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

Updated October 2019 (December 2021)

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 2020 Colorado Academic standards for Social Studies and Financial Literacy, as well as the Colorado Career Readiness Essential Skills, 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)
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: This or That?</strong>&lt;br&gt;Make a Choice</td>
<td>NA</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>Students practice economics by making personal choices.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>Students will:</td>
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<tr>
<td>• Identify personal interests</td>
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<tr>
<td>• Consider the factors that determine their choices</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Define money</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Session Two: Do I Need What I Want?</strong>&lt;br&gt;</td>
<td>K.3.2.a Identify the difference between personal wants and needs.</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>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>Students will:</td>
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<tr>
<td>• Explain the difference between needs and wants</td>
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<tr>
<td>• Create a simple chart</td>
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<td></td>
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<tr>
<td><strong>Session Three: A Penny Earned</strong>&lt;br&gt;</td>
<td>K.3.2.b Give examples of the difference between spending income on something you want versus something you need.</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>
<tr>
<td>Students are introduced to storybook characters and examine ways they can earn money.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>Students will:</td>
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<tr>
<td>• Describe the role of money in society</td>
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<tr>
<td>• Identify jobs they can do to earn money</td>
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<tr>
<td><strong>Session Four: A Penny Saved</strong>&lt;br&gt;</td>
<td>NA</td>
<td>Reading Foundations&lt;br&gt;RF.K.1-4&lt;br&gt;Literature&lt;br&gt;RL.K.1-4&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&lt;br&gt;Measurement and Data&lt;br&gt;CC.2.4.K.A.4</td>
</tr>
<tr>
<td>Students are introduced to the concept of saving.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>Students will:</td>
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<tr>
<td>• Explain the importance of saving money</td>
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<td>• Identify a savings goal</td>
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<tr>
<td>• Identify a place where people save money</td>
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</tbody>
</table>
### Session Five: A Penny Shared

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

**Objectives:**

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

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Common Core ELA</th>
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</tr>
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<tbody>
<tr>
<td>K.1.1.b Identify information from narrative stories that answer questions about the past and add to our collective memory and history.</td>
<td>Reading Foundations RF.K.1-4</td>
<td>Counting and Cardinallity CC.2.1.K.A.1-3</td>
</tr>
<tr>
<td>K.1.2.a Order sequence information using words. Words to include but not limited to past, present future, days, weeks, months, years, first, next, last, before, and after.</td>
<td>Writing W.K.1,8</td>
<td></td>
</tr>
<tr>
<td>K.1.2.b Explore differences and similarities in the lives of children and families of long ago and today.</td>
<td>Literature RL.K.1-4</td>
<td></td>
</tr>
<tr>
<td>K.1.2.c Explain why knowing the order of events is important.</td>
<td>RL.K.7</td>
<td></td>
</tr>
<tr>
<td>K.3.2.b Give examples of the difference between spending income on something you want versus something you need.</td>
<td>RL.K.9-10 Speaking and Listening SL.K.1-6</td>
<td></td>
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<tr>
<td></td>
<td>Language L.K.4,6</td>
<td></td>
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</tbody>
</table>
# JA Our Families

<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 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:**  
Students will:  
- Begin to understand the similarities and differences between families  
- Recognize the importance of businesses in neighborhoods  
  1.1.2.a Identify similarities and differences between themselves and others.  
  1.3.1.b Give examples of types of jobs people in your family have.  
  - **Reading Literature**  
  - **RI.1.1 RI.1.3-4 RI.1.7,9,10**  
  - **Reading Foundations RF.1.1-4**  
  - **Writing W.1.2,5,8**  
  - **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 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:**  
Students will:  
- Describe the difference between needs and wants  
- Explain that families must earn money for the things they need and want  
  1.3.1.c Recognize that people have a choice about what kinds of jobs they do.  
  1.3.2.c Discuss sources of income needed to meet short-term goals such as but not limited to gifts, borrowing, allowances, and income.  
  - **Reading for Information**  
  - **RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10**  
  - **Reading Foundations RF.1.1-4**  
  - **Speaking & Listening SL.1.1-2 SL.1.4**  
  - **Language L.1.1 L.1.4**  
  - **Measurement and Data 1.MD.C.4**  
  - **Mathematical Practices 1-2 4-5 7-8**  
| **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:**  
Students will:  
- Define entrepreneur, goods, and services  
- Interpret map symbols  
- Identify the goods or services businesses provide  
  1.2.1. b Use terms related to directions - forward and backward, left and right - and distance -near and far- when describing locations  
  1.2.1.e. Create simple maps showing both human and natural features.  
  1.2.2.d Give examples of how schools and neighborhoods in different places are alike and different.  
  - **Reading Foundations RF.1.1-4**  
  - **Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10**  
  - **Writing W.1.2,5,8**  
  - **Speaking & Listening SL.1.1-2 SL.1.4**  
  - **Measurement and Data 1.MD.C.4**  
  - **Mathematical Practices 1-2 5-8**  

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### Session Descriptions

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

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

**Objectives:**

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

<table>
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<tr>
<th>Academic Standards</th>
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</tr>
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<tbody>
<tr>
<td>1.3.1.a Give examples of different types of business and the goods and services they produce for the community.</td>
<td>Reading Foundations RF.1.1-4</td>
<td>Mathematical Practices 1-2</td>
</tr>
<tr>
<td>1.3.1.b Give examples of types of jobs people in your family have.</td>
<td>Reading for Information RI.1.6-7</td>
<td>4-5</td>
</tr>
<tr>
<td>1.3.1.c Recognize that people have a choice about what kinds of jobs they do.</td>
<td>Writing W.1.5</td>
<td>7-8</td>
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<tr>
<td></td>
<td>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</td>
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<td>Language L.1.1-2 L.1.4</td>
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</tbody>
</table>

#### Session Five: A New Business

Students think like entrepreneurs and help advertise a new business needed in the neighborhood.

**Objectives:**

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

<table>
<thead>
<tr>
<th>Academic Standards</th>
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<tbody>
<tr>
<td>NA</td>
<td>Reading Foundations RF.1.1-4</td>
<td>Operations in Algebra O.A. 1 ELO O.A. . 6-7</td>
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<td></td>
<td>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</td>
<td>Measurement and Data 1.MD.C.4</td>
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<td></td>
<td>Writing W.1.2,5,8 Speaking &amp; Listening SL.1.1-2 SL.1.4</td>
<td>Mathematical Practices 2-4</td>
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<tr>
<td></td>
<td>Language L.1.1-2 L.1.4</td>
<td>7-8</td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>Social Studies Standards</th>
<th>Common Core ELA</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1.2.d Compare how communities and neighborhoods are alike and different.</td>
<td>Reading Literature RL.2.1 RL.2.7 Reading for Information RI.2.1 RI.2.4 -5 RI.7 Reading Foundations RF.2.3-4 Speaking and Listening SL.2.1-4 Language L.2.1-6</td>
<td>Geometry G.2.2 Mathematical Practices 4</td>
</tr>
</tbody>
</table>

### 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.

<table>
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<tr>
<th>Social Studies Standards</th>
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<tbody>
<tr>
<td>2.3.1.b Identify goods and services and recognize examples of each.</td>
<td>Reading Foundations RF.2.3-4 Writing W.2.2 Speaking and Listening SL.2.1-6 Language L.2.1-6</td>
<td>Operations and Algebraic Thinking OA.2.1 Numbers Base Ten NBT.2.1-2 NBT.2.5 Measurement and Data MD.2.7</td>
</tr>
</tbody>
</table>

### 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:**
- **Students will:**
  - Locate businesses and identify government careers.
  - Explain how taxation supports government services.

<table>
<thead>
<tr>
<th>Social Studies Standards</th>
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<tr>
<td>2.2.1.a Use map keys, legends, symbols, intermediate directions, and compass rose to derive information from various maps. 2.2.1.b Identify and locate various physical features on a map. 2.2.1.d Identify and locate cultural, human, political, and natural features using map keys and legends.</td>
<td>Reading for Information RI.2.1 RI.2.4 -5 RI.7 Reading Foundations RF.2.3-4 Speaking and Listening SL.2.1-4 Language L.2.1-6</td>
<td>Operations and Algebraic Thinking OA.2.1 Mathematical Practices 1-2 4-5 8</td>
</tr>
</tbody>
</table>
### Session Descriptions

<table>
<thead>
<tr>
<th>The Session Four: Let’s Vote!</th>
<th>Social Studies Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>2.3.2.a Identify components of financial decision-making including gathering, evaluating, and prioritizing information based on a financial goal, and predicting the possible outcome of a decision. 2.4.1.c Describe ways in which you can take an active part in improving your school or community.</td>
<td>Reading Foundations RF.2.3 Writing W.2.2 W.2.7-8 Speaking and Listening SL.2.1-6 Language L.2.1</td>
<td>Measurement and Data MD.2.7 MD.2.9 Mathematical Practices 2 4</td>
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**Objectives:**

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

<table>
<thead>
<tr>
<th>Session Five: Money Moves in a Community</th>
<th>Social Studies Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students learn about money and how it moves through a community.</td>
<td>2.3.1.c Give examples of choices people make [when resources are scarce.]</td>
<td>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</td>
<td>Operations and Algebraic Thinking OA.2.1 Numbers Base Ten NBT.2.1-2 NBT.2.5 Measurement and Data MD.2.7 MD.2.9 Mathematical Practices 1-2 5-7</td>
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**Objectives:**

**Students will:**
- Identify coins and money terms.
- Describe how money flows through a community’s economy.
<table>
<thead>
<tr>
<th>Session Descriptions</th>
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</thead>
<tbody>
<tr>
<td><strong>Session One: Earn, Save, Spend, and Donate</strong></td>
<td>3.3.1.b Describe and give examples of forms of exchange topics to include, but not limited to, trade and barter. 3.3.2.a Identify sources of income including gifts, allowances, and earnings. 3.3.2.c Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals.</td>
<td>Reading for Information RI.3.4-5  Reading Foundations RF.3.3-4  Writing W.3.5 ELO W.3.6 -8ELO  Speaking and Listening SL.3.1 SL.3.2 SL.3.6  Language L.3.1 L.3.3 L.3.4</td>
<td>Measurement and Data MD.3.4 MD.3.5 MD.3.6  Mathematical Practices 1-8</td>
</tr>
<tr>
<td><strong>Session Two: Invisible Money</strong></td>
<td>3.3.1.b Describe and give examples of forms of exchange topics to include but not limited to trade and barter. 3.3.1.c Describe how the exchange of goods and services between businesses and consumers affects all parties. 3.3.2.b Recognize that there are costs and benefits associated with borrowing to meet a short-term financial goal.</td>
<td>Reading for Information RI.3.1-5  Reading Foundations RF.3.3-4  Writing W.3.7 -8ELO  Speaking and Listening SL.3.1-4 SL.3.6  Language L.3.1 L.3.3-4</td>
<td>Operations and Algebraic Thinking OA.3.8 OA.3.9  Mathematical Practices 1-8</td>
</tr>
<tr>
<td><strong>Session Three: How Do I Become an Entrepreneur?</strong></td>
<td>3.3.2.c Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals. 3.3.1.a Describe the difference between producers and consumers and explain how they need each other.</td>
<td>Reading for Information RI.3.1-5  Reading Foundations RF.3.3-4  Speaking and Listening SL.3.1-3 SL.3.6  Language L.3.1 L.3.3-4</td>
<td>Operations and Algebraic Thinking OA.3.8  Numbers Base Ten NBT.3.2  Mathematical Practices 1-2 4-8</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Academic Standards</th>
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<tr>
<td>3.3.1.c Describe how the exchange of goods and services between businesses and consumers affects all parties.</td>
<td>Reading for Information RI.3.1 RI.3.3-6</td>
<td>Operations in Algebra OA.3.8 OA.3.9</td>
</tr>
<tr>
<td>3.3.1.e Give examples of how trade benefits individuals and communities and increases interdependency.</td>
<td>Reading Foundations RF.3.3-4 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.1 L.3.3 L.3.4</td>
<td>Numbers Base Ten NBT.3.2</td>
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</tbody>
</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:**

Students will:

- 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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<tbody>
<tr>
<td>3.2.1.a Read and interpret information from geographic tools and formulate geographic questions.</td>
<td>Reading for Information RI.3.1 RI.3.3-6</td>
<td>Operations in Algebra OA.3.8</td>
</tr>
<tr>
<td>3.2.1.b Locate the community on a map and describe its natural and human features.</td>
<td>Reading Foundations RF.3.3-4 Writing W.3.2 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.1,3,4</td>
<td>Numbers Base Ten NBT.3.2</td>
</tr>
<tr>
<td>3.2.1.c Identify geography-based problems and examine the ways that people have tried to solve them.</td>
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<td>Mathematical Practices 1-7</td>
</tr>
<tr>
<td>3.3.1.e Give examples of how trade benefits individuals and communities and increases interdependency.</td>
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# JA Our Region

## Session Details

### Session One: Be an Entrepreneur

Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.

**Objectives:**

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

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<thead>
<tr>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.1.a Define positive and negative economic incentives.</td>
<td>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</td>
<td>Mathematical Practices 1-2 4-7</td>
</tr>
<tr>
<td>4.3.1.b Give examples of the kinds of goods and services produced [in Colorado] in different historical periods and their connection to economic incentives.</td>
<td>Reading Foundations RF.4.3-4 Speaking and Listening SL.4.1 SL.4.3 Language L.4.3-4 L.4.6</td>
<td></td>
</tr>
</tbody>
</table>

### Session Two: Resources–Tools for Entrepreneurs

Students are introduced to resources and, working in teams, use this information to create new businesses.

**Objectives:**

- Students will:
  - Define natural, human, and capital resources
  - Describe how products and services use resources

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1.a Answer questions about Colorado regions using maps and other geographic tools.</td>
<td>Reading for Information RI.4.4 RI.4.7</td>
<td>Mathematical Practices 1-2 4-8</td>
</tr>
<tr>
<td>4.2.1.b Use geographic grids to locate places on maps and images to answer questions.</td>
<td>Reading Foundations RF.4.3-4 Writing W.4.2 W.4.8 Speaking and Listening SL.4.1-5 Language L.4.3-4 L.4.1-6</td>
<td></td>
</tr>
<tr>
<td>4.3.1.c Explain how the productive resources - natural, human, and capital- [of Colorado] have influenced the types of goods produced and services provided.</td>
<td></td>
<td></td>
</tr>
</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

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.1.a Define positive and negative economic incentives.</td>
<td>Reading for Information RI.4.2-4 RI.4.7</td>
<td>NBT 4.4 NF.4.7 Mathematical Practices 1-7</td>
</tr>
<tr>
<td></td>
<td>Reading Foundations RF.4.3-4 Speaking and Listening SL.4.1 SL.4.3 Language L.4.1 L.4.3-6</td>
<td></td>
</tr>
<tr>
<td>Session Details</td>
<td>Academic Standards</td>
<td>Common Core ELA</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| **Session Four: Entrepreneurs Solve Problems**  
Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.  
**Objectives:**  
Students will:  
- Demonstrate the problem-solving process  
- Identify the potential risks and rewards in making  
- business decisions  

4.3.2.a Define choice and opportunity cost.  
4.3.2.b Analyze different choices and their opportunity costs.  
4.3.2.d Identify risks that individuals face.  
4.3.2.e Analyze methods of limiting financial risk.  

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  

| **Session Five: Entrepreneurs Go Global**  
Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.  
**Objectives:**  
Students will:  
- Apply the supply chain to a manufacturing example  
- Explain how resource providers, businesses, and consumers are interdependent  

4.2.2.d Describe how places [in Colorado] are connected by movement of goods and services and technology.  

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  

Mathematical Practices  
1-2  
4  
6-7  
NA  

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<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| **Session One: Free to Choose Your Work or Business**  
Students are introduced to the nation’s free market system and how it supports businesses and careers.  
**Objectives:**  
Students will:  
- Identify the characteristics of a free market economy  
- Explain how pricing guides economic decisions  
5.3.1.a Define a capitalist market economy.  
5.4.1.a Describe and provide sources and examples of individual rights. | Reading for Information  
RI.5.1-2  
RI.5.4  
RI.5.7  
Reading Foundations  
RF.5.3-4  
Speaking and Listening  
SL.5.1-4  
SL.5.6  
Language L.5.1-5 | Operations and Algebraic Thinking  
OA.5.2  
Numbers Base Ten  
NBT.5.6-7 |
| **Session Two: Innovation Nation**  
Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.  
**Objectives:**  
Students will:  
- Define entrepreneur and entrepreneurship  
- Describe resources and how entrepreneurs use them  
- Explore STEM skills and the process of innovation  
Career Readiness Essential Skills  
Entrepreneurial  
- Critical thinking and problem solving  
- Creativity and innovation  
Civic/Interpersonal  
- Collaboration and teamwork | Reading for Information  
RI.5.1-2  
RI.5.4  
RI.5.7  
Reading Foundations  
RF.5.3-4  
Writing  
WS.5.2  
WS.5.4  
Speaking and Listening  
SL.5.1-4  
SL.5.6  
Language L.5.1-5 | Operations and Algebraic Thinking  
CC.2.2.5.A.1  
Numbers Base Ten  
CC.2.1.5.B.2 |
| **Session Three: Career Quest**  
Students learn about career clusters.  
**Objectives:**  
Students will:  
- Examine career groupings and the skills necessary for a variety of careers.  
Career Readiness Essential Skills  
Personal  
- Initiative and self-direction  
Professional  
- Career literacy | Reading for Information  
RI.5.1-2  
RI.5.4  
RI.5.7  
Reading Foundations  
RF.5.3-4  
Speaking and Listening  
SL.5.1-4  
SL.5.6  
Language L.5.1-5 | Numbers Base Ten  
CC.2.1.5.B.2 |
### Session Descriptions

<table>
<thead>
<tr>
<th>Session Four: Get and Keep the Job!</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students examine important work-readiness and behavioral skills needed for career success.</td>
<td><strong>Career Readiness Essential Skills</strong></td>
<td><strong>Common Core ELA</strong></td>
<td><strong>Common Core Math</strong></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>Civic/Interpersonal</td>
<td>Reading for Information</td>
<td>Operations and Algebraic Thinking</td>
</tr>
<tr>
<td>Students will:</td>
<td>- Communication</td>
<td>RI.5.1-2</td>
<td>CC.2.2.5.A.1</td>
</tr>
<tr>
<td></td>
<td>- Global and cultural awareness</td>
<td>RI.5.4</td>
<td>Numbers Base Ten</td>
</tr>
<tr>
<td></td>
<td>Ethics and integrity</td>
<td>RI.5.7</td>
<td>CC.2.1.5.B.2</td>
</tr>
<tr>
<td></td>
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<td>Reading Foundations</td>
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<td></td>
<td></td>
<td>RF.5.3-4</td>
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<td></td>
<td></td>
<td>Writing</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>WS.5.2</td>
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<td>WS.5.4</td>
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<td>Speaking and Listening</td>
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<td></td>
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<td>SL.5.1-4</td>
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<td>SL.5.6</td>
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<td>Language</td>
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<td>L.5.1-5</td>
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<thead>
<tr>
<th>Session Five: Global Connections</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Students explore how the United States is connected to the global economy.</td>
<td>4.3.2.a Define choice and opportunity cost.</td>
<td>Reading for Information</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>4.3.2.b Analyze different choices and their opportunity costs.*</td>
<td>RI.5.1-2</td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>RI.5.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Discuss why businesses specialize and trade</td>
<td>RI.5.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Define opportunity cost</td>
<td>Reading Foundations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>RF.5.3-4</td>
<td></td>
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<td></td>
<td></td>
<td>Speaking and Listening</td>
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<td>SL.5.1-4</td>
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<td>SL.5.6</td>
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<td></td>
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<td>Language</td>
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<td>L.5.1-5</td>
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<tr>
<td></td>
<td>*Standard is below grade level.</td>
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</table>

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<thead>
<tr>
<th>Optional Supplement: Business Organization</th>
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</thead>
<tbody>
<tr>
<td>Students examine entrepreneurship, free enterprise, and business organization.</td>
<td>NA</td>
<td>Speaking and Listening</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>SL.5.1-4</td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify three basic ways businesses are organized.</td>
<td>L.5.1,5</td>
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</tbody>
</table>

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<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 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  
3.3.1.d Recognize that different currencies and forms of exchange that exist and list the functions of money to include but not limited to such topics as medium of exchange, store of value, and measure of value.  
5.3.2.a Identify different financial institutions  
5.3.2.b Identify the products and services of financial institutions to include but not limited to: checking accounts, savings accounts, investments, and loans. | Reading for Information  
RI.3.1  
RI.3.3-4  
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  
L.3.4 | Numbers Base Ten  
3.NBT.2.2  
3.NBT.3.3  
4.NBT.4  
5.NBT.5  
5.NBT.7  
Mathematical Practices 1-8 |                                                                                                |
| **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  
3.3.1.c Describe how the exchange of goods and services between businesses and consumers affects all parties.  
3.3.1.e Give examples of how trade benefits individuals and communities and increases interdependency.  
4.3.1.c Explain how the productive resources - natural, human, and capital- [of Colorado] have influenced the types of goods produced and services provided. | 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 | Numbers Base Ten  
3.NBT.3.3  
4.NBT.4  
4.NBT.5  
5.NBT.5  
5.NBT.7  
Mathematical Practices 1-8 |                                                                                                |
| **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  
3.3.1.a Describe the difference between producers and consumers and explain how they need each other.  
3.3.2.c Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals. | 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 | 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 |                                                                                                |

*ELO- Indicates a skill best supported by an Extended Learning Opportunity
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Four: Run a Business</strong></td>
<td>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.</td>
<td>4.3.1.a Define positive and negative economic incentives.</td>
<td>Numbers Base Ten</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>Students will:</td>
<td></td>
<td>3.NBT.2.2</td>
</tr>
<tr>
<td></td>
<td>• Explain why financial institutions lend money</td>
<td></td>
<td>3.NBT.3.3</td>
</tr>
<tr>
<td></td>
<td>• Explain decision making and the traits of trustworthy borrowers</td>
<td></td>
<td>4.NBT.4</td>
</tr>
<tr>
<td></td>
<td>• Record and track financial gains and losses</td>
<td></td>
<td>4.NBT.5</td>
</tr>
<tr>
<td></td>
<td>4.3.1.e. Give examples of how trade benefits individuals and communities and increases interdependency.</td>
<td></td>
<td>5.NBT.5</td>
</tr>
<tr>
<td></td>
<td>4.2.2.d Describe how places [in Colorado] are connected by movement of goods and services and technology.</td>
<td></td>
<td>5.NBT.7</td>
</tr>
<tr>
<td></td>
<td>3.3.1.e. Give examples of how trade benefits individuals and communities and increases interdependency.</td>
<td></td>
<td>Mathematical Practices</td>
</tr>
<tr>
<td><strong>Session Five: Global Success</strong></td>
<td>The students explore the opportunities and challenges of global markets.</td>
<td></td>
<td>1-8</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explore reasons why businesses import and export goods</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Describe the economic considerations related to selling in a global market</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Define opportunity cost</td>
<td></td>
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</tr>
</tbody>
</table>
## Pre-JA Career Exploration Fair Session: A Job to Do!

Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.

### Objectives:
- Define careers.
- Examine the jobs of family members.
- Identify jobs within the community.

### Career Readiness Essential Skills

<table>
<thead>
<tr>
<th>Civic/Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core academic foundation</td>
</tr>
<tr>
<td>Collaboration and teamwork</td>
</tr>
<tr>
<td>Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entrepreneurial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry and analysis</td>
</tr>
</tbody>
</table>

### Foundational Skills

- RF 1
- RF 2
- RF 3

### Common Core ELA

- Writing W 2
- Writing W 5
- Writing W 8

### Speaking and Listening

- Speaking and Listening SL 1
- Speaking and Listening SL 3
- Speaking and Listening SL 4
- Speaking and Listening SL 5
- Speaking and Listening SL 6

### Language

- Language L 4
- Language L 5
- Language 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:
- 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.

### Career Readiness Essential Skills

<table>
<thead>
<tr>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
</tr>
<tr>
<td>Career literacy</td>
</tr>
<tr>
<td>Self-advocacy</td>
</tr>
</tbody>
</table>

### Foundational Skills

- RF 1
- RF 2
- RF 3

### Common Core ELA

- Writing W 4
- Writing W 5
- Writing W 6

### Speaking and Listening

- Speaking and Listening SL 1
- Speaking and Listening SL 3
- Speaking and Listening SL 4
- Speaking and Listening SL 5
- Speaking and Listening SL 6

### Language

- Language L 4
- Language L 5
- Language L 6

## Post-JA Career Exploration Fair Activity: I Think I Want to Be...

Students reflect on their JA Career Exploration Fair experience.

### Objectives:
- Begin to identify a future career interest.

### Career Readiness Essential Skills

<table>
<thead>
<tr>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative and self-direction</td>
</tr>
<tr>
<td>Personal responsibility and self-management</td>
</tr>
<tr>
<td>Adaptability and flexibility</td>
</tr>
</tbody>
</table>

### Foundational Skills

- RF 1
- RF 2
- RF 3

### Common Core ELA

- Writing W 4
- Writing W 5
- Writing W 6

### Language

- Language L 4
- Language L 5
- Language L 6

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<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</strong>&lt;br&gt;Session: A Job for Everyone&lt;br&gt;Students reflect on their interests and skills as they consider future careers.&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;- Define careers.&lt;br&gt;- Analyze their interests and skills to learn how they fit in the classroom and the workplace.&lt;br&gt;- Construct new understandings connected to prior knowledge.&lt;br&gt;<strong>Career Readiness Essential Skills</strong>&lt;br&gt;Civic/Interpersonal&lt;br&gt;- Core academic foundation&lt;br&gt;- Collaboration and teamwork&lt;br&gt;- Communication&lt;br&gt;Entrepreneurial&lt;br&gt;- Inquiry and analysis&lt;br&gt;<strong>Foundational Skills</strong>&lt;br&gt;RF 3&lt;br&gt;RF 4&lt;br&gt;<strong>Speaking and Listening</strong>&lt;br&gt;SL 1&lt;br&gt;SL 6&lt;br&gt;<strong>Language</strong>&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
<td></td>
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</tr>
<tr>
<td><strong>The Day of the Fair</strong>&lt;br&gt;Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;- Observe speakers and the tools they use.&lt;br&gt;- Identify the variety of careers people have in the community and how each job requires specific skills.&lt;br&gt;- Express how jobs require specific interests and skills.&lt;br&gt;- Examine how school skills apply to career paths.&lt;br&gt;<strong>Career Readiness Essential Skills</strong>&lt;br&gt;Professional&lt;br&gt;- Time management&lt;br&gt;- Career literacy&lt;br&gt;- Self-advocacy&lt;br&gt;<strong>Foundational Skills</strong>&lt;br&gt;RF 3&lt;br&gt;RF 4&lt;br&gt;<strong>Speaking and Listening</strong>&lt;br&gt;SL 1&lt;br&gt;SL 3&lt;br&gt;SL 5&lt;br&gt;SL 6&lt;br&gt;<strong>Language</strong>&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
<td></td>
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<tr>
<td><strong>Post-JA Career Exploration Fair</strong>&lt;br&gt;Activity: Someday I'll Be…&lt;br&gt;Students reflect on their JA Career Exploration Fair experience.&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;- Prepare a personal interest “resume.”&lt;br&gt;- Begin to identify a future career interest.&lt;br&gt;<strong>Career Readiness Essential Skills</strong>&lt;br&gt;Personal&lt;br&gt;- Initiative and self-direction&lt;br&gt;- Personal responsibility and self-management&lt;br&gt;- Adaptability and flexibility&lt;br&gt;<strong>Foundational Skills</strong>&lt;br&gt;RF 3&lt;br&gt;RF 4&lt;br&gt;<strong>Writing</strong>&lt;br&gt;W.4&lt;br&gt;W.5&lt;br&gt;W.6&lt;br&gt;<strong>Language</strong>&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session Descriptions</td>
<td>Academic Standards</td>
<td>Common Core ELA</td>
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<tr>
<td><strong>Before the Event</strong></td>
<td>Career Readiness Essential Skills</td>
<td>Foundational Skills</td>
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</tbody>
</table>
| Students prepare questions for the speaker to answer. | Civic/Interpersonal  
- Core academic foundation  
- Collaboration and teamwork  
- Communication | RF 1  
RF 2  
RF 3  
RF 4 |
| **Objectives:** | Entrepreneurial  
- Inquiry and analysis | Speaking and Listening |
| Students will: | | SL 1  
SL 6 |
| - Identify skills and interests | Language | L 4  
L 5  
L 6 |
| - Explain how the speaker’s job helps people in the community | |
| **Speaker Day: Invite a Career Speaker to Class** | Career Readiness Essential Skills | Foundational Skills |
| Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests. | Civic/Interpersonal  
- Core academic foundation  
- Collaboration and teamwork  
- Communication | RF 1  
RF 2  
RF 3  
RF 4 |
| **Objectives:** | Entrepreneurial  
- Inquiry and analysis | Speaking and Listening |
| Students will: | | SL 1  
SL 3  
SL 5  
SL 6 |
| - Listen to a career speaker. | Language | L 4  
L 5  
L 6 |
| - Express how jobs require specific interests and skills. | |
| - Examine how interests and skills apply to careers. | |
| **After the Event** | Career Readiness Essential Skills | Foundational Skills |
| Students reflect on what they learned during their preparation and the speaker event. | Professional  
- Time management  
- Career literacy | RF 1  
RF 2  
RF 3  
RF 4 |
| **Objectives:** | | Writing |
| Students will: | | W.4  
W.5  
W.6 |
| - Recognize career clusters. | Language | L 4  
L 5  
L 6 |
| - Identify careers that relate to personal interests and skills. | | |