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

Updated (2022)
Academic Standards

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

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

In this document, Junior Achievement programs are correlated to the Oklahoma Academic Standards for Social Studies and Employability Skill 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 Community 2.0™ immerses students in the daily life of their community through digital and hands-on interactives. They gain the skills and knowledge to be both a worker and an active citizen, exercising their civic duty to make decisions for the good of the community.

JA Our City™ 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? Make a Choice</strong></td>
<td>Identify ways that people use their money, including spending and saving.</td>
<td>Reading Foundations RF.K.1-3, Writing W.K.1-2.8, Literature RL.K.7, Speaking and Listening SL.K.1-6, Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.2</td>
</tr>
<tr>
<td>Students practice economics by making personal choices.</td>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td>- Identify personal interests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Consider the factors that determine their choices</td>
<td>- Define money</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Two: Do I Need What I Want?</strong></td>
<td>Describe the basic needs of all people: food, clothing, and shelter; differentiate between these needs and a want.</td>
<td>Reading Foundations RF.K.1-3, Literature RL.K.1-4, RL.K.7, Speaking and Listening SL.K.1-3, SL.K.6, Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.3, Measurement and Data 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>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td>- Explain the difference between needs and wants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Create a simple chart</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are introduced to storybook characters and examine ways they can earn money.</td>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td>- Describe the role of money in society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identify jobs they can do to earn money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Four: A Penny Saved</strong></td>
<td>Identify ways that people use their money, including spending and saving.</td>
<td>Reading Foundations RF.K.1-4, Literature RL.K.1-4, Speaking and Listening SL.K.1-6, Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.1, Measurement and Data CC.2.4.K.A.4</td>
</tr>
<tr>
<td>Students are introduced to the concept of saving.</td>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td>- Explain the importance of saving money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identify a savings goal</td>
<td>- Identify a place where people save money</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Session Details

**Session Five: A Penny Shared**

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

**Objectives:**

The students will be able to:
- Explain the importance of giving
- Organize a chronological sequence of events

### Academic Standards

**K.4.3** Identify ways that people use their money, including spending and saving.

### Common Core ELA

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

### Common Core Math

- Counting and Cardinality: CC.2.1.K.A.1-3
<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 One: All Kinds of Families</strong>&lt;br&gt;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><strong>1.1.2</strong> Describe how citizens within communities work together to accomplish common tasks and fulfill roles of authority.&lt;br&gt;<strong>1.2.4</strong> Compare the features of urban and rural communities.&lt;br&gt;<strong>1.2.5</strong> Describe community customs and traditions as basic elements of culture.</td>
<td>Reading Literature RI.1.1&lt;br&gt;RI.1.3-4&lt;br&gt;RI.1.7-9,10&lt;br&gt;Reading Foundations RF.1.1-4&lt;br&gt;Writing W.1.2,5,8&lt;br&gt;Speaking &amp; Listening SL.1.1-2&lt;br&gt;SL.1.4-5&lt;br&gt;Language L.1.1-2&lt;br&gt;L.1.4</td>
<td>Mathematical Practices 1-2&lt;br&gt;5-8</td>
</tr>
<tr>
<td><strong>Session Two: Money for Needs and Wants</strong>&lt;br&gt;Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</td>
<td><strong>1.4.1</strong> Explain the costs and benefits of spending and saving in order to meet needs and wants.</td>
<td>Reading for Information RI.1.1&lt;br&gt;RI.1.3-4&lt;br&gt;RI.1.6-7&lt;br&gt;RI.1.10&lt;br&gt;Reading Foundations RF.1.1-4&lt;br&gt;Speaking &amp; Listening SL.1.1-2&lt;br&gt;SL.1.4&lt;br&gt;Language L.1.1&lt;br&gt;L.1.4</td>
<td>Measurement and Data 1.MD.C.4&lt;br&gt;Mathematical Practices 1-2&lt;br&gt;4-5&lt;br&gt;7-8</td>
</tr>
<tr>
<td><strong>Session Three: Businesses All Around the Neighborhood</strong>&lt;br&gt;Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</td>
<td><strong>1.2.1</strong> Describe the difference between physical and political maps; construct basic maps of specific places.&lt;br&gt;<strong>1.2.2</strong> Identify cardinal directions and use them to identify specific locations on a map.&lt;br&gt;<strong>1.4.3</strong> Identify and explain the roles of consumers and producers in the American economy.</td>
<td>Reading Foundations RF.1.1-4&lt;br&gt;Reading for Information RI.1.1&lt;br&gt;RI.1.3-4&lt;br&gt;RI.1.6-7&lt;br&gt;RI.1.10&lt;br&gt;Writing W.1.2,5,8&lt;br&gt;Speaking &amp; Listening SL.1.1-2&lt;br&gt;SL.1.4</td>
<td>Measurement and Data 1.MD.C.4&lt;br&gt;Mathematical Practices 1-2&lt;br&gt;5-8</td>
</tr>
<tr>
<td>Session Descriptions</td>
<td>Academic Standards</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td><strong>Session Four: Jobs All Around the Neighborhood</strong></td>
<td><strong>1.4.2 Describe ways people are paid for their labor and how goods and services are purchased using money and credit.</strong>&lt;br&gt;<strong>1.4.3 Identify and explain the roles of consumers and producers in the American economy.</strong></td>
<td>Reading Foundations RF.1.1-4&lt;br&gt;Reading for Information RI.1.6-7&lt;br&gt;Writing W.1.5&lt;br&gt;Speaking &amp; Listening SL.1.1-2&lt;br&gt;SL.1.4-5&lt;br&gt;Language L.1.1–2&lt;br&gt;L.1.4</td>
<td>Mathematical Practices 1-2&lt;br&gt;4-5&lt;br&gt;7-8</td>
</tr>
<tr>
<td>Students learn that entrepreneurs create businesses, which provide jobs for families.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;- Identify the jobs people do&lt;br&gt;- Analyze their own skills to determine ways they can support family members</td>
<td><strong>Reading Foundations RF.1.1-4</strong>&lt;br&gt;<strong>Reading for Information RI.1.6-7</strong>&lt;br&gt;<strong>Writing W.1.5</strong>&lt;br&gt;<strong>Speaking &amp; Listening SL.1.1-2</strong>&lt;br&gt;<strong>Language L.1.1–2</strong>&lt;br&gt;<strong>L.1.4</strong></td>
<td><strong>Operations in Algebra OA.1 ELO OA.6-7</strong>&lt;br&gt;<strong>Measurement and Data 1.MD.C.4</strong>&lt;br&gt;<strong>Mathematical Practices 2</strong>&lt;br&gt;<strong>4</strong>&lt;br&gt;<strong>7-8</strong></td>
</tr>
<tr>
<td><strong>Session Five: A New Business</strong></td>
<td><strong>1.4.2 Describe ways people are paid for their labor and how goods and services are purchased using money and credit.</strong>&lt;br&gt;<strong>1.4.3 Identify and explain the roles of consumers and producers in the American economy.</strong></td>
<td><strong>Reading Foundations RF.1.1-4</strong>&lt;br&gt;<strong>Reading for Information RI.1.1</strong>&lt;br&gt;<strong>RI.1.3-4</strong>&lt;br&gt;<strong>RI.1.6-7</strong>&lt;br&gt;<strong>RI.1.10</strong>&lt;br&gt;<strong>Writing W.1.2,5,8</strong>&lt;br&gt;<strong>Speaking &amp; Listening SL.1.1-2</strong>&lt;br&gt;<strong>SL.1.4</strong>&lt;br&gt;<strong>Language L.1.1–2</strong>&lt;br&gt;<strong>L.1.4</strong></td>
<td><strong>Operations in Algebra OA.1 ELO OA.6-7</strong>&lt;br&gt;<strong>Measurement and Data 1.MD.C.4</strong>&lt;br&gt;<strong>Mathematical Practices 2</strong>&lt;br&gt;<strong>4</strong>&lt;br&gt;<strong>7-8</strong></td>
</tr>
<tr>
<td>Session Descriptions</td>
<td>Social Studies Standards</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------</td>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Session One: People in a Community Working Together</strong>&lt;br&gt;Students learn what a community is and the variety of jobs that people have in a community.</td>
<td>2.1.5 Explain how all people can play an important role in their community. 2.2.5 Describe how communities modify the environment to meet their needs. 2.4.2 Explain how barter and trade can lead to interdependence among communities. 2.4.3 Describe the connection between taxes and community services, including schools, sanitation and water, fire and police protection, parks and recreation, libraries, and roads.</td>
<td>Reading Literature RL.2.1&lt;br&gt;RL.2.7&lt;br&gt;Reading for Information RL.1&lt;br&gt;RL.2.4 - 5&lt;br&gt;RL.7&lt;br&gt;Reading Foundations RF.2.3-4&lt;br&gt;Speaking and Listening SL.2.1-4&lt;br&gt;Language L.2.1-6</td>
<td>Geometry G.2.2&lt;br&gt;Mathematical Practices 4</td>
</tr>
<tr>
<td><strong>Session Two: Sweet “O” Donuts</strong>&lt;br&gt;Students learn that workers who produce goods and services earn money for their work.</td>
<td>2.4.1 Explain the importance of supply and demand in the consumer and producer relationship. 2.4.2 Explain how barter and trade can lead to interdependence among communities.</td>
<td>Reading Foundations RF.2.3-4&lt;br&gt;Writing W.2.2&lt;br&gt;Speaking and Listening SL.2.1-6&lt;br&gt;Language L.2.1-6</td>
<td>Operations and Algebraic Thinking OA.2.1&lt;br&gt;Numbers Base Ten NBT.2.1-2&lt;br&gt;NBT.2.5&lt;br&gt;Measurement and Data MD.2.7</td>
</tr>
<tr>
<td><strong>Session Three: Business and Government Jobs</strong>&lt;br&gt;Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</td>
<td>2.4.2 Explain how barter and trade can lead to interdependence among communities 2.4.3 Describe the connection between taxes and community services, including schools, sanitation and water, fire and police protection, parks and recreation, libraries, and roads.</td>
<td>Reading for Information RL.1&lt;br&gt;RL.2.4 - 5&lt;br&gt;RL.7&lt;br&gt;Reading Foundations RF.2.3-4&lt;br&gt;Speaking and Listening SL.2.1-4&lt;br&gt;Language L.2.1-6</td>
<td>Operations and Algebraic Thinking OA.2.1&lt;br&gt;Mathematical Practices 1-2&lt;br&gt;4-5&lt;br&gt;8</td>
</tr>
</tbody>
</table>
### Session Descriptions

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

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

2.1.3 Explain how active citizens participate in the government by voting to elect officials that represent them.

### Social Studies Standards

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

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

2.4.2 Explain how barter and trade can lead to interdependence among communities.
<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 One: Earn, Save, Spend, and Donate</strong>&lt;br&gt;Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy. <strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Describe the four choices we have with money.&lt;br&gt;• Define deposits and withdrawals.&lt;br&gt;3.2.3 Identify the characteristics of renewable and non-renewable resources and evaluate the role of citizens in conserving natural resources.&lt;br&gt;3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.&lt;br&gt;Reading for Information RI.3.4-5&lt;br&gt;Reading Foundations RF.3.3-4&lt;br&gt;Writing W.3.2 EL O&lt;br&gt;W.3.7 -8 EL O&lt;br&gt;Speaking and Listening SL.3.1&lt;br&gt;SL.3.3&lt;br&gt;SL.3.6&lt;br&gt;Language L.3.1&lt;br&gt;L.3.3&lt;br&gt;L.3.4&lt;br&gt;Measurement and Data MD.3.4&lt;br&gt;MD.3.5&lt;br&gt;MD.3.6&lt;br&gt;Mathematical Practices 1-8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Two: Invisible Money</strong>&lt;br&gt;Students learn about the different forms of money and how people use them to pay for goods and services. <strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Define goods and services.&lt;br&gt;• Explain how people spend money.&lt;br&gt;• Recognize methods of payment and whether they are readily visible or invisible.&lt;br&gt;3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.&lt;br&gt;Reading for Information RI.3.1-5&lt;br&gt;Reading Foundations RF.3.3-4&lt;br&gt;Writing W.3.7 -8 EL O&lt;br&gt;Speaking and Listening SL.3.1-4&lt;br&gt;SL.3.6&lt;br&gt;Language L.3.1&lt;br&gt;L.3.3-4&lt;br&gt;Operations and Algebraic Thinking OA.3.8&lt;br&gt;OA.3.9&lt;br&gt;Mathematical Practices 1-8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Three: How Do I Become an Entrepreneur?</strong>&lt;br&gt;When entrepreneurs create businesses, they help keep cities alive and healthy. <strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Define entrepreneur, producer, and consumer.&lt;br&gt;• Explain the need for a business plan.&lt;br&gt;• Discuss the ways in which entrepreneurs help a city.&lt;br&gt;3.4.2 Summarize how the factors of scarcity and surplus and the laws of supply and demand of natural and human resources require people to make choices about producing and consuming goods and services.&lt;br&gt;Reading for Information RI.3.1-5&lt;br&gt;Reading Foundations RF.3.3-4&lt;br&gt;Speaking and Listening SL.3.1-3&lt;br&gt;SL.3.6&lt;br&gt;Language L.3.1&lt;br&gt;L.3.3-4&lt;br&gt;Operations and Algebraic Thinking OA.3.8&lt;br&gt;Numbers Base Ten NBT.3.2&lt;br&gt;Mathematical Practices 1-2&lt;br&gt;4-8</td>
<td></td>
<td></td>
<td></td>
</tr>
</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:**
The students will be able to:
- Demonstrate the importance of money in everyday life.
- Describe how money flows through a city’s economy.
- Explain taxes and how the city government uses the money to pay for the goods and services it provides.

<table>
<thead>
<tr>
<th>Session</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four</td>
<td>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</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></td>
<td>3.4.2 Summarize how the factors of scarcity and surplus and the laws of supply and demand of natural and human resources require people to make choices about producing and consuming goods and services.</td>
<td>Reading Foundations RF.3.3-4</td>
<td>Numbers Base Ten NBT.3.2</td>
</tr>
<tr>
<td></td>
<td>3.4.3 Explain taxes and how the city government uses the money to pay for the goods and services it provides.</td>
<td>Speaking and Listening SL.3.1-3 SL.3.6</td>
<td>Mathematical Practices 1-8</td>
</tr>
<tr>
<td></td>
<td>3.4.4 Describe how money flows through the city’s economy.</td>
<td>Language L.3.1 L.3.3 L.3.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.4.5 Explain how the city government uses the money to pay for the goods and services it provides.</td>
<td></td>
<td></td>
</tr>
</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:**
The students will be able to:
- Describe how personal choices make a city a good place to live, work, play, and go to school.

<table>
<thead>
<tr>
<th>Session</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five</td>
<td>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</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></td>
<td>3.4.2 Summarize how the factors of scarcity and surplus and the laws of supply and demand of natural and human resources require people to make choices about producing and consuming goods and services.</td>
<td>Reading Foundations RF.3.3-4</td>
<td>Numbers Base Ten NBT.3.2</td>
</tr>
<tr>
<td></td>
<td>3.4.3 Explain how personal choices make a city a good place to live, work, play, and go to school.</td>
<td>Writing W.3.2</td>
<td>Mathematical Practices 1-7</td>
</tr>
<tr>
<td></td>
<td>3.4.4 Describe how personal choices make a city a good place to live, work, play, and go to school.</td>
<td>Speaking and Listening SL.3.1-3 SL.3.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.4.5 Explain how personal choices make a city a good place to live, work, play, and go to school.</td>
<td>Language L.3.1,3,4</td>
<td></td>
</tr>
</tbody>
</table>
# Session One: Be an Entrepreneur

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

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

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.1 Analyze how humans adapt to and modify their environments in order to survive and grow. A. Explain how humans depend upon the physical environment for food, shelter, and economic activities.</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>
</tbody>
</table>

**Employability Skills**

Interpersonal Skills
- Works as part of team.
- Follows team norms.
- Gives feedback to teammates

## Session Two: Resources—Tools for Entrepreneurs

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

**Objectives:**
The students will be able to:
- 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>
</table>
| 4.4.1.A. Explain how humans depend upon the physical environment for food, shelter, and economic activities.  
4.4.1.B. Distinguish between renewable and nonrenewable resources.  
4.4.2.B. Identify the major economic activities of each region of the United States by comparing how people satisfy their basic needs through the production of goods and services.  
4.4.2.C. Describe the relative location of natural resources, such as fossil fuels, minerals and soils, and their relationship to each region’s major economic activities, including agriculture, manufacturing, transportation, energy, and services. | Reading for Information RI.4.4 RI.4.7 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.4.6 | Mathematical Practices 1-2 4-8 |

## 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:**
The students will be able to:
- 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>
</table>
| 4.4 The student will identify basic economic activities of the United States.  
4.4.2.A. Understands job description and duties. | 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 |
### Session Details

#### 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:**

The students will be able to:

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

**Employability Skills**

- Critical Thinking
  - Proposes familiar approaches to address workplace challenges or complete tasks
  - Identifies a set of actions to arrive at a solution

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading for Information</strong></td>
<td>RI.4.1 RI.4.3-4 RI.4.7</td>
<td>Mathematical Practices</td>
</tr>
<tr>
<td><strong>Reading Foundations</strong></td>
<td>RF.4.3-4</td>
<td>1-2</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>W.4.2 W.4.8</td>
<td>4</td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td>SL.4.1-2 SL.4.4</td>
<td>6-7</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>L.4.1 L.4.3-4 L.4.6</td>
<td></td>
</tr>
</tbody>
</table>

#### Session Five: Entrepreneurs Go Global

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

**Objectives:**

The students will be able to:

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

4.4.2 Describe the patterns and networks of economic interdependence among regions of the United States.

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading for Information</strong></td>
<td>RI.4.3-4 RI.4.7</td>
<td>Mathematical Practices</td>
</tr>
<tr>
<td><strong>Reading Foundations</strong></td>
<td>RF.4.3-4</td>
<td>1-2</td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td>SL.4.1-4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>L.4.1 L.4.3-4 L.4.6</td>
<td>6-7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading for Information</strong></td>
<td>RI.4.3-4 RI.4.7</td>
<td>Mathematical Practices</td>
</tr>
<tr>
<td><strong>Reading Foundations</strong></td>
<td>RF.4.3-4</td>
<td>1-2</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>W.4.2 W.4.8</td>
<td>4</td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td>SL.4.1-2 SL.4.4</td>
<td>6-7</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>L.4.1 L.4.3-4 L.4.6</td>
<td></td>
</tr>
</tbody>
</table>

© 2022 Junior Achievement USA® 12
<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: 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.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;  - Identify the characteristics of a free market economy&lt;br&gt;  - Explain how pricing guides economic decisions</td>
<td>Employability Skills&lt;br&gt;Interpersonal Skills&lt;br&gt;  • Works as part of team.&lt;br&gt;  • Follows team norms.&lt;br&gt;  • Gives feedback to teammates.</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>Session Two: Innovation Nation</strong>&lt;br&gt;Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;  - Define entrepreneur and entrepreneurship&lt;br&gt;  - Describe resources and how entrepreneurs use them&lt;br&gt;  - Explore STEM skills and the process of innovation</td>
<td>Employability Skills&lt;br&gt;Information Use&lt;br&gt;  • Identifies which information is relevant and important to tasks.</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.2.1.5.B.2</td>
</tr>
<tr>
<td><strong>Session Three: Career Quest</strong>&lt;br&gt;Students learn about career clusters.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;  - Examine career groupings and the skills necessary for a variety of careers.</td>
<td>Employability Skills&lt;br&gt;Personal Qualities&lt;br&gt;  • Demonstrates a willingness to learn and listen to directions.&lt;br&gt;Critical Thinking&lt;br&gt;  • Identifies alternative solutions and ideas to address workplace challenges and complete tasks</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>Session Descriptions</td>
<td>Academic Standards</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| **Session Four: Get and Keep the Job!**  
Students examine important work-readiness and behavioral skills needed for career success.  
**Objectives:**  
The students will be able to:  
• Identify the soft skills wanted by today’s employers  
Employability Skills  
Communication  
• Understands and follows written directions  
• Maintains appropriate eye contact and appropriate body language when speaking with others.  
• Applies what was heard to work  
|  | Reading for Information RI.5.1-2 RI.5.4 RI.5.7  
Reading Foundations RF.5.3-4  
Writing WS.5.2 WS.5.4  
Speaking and Listening SL.5.1-4 SL.5.6  
Language L.5.1-5 | Operations and Algebraic Thinking CC.2.2.5.A.1  
Numbers Base Ten CC.2.1.5.B.2 |
| **Session Five: Global Connections**  
Students explore how the United States is connected to the global economy.  
**Objectives:**  
The students will be able to:  
• Discuss why businesses specialize and trade  
• Define opportunity cost  
Employability Skills  
Resource Management  
• Identifies resources needed to complete projects or tasks.  
Interpersonal  
• Works as part of a team  
• Follows team norms  
|  | Reading for Information RI.5.1-2 RI.5.4 RI.5.7  
Reading Foundations RF.5.3-4  
Speaking and Listening SL.5.1-4 SL.5.6  
Language L.5.1-5 | NA |
| **Optional Supplement: Business Organization**  
Students examine entrepreneurship, free enterprise, and business organization.  
**Objectives:**  
The students will be able to:  
• Identify three basic ways businesses are organized.  
| NA | Speaking and Listening SL.5.1-4  
Language L.5.1,5 | NA |
# JA More than Money

## Session Descriptions

### Session One: The Money Garden
Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.

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

**Employability Skills**
- Applied Knowledge: Mathematics
  - Translate practical problems into useful mathematical expressions

**Academic Standards**
- 3.4 The student will identify and describe basic economic activities creating prosperity in the state of Oklahoma.

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

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

**Employability Skills**
- Applied Academic Skills
  - Identifies a set of actions to arrive at a solution
- Critical Thinking
  - Sets specific task, project, and/or career goal(s).

**Academic Standards**
- 3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.
- 3.4.2 Summarize how the factors of scarcity and surplus and the laws of supply and demand of natural and human resources require people to make choices about producing and consuming goods and services.

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

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

**Employability Skills**
- Applied Academic Skills
  - Identifies a set of actions to arrive at a solution
- Critical Thinking
  - Sets specific task, project, and/or career goal(s).

**Academic Standards**
- 4.4 The student will identify basic economic activities of the United States.
### Session Descriptions

#### 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:**

The students will be able to:
- Explain why financial institutions lend money
- Explain decision making and the traits of trustworthy borrowers
- Record and track financial gains and losses

**Academic Standards**

- 3.4 The student will identify and describe basic economic activities creating prosperity in the state of Oklahoma.
- 4.4 The student will identify basic economic activities of the United States.

**Employability Skills**

**Communication**

- Understands and follows written directions.
- Reads materials specific to work or tasks.

**Applied Academic Skills**

- Identifies pros and cons of ideas, approaches, and solutions.

### Session Five: Global Success

The students explore the opportunities and challenges of global markets.

**Objectives:**

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

**Academic Standards**

- 3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.
- 3.4.2 Summarize how the factors of scarcity and surplus and the laws of supply and demand of natural and human resources require people to make choices about producing and consuming goods and services.

**Employability Skills**

**Resource Management**

- Identifies resources needed to complete projects or tasks.

<table>
<thead>
<tr>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3 4.NBT.4 4.NBT.5 5.NBT.5 5.NBT.7 Mathematical Practices 1-8</td>
</tr>
<tr>
<td>Session Descriptions</td>
<td>Academic Standards</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Pre-JA Career Exploration Fair Session: A Job to Do!</strong>&lt;br&gt;Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</td>
<td><strong>K.4.2</strong> Explain the relationship between work and earning money.&lt;br&gt;<strong>K.4.4</strong> Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student’s life.</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will:</td>
<td><strong>Employability Skills</strong>&lt;br&gt;Applied Academic Skills&lt;br&gt;• Understands which academic knowledge and skills are most relevant to achieving career goals</td>
</tr>
<tr>
<td>▪ Define careers.&lt;br&gt;▪ Examine the jobs of family members.&lt;br&gt;▪ Identify jobs within the community.</td>
<td><strong>Employability Skills</strong>&lt;br&gt;Personal Qualities&lt;br&gt;• Demonstrates a willingness to learn and listen to directions.&lt;br&gt;• Follows rules and safety procedures.&lt;br&gt;• Is respectful to others.</td>
</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.</td>
<td><strong>K.4.2</strong> Explain the relationship between work and earning money.&lt;br&gt;<strong>K.4.4</strong> Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student’s life.</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will:</td>
<td><strong>Employability Skills</strong>&lt;br&gt;Personal Qualities&lt;br&gt;• Demonstrates a willingness to learn and listen to directions.&lt;br&gt;• Follows rules and safety procedures.&lt;br&gt;• Is respectful to others.</td>
</tr>
<tr>
<td>▪ 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 ideas and questions concerning the jobs people have.</td>
<td></td>
</tr>
<tr>
<td><strong>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</strong>&lt;br&gt;Students reflect on their JA Career Exploration Fair experience.</td>
<td><strong>K.4.2</strong> Explain the relationship between work and earning money.&lt;br&gt;<strong>K.4.4</strong> Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student’s life.</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will:</td>
<td><strong>Employability Skills</strong>&lt;br&gt;Systems Thinking&lt;br&gt;• Understands job description and duties</td>
</tr>
<tr>
<td>▪ Begin to identify a future career interest.</td>
<td></td>
</tr>
</tbody>
</table>
### Pre-JA Career Exploration Fair Session: A Job for Everyone

Students reflect on their interests and skills as they consider future careers.

**Objectives:**
- 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.

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</td>
<td>Foundational Skills RF 3 RF 4 Speaking and Listening SL 1 SL 6 Language L 4 L 5 L 6</td>
</tr>
</tbody>
</table>

#### Employability Skills
- **Systems Thinking**
  - Understands job description and duties
- **Applied Academic Skills**
  - Understands which academic knowledge and skills are most relevant to achieving career goals

#### Foundational Skills
- RF 3 RF 4
- Speaking and Listening SL 1 SL 6
- Language L 4 L 5 L 6
- Writing W.4 W.5 W.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:**
- 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.

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</td>
<td>Foundational Skills RF 3 RF 4 Speaking and Listening SL 1 SL 3 SL 5 SL 6 Language L 4 L 5 L 6</td>
</tr>
</tbody>
</table>

#### Employability Skills
- **Personal Qualities**
  - Demonstrates a willingness to learn and listen to directions.
  - Follows rules and safety procedures.
  - Is respectful to others.

#### Foundational Skills
- RF 3 RF 4
- Speaking and Listening SL 1 SL 3 SL 5 SL 6
- Language L 4 L 5 L 6
- Writing W.4 W.5 W.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:**
- Prepare a personal interest “resume.”
- Begin to identify a future career interest.

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</td>
<td>Foundational Skills RF 3 RF 4 Writing W.4 W.5 W.6 Language L 4 L 5 L 6</td>
</tr>
</tbody>
</table>

#### Employability Skills
- **Information Use**
  - Uses reliable sources to identify information.
  - Identifies which information is relevant and important to tasks.
# JA Career Speaker Series K-5

## Session Descriptions

### Before the Event

**Students prepare questions for the speaker to answer.**

**Objectives:**

The students will:

- Identify skills and interests
- Explain how the speaker’s job helps people in the community

**Academic Standards:**

- **K.4.2** Explain the relationship between work and earning money.
- **K.4.4** Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student’s life.
- **3.4.1** Compare differences among human, natural, and capital resources used to produce goods and services.

**Common Core ELA:**

- Foundational Skills
  - RF 1
  - RF 2
  - RF 3
  - RF 4
- Speaking and Listening
  - SL 1
  - SL 6
- Language
  - L 4
  - L 5
  - L 6

### Speaker Day: Invite a Career Speaker to Class

**Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.**

**Objectives:**

The students will:

- Listen to a career speaker.
- Express how jobs require specific interests and skills.
- Examine how interests and skills apply to careers.

**Academic Standards:**

- **K.4.2** Explain the relationship between work and earning money.
- **K.4.4** Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student’s life.
- **3.4.1** Compare differences among human, natural, and capital resources used to produce goods and services.

**Employability Skills**

**Personal Qualities**

- Demonstrates a willingness to learn and listen to directions.
- Follows rules and safety procedures.
- Is respectful to others.

**Systems Thinking**

**Applied Academic Skills**

**Common Core ELA:**

- Foundational Skills
  - RF 1
  - RF 2
  - RF 3
  - RF 4
- Speaking and Listening
  - SL 1
  - SL 3
  - SL 5
  - SL 6
- Language
  - L 4
  - L 5
  - L 6

### After the Event

**Students reflect on what they learned during their preparation and the speaker event.**

- Recognize career clusters.
- Identify careers that relate to personal interests and skills.

**Academic Standards:**

- **K.4.2** Explain the relationship between work and earning money.
- **K.4.4** Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student’s life.
- **3.4.1** Compare differences among human, natural, and capital resources used to produce goods and services.

**Employability Skills**

**Systems Thinking**

- Understands job description and duties

**Applied Academic Skills**

- Understands which academic knowledge and skills are most relevant to achieving career goals

**Common Core ELA:**

- Foundational Skills
  - RF 1
  - RF 2
  - RF 3
  - RF 4
- Writing
  - W.4
  - W.5
  - W.6
- Language
  - L 4
  - L 5
  - L 6