong>WCCTS</strong></td>
<td>SS.Geog2.b.2 Explain why people have moved to and away from their community.</td>
<td>SL 5</td>
</tr>
<tr>
<td>CD1.a.1.e: Identify individual likes and dislikes related to utilizing skills and abilities.</td>
<td><strong>History</strong></td>
<td>SL 6</td>
</tr>
<tr>
<td>CD3.a.4.e: Identify career opportunities of interest; match personal interests and aptitudes.</td>
<td>SS.Hist2.b.e Identify patterns of change to self, family, and community over time.</td>
<td>Language</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>SS.Hist2.b.e Identify patterns of change to self, family, and community over time.</td>
<td>L.4</td>
</tr>
<tr>
<td>SS.Geog2.b.2 Explain why people have moved to and away from their community.</td>
<td><strong>History</strong></td>
<td>L.5</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>SS.Hist2.b.e Identify patterns of change to self, family, and community over time.</td>
<td>L.6</td>
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<tr>
<td>Session Descriptions</td>
<td>Academic Standards</td>
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| **Pre-JA Career Exploration Fair**  
**Session: A Job for Everyone**  
Students reflect on their interests and skills as they consider future careers.  
**Objectives:**  
Students will:  
- 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.  
| **Inquiry Practices and Processes**  
SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.  
**Personal Finance Literacy**  
PFL.EE2.a.i Assess different types of jobs, based on the skills associated with each job. Interpret career information.  | **Foundational Skills**  
RF 3  
RF 4  
Speaking and Listening  
SL 1  
SL 6  
**Language**  
L 4  
L 5  
L 6 |
| **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:**  
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 how jobs require specific interests and skills.  
- Examine how school skills apply to career paths.  
| **Inquiry Practices and Processes**  
SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.  
**Personal Finance Literacy**  
PFL.EE2.a.i Assess different types of jobs, based on the skills associated with each job. Interpret career information.  
**Economics**  
SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services.  
**WCCTS**  
CD1.c.1.e: Identify when it is appropriate to listen and when it is appropriate to speak.  
CD2.b.3.e: Explore local and regional labor market and job growth information.  
CD3.a.1.e: Locate, evaluate and interpret career information.  | **Foundational Skills**  
RF 3  
RF 4  
Speaking and Listening  
SL 1  
SL 3  
SL 5  
SL 6  
**Language**  
L 4  
L 5  
L 6 |
| **Post-JA Career Exploration Fair**  
**Activity: Someday I'll Be...**  
Students reflect on their JA Career Exploration Fair experience.  
**Objectives:**  
Students will:  
- Prepare a personal interest “resume.”  
- Begin to identify a future career interest.  
| **Personal Finance Literacy**  
PFL.EE2.a.i Assess different types of jobs, based on the skills associated with each job. Interpret career information.  
**WCCTS**  
CD1.a.1.e: Identify individual likes and dislikes related to utilizing skills and abilities.  
CD3.a.4.e: Identify career opportunities of interest; match personal interests and aptitudes.  | **Foundational Skills**  
RF 3  
RF 4  
**Writing**  
W.4  
W.5  
W.6  
**Language**  
L 4  
L 5  
L 6 |
## JA Career Speaker Series K-5

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
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<tbody>
<tr>
<td><strong>Before the Event</strong></td>
<td><strong>Economics</strong>&lt;br&gt;SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</td>
<td><strong>Foundational Skills</strong>&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 5&lt;br&gt;L 4&lt;br&gt;L 6</td>
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<td>Students prepare questions for the speaker to answer.</td>
<td><strong>Inquiry Practices and Processes</strong>&lt;br&gt;SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</td>
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<td>▪ Identify skills and interests&lt;br&gt;▪ Explain how the speaker’s job helps people in the community</td>
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<td><strong>Speaker Day: Invite a Career Speaker to Class</strong></td>
<td><strong>Economics</strong>&lt;br&gt;SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.</td>
<td><strong>Foundational Skills</strong>&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>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>WCCTS</strong>&lt;br&gt;CD3.a.4.e: Identify career opportunities of interest; match personal interests and aptitudes.</td>
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<td>▪ 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>Personal Finance Literacy</strong>&lt;br&gt;PFL.EE2.a.i Assess different types of jobs, based on the skills associated with each job. Interpret career information.</td>
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<td><strong>After the Event</strong></td>
<td><strong>Economics</strong>&lt;br&gt;SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.&lt;br&gt;SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services.</td>
<td><strong>Foundational Skills</strong>&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>WCCTS</strong>&lt;br&gt;CD4.c.1.e: Recognize the appropriate behavior and communication skills necessary in adult interactions.&lt;br&gt;CD3.h.1.e: Describe why people work and how aspects of the work environment affect lifestyle.</td>
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<td>▪ Recognize career clusters.&lt;br&gt;▪ Identify careers that relate to personal interests and skills.</td>
<td><strong>Personal Finance Literacy</strong>&lt;br&gt;PFL.EE2.a.i Assess different types of jobs, based on the skills associated with each job. Interpret career information.</td>
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