



Junior
Achievement®



empowering young people to
own their economic success®

**A Correlation:
Kentucky Academic Standards
and
Junior Achievement
Elementary School Programs**

Updated July 2020 (2021)
Kentucky Academic Standards
[Kentucky Career Studies Standards](#)

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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 Kentucky Academic Standards and the Kentucky Career Studies and Financial Literacy Standards where appropriate, for grades K-5, as well as the common core standards for Language Arts and Mathematics.

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

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

JA Elementary School Programs

[*JA Ourselves*](#)[®] uses compelling stories read aloud by the volunteer, along with hands-on activities to demonstrate helping, working, earning, and saving.

[*JA Our Families*](#)[®] introduces students to the intersection of entrepreneurship and first-grade social studies learning objectives, including how family members' jobs and businesses contribute to the well being of the family.

[*JA Our Community*](#)[®] uses posters and games to offer practical information about businesses and the many jobs those businesses offer in a community. Students explore production methods through a simulation game, and they learn about taxes, decision making, and how money flows in an economy.

[*JA Our City*](#)[®] introduces students to the intersection of financial literacy and third-grade social studies learning objectives, including the characteristics of cities and how people and businesses in cities manage their money.

[*JA Our Region*](#)[®] introduces students to entrepreneurship and how entrepreneurs use resources to produce goods and services in a community. Students solve problems by weighing risks and rewards.

[*JA Our Nation*](#)[®] provides practical information about businesses' need for individuals who can meet the demands of the job market, including high-growth, high-demand jobs locally and globally.

[*JA More than Money*](#)[®] teaches students about earning, spending, sharing, and saving money, and businesses they can start or jobs they can perform to earn money.

[*JA Career Exploration Fair*](#)[™] is an event where students learn about a range of career options across multiple career clusters. (Grades K-5)

[*JA Career Speakers Series*](#)[™] In JA Career Speakers Series, a volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience. (Grades K-5)

JA Ourselves

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify personal interests ▪ Consider the factors that determine their choices ▪ Define money 	<p>Career Studies</p> <p>ES.P.1 Identify ways to approach and/or solve a problem.</p> <p>ES.P.2 Demonstrate flexibility and willingness to try new things (e.g., changes in schedules, routines, procedures).</p> <p>F.P.4 Identify why people make financial choices.</p> <p>F.P.5 Explain how planning helps people make choices about how to use their money.</p> <p>F.P.9 Explore ways people pay for goods or services.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Writing W.K.1-2,8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.2</p>
<p>Session Two: Do I Need What I Want?</p> <p>Students recognize that people have basic needs and wants, and that money-smart people know the difference between them.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain the difference between needs and wants ▪ Create a simple chart 	<p>SS. K.E.MI.1 Describe why people purchase goods and services.</p> <p>SS. K.E.IC.1 Differentiate between needs and wants.</p> <p>Career Studies</p> <p>F.P.1 Recognize that people need to work to meet basic needs.</p> <p>F.P.3 Identify the difference between wants (e.g., skateboard, video games) and needs (e.g., food, clothing, and shelter) and the relationship to consumer decisions.</p> <p>F.P.8 Identify things people buy (e.g., goods, services (i.e., tasks performed by others), leisure activities, etc.)</p>	<p>Reading Foundations RF.K.1-3</p> <p>Literature RL.K.1,4 RL.K.7</p> <p>Speaking and Listening SL.K.1-3 SL.K.6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.3</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the role of money in society ▪ Identify jobs they can do to earn money 	<p>SS.K.E.MA.1 Identify places in communities that provide goods and services.</p> <p>SS.K.E.ST.1 Demonstrate ways trade can be used to obtain goods and services.</p> <p>Career Studies</p> <p>C.P.1 Identify the reasons why people need to work (e.g., chores, jobs, employment) to meet basic needs and personal goals (e.g., food, clothing, shelter).</p> <p>ES.P.3 Practice resilience and perseverance by showing willingness to complete a task.</p> <p>ES.P.8 Explain how reading, writing and mathematics skills are necessary career and life skills.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.2,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

JA Ourselves

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: A Penny Saved</p> <p>Students are introduced to the concept of saving.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of saving money ▪ Identify a savings goal ▪ Identify a place where people save money 	<p>SS.K.E.MA.1 Identify places in communities that provide goods and services.</p> <p>Career Studies</p> <p>F.P.5 Explain how planning helps people make choices about how to use their money.</p> <p>F.P.6 Describe how financial decisions impact the achievement of short and long-term goals.</p> <p>F.P.7 Investigate different ways to save money (e.g., piggy bank, local bank, credit union).</p>	<p>Reading Foundations RF.K.1-4</p> <p>Literature RL.K.1-4</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p>Session Five: A Penny Shared</p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving ▪ Organize a chronological sequence of events 	<p>SS. KE.1 Explain how various jobs affect communities.</p> <p>SS.K.H.KH.1 Compare life in the past to life today in communities.</p> <p>SS.K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and neighborhood settings.</p> <p>Career Studies</p> <p>C.P.1 Identify the reasons why people need to work (e.g., chores, jobs, employment) to meet basic needs and personal goals (e.g., food, clothing, shelter).</p> <p>C.P.6 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p> <p>ES.P.9 Complete tasks on time.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.1,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: All Kinds of Families</p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Begin to understand the similarities and differences between families ▪ Recognize the importance of businesses in neighborhoods 	<p>SS. 1.E.MA.1 Describe how different jobs, as well as public and private institutions, help people in the community.</p> <p>Career Studies</p> <p>F.P.1 Recognize that people need to work to meet basic needs.</p> <p>ES.P.3 Practice resilience and perseverance by showing willingness to complete a task.</p> <p>ES.P.7 Follow classroom norms and procedures in various activities and settings.</p> <p>ES.P.8 Explain how reading, writing and mathematics skills are necessary career and life skills.</p> <p>ES.P.13 Engage effectively in a range of developmentally appropriate collaborative discussions.</p> <p>ES.P.14 Recognize that differences exist in individuals, families, and communities.</p>	<p>Reading Literature RI.1.1 RI.1.3-4 RI.1.7,9,10</p> <p>Reading Foundations RF.1.1-4</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 8</p>
<p>Session Two: Money for Needs and Wants</p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the difference between needs and wants ▪ Explain that families must earn money for the things they need and want 	<p>Career Studies</p> <p>C.P.1 Identify the reasons why people need to work (e.g., chores, jobs, employment) to meet basic needs and personal goals (e.g., food, clothing, shelter).</p> <p>C.P.2 Describe and expose students to different job opportunities that are available in the community (e.g., career day, field trips, virtual field trips, guest speakers).</p> <p>F.P.3 Identify the difference between wants (e.g., skateboard, video games) and needs (e.g., food, clothing, and shelter) and the relationship to consumer decisions.</p> <p>F.P.4 Identify why people make financial choices.</p>	<p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Reading Foundations RF.1.1-4</p> <p>Speaking & Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 4-5 7-8</p>

JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Three: Businesses All Around the Neighborhood</p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, goods, and services ▪ Interpret map symbols ▪ Identify the goods or services businesses provide 	<p>SS. 1.E.MI.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>SS. 1.G.MM.1 Explain why and how people and goods move to and within communities.</p> <p>SS.1.G.GR.1 Create geographic representations to identify the location of familiar places and organize information regarding familiar places at different scales.</p> <p>Career Studies</p> <p>C.P.3 Explain how interests, values and abilities influence career choices.</p> <p>F.P.8 Identify things people buy (e.g., goods, services (i.e., tasks performed by others), leisure activities, etc.)</p> <p>ES.P.9 Complete tasks on time.</p> <p>ES.P.10 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations with guidance.</p> <p>ES.P.11 Exhibit self-control with guidance.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>5-8</p>
<p>Session Four: Jobs All Around the Neighborhood</p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the jobs people do ▪ Analyze their own skills to determine ways they can support family members 	<p>SS.1.H.CO.1 Describe interactions that occur between individuals as members of groups, the community and/or state.</p> <p>Career Studies</p> <p>C.P.3 Explain how interests, values and abilities influence career choices.</p> <p>C.P.4 Explain how academic content students learn in school impacts future jobs/careers.</p> <p>C.P.6 Identify and follow agreed-upon work skills that are necessary for both the classroom and workplace.</p> <p>ES.P.1 Identify ways to approach and/or solve a problem.</p> <p>ES.P.2 Demonstrate flexibility and willingness to try new things.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.6-7</p> <p>Writing W.1.5</p> <p>Speaking & Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>

JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Five: A New Business</p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>SS 1.E.ST.1 Explain why the goods and services people in a community produce are traded with those produced in other communities.</p> <p>SS. 1.E.ST.2 Investigate how people can benefit themselves and others by developing special skills, strengths and goods.</p> <p>Career Studies</p> <p>F.P. 5 Explain how planning helps people make choices about how to use their money.</p> <p>F.P.7 Investigate different ways to save money F.P.8 Identify things people buy.</p> <p>F.P.9 Explore ways people pay for goods or services.</p> <p>C.P.6 Identify and follow agreed-upon work skills that are necessary for both the classroom and workplace.</p> <p>ES.P.5 Identify tasks that need to be completed and take action.</p> <p>ES.P.6 Practice personal responsibility.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7</p> <p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 2-4 7-8</p>

JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: People in a Community Working Together</p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Career Studies</p> <p>C.P.1 Identify the reasons why people need to work (e.g., chores, jobs, employment) to meet basic needs and personal goals (e.g., food, clothing, shelter).</p> <p>C.P.2 Describe and expose students to different job opportunities that are available in the community (e.g., career day, field trips, virtual field trips, guest speakers).</p> <p>C.P.3 Explain how interests, values and abilities influence career choices.</p> <p>C.P.4 Explain how academic content students learn in school impacts future jobs/careers.</p> <p>ES.P.7 Follow classroom norms and procedures in various activities and settings.</p> <p>ES.P.13 Engage effectively in a range of developmentally appropriate collaborative discussions (one-on-one, in groups and teacher led).</p>	<p>Reading Literature RL.2.1 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Geometry G.2.2</p> <p>Mathematical Practices 4</p>
<p>Session Two: Sweet “O” Donuts</p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>SS.2.E.MI.1 Describe how examples of capital, human, and natural resources are related to goods and services.</p> <p>SS 2.E.MI.2 Describe how people are both producers and consumers.</p> <p>SS 2.E.ST.1 Explain why people specialize in the production of goods and services.</p> <p>Career Studies</p> <p>C.P.6 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p> <p>ES.P.1 Identify ways to approach and/or solve a problem.</p> <p>ES.P.2 Demonstrate flexibility and willingness to try new things (e.g., changes in schedules, routines, procedures).</p> <p>ES.P.3 Practice resilience and perseverance by showing willingness to complete a task.</p> <p>ES.P.5 Identify tasks that need to be completed and take action.</p> <p>ES.P.6 Practice personal responsibility.</p> <p>ES.P.9 Complete tasks on time.</p> <p>ES.P.10 Practice ethical behavior (e.g., honesty, trust, compassion, and acceptance) in various situations with guidance.</p> <p>ES.P.11 Exhibit self-control with guidance.</p>	<p>Reading Foundations RF.2.3-4</p> <p>Writing W.2.2</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7</p>

JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Three: Business and Government Jobs</p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Locate businesses and identify government careers. ▪ Explain how taxation supports government services. 	<p>SS. 2.G.GR.1 Examine geographic features of places [in North America], using a variety of geographic data, including maps, photos and other geographic tools.</p> <p>Career Studies</p> <p>F.P.1 Recognize that people need to work to meet basic needs.</p> <p>F.P.8 Identify things people buy (e.g., goods, services (i.e., tasks performed by others), leisure activities, etc.)</p> <p>ES.P.7 Follow classroom norms and procedures in various activities and settings.</p> <p>ES.P.13 Engage effectively in a range of developmentally appropriate collaborative discussions (one-on-one, in groups and teacher led).</p>	<p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Mathematical Practices 1-2 4-5 8</p>

JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>The Session Four: Let's Vote!</p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Apply a decision-making process. ▪ Recognize voting as a way responsible citizens act and contribute to meet a community's needs. 	<p>SS. 2.C.RR.1 Describe the importance of civic participation.</p> <p>SS 2.C.CV.2 Evaluate how democratic principles guide governments, societies and communities.</p> <p>Career Studies</p> <p>F.P.5 Explain how planning helps people make choices about how to use their money.</p> <p>F.P.6 Describe how financial decisions impact the achievement of short and long-term goals.</p> <p>ES.P.1 Identify ways to approach and/or solve a problem.</p> <p>ES.P.2 Demonstrate flexibility and willingness to try new things.</p> <p>ES.P.7 Follow classroom norms and procedures in various activities and settings.</p> <p>ES.P.13 Engage effectively in a range of developmentally appropriate collaborative discussions.</p> <p>ES.P.10 Practice ethical behavior in various situations with guidance.</p> <p>ES.P.11 Exhibit self-control with guidance.</p>	<p>Reading Foundations RF.2.3</p> <p>Writing W.2.2 W.2.7-8</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1</p>	<p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 2 4</p>
<p>Session Five: Money Moves in a Community</p> <p>Students learn about money and how it moves through a community.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify coins and money terms. ▪ Describe how money flows through a community's economy. 	<p>SS 2.E.MI.2 Describe how people are both producers and consumers.</p> <p>SS 2.E.MA.1 Identify the cost of everyday, common goods.</p> <p>SS 2.E.MA.2 Explain the role of prices in an economic market.</p> <p>Career Studies</p> <p>F.P.4 Identify why people make financial choices</p> <p>F.P.7 Investigate different ways to save money (e.g., piggy bank, local bank, credit union).</p> <p>F.P.8 Identify things people buy (e.g., goods, services (i.e., tasks performed by others), leisure activities, etc.)</p>	<p>Reading Literature RL.2.1 RL.2.4 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.3 -5 RI.7</p> <p>Reading Foundations RF.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 1-2 5-7</p>

JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Earn, Save, Spend, and Donate</p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the four choices we have with money. ▪ Define deposits and withdrawals. 	<p>SS 3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions.</p> <p>Career Studies</p> <p>C.P.1 Identify the reasons why people need to work (e.g., chores, jobs, employment) to meet basic needs and personal goals (e.g., food, clothing, shelter).</p> <p>F.P.1 Recognize that people need to work to meet basic needs.</p> <p>F.P.4 Identify why people make financial choices.</p> <p>F.P.7 Investigate different ways to save money (e.g., piggy bank, local bank, credit union).</p> <p>F.P.10 Identify ways to keep possessions, including money, safely at home and other places.</p> <p>ES.P.13 Engage effectively in a range of developmentally appropriate collaborative discussions</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2 ^{ELO} W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p>Session Two: Invisible Money</p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define goods and services. ▪ Explain how people spend money. ▪ Recognize methods of payment and whether they are readily visible or invisible. 	<p>Career Studies</p> <p>F.P.2 Explain the difference between buying and borrowing.</p> <p>F.P.6 Describe how financial decisions impact the achievement of short and long-term goals.</p> <p>ES.P.5 Identify tasks that need to be completed and take action.</p> <p>ES.P.6 Practice personal responsibility.</p> <p>ES.P.9 Complete tasks on time.</p> <p>ES.P.10 Practice ethical behavior</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>
<p>Session Three: How Do I Become an Entrepreneur?</p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, producer, and consumer. ▪ Explain the need for a business plan. ▪ Discuss the ways in which entrepreneurs help a city. 	<p>SS 3.E.MI.1 Explain how producers and consumers interact to determine the prices of goods and services in markets.</p> <p>Career Studies</p> <p>C.P.2 Describe and expose students to different job opportunities that are available in the community (e.g., career day, field trips, virtual field trips, guest speakers).</p> <p>C.P.3 Explain how interests, values and abilities influence career choices.</p> <p>C.P.6 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p> <p>ES.P.3 Practice resilience and perseverance by showing willingness to complete a task.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-2 4-8</p>

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JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Money Choices Make the City Go Round</p> <p>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.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>SS 3.E.ST.1 Describe examples of economic interdependence</p> <p>SS. 3.E.MA.1 Differentiate between private property and public property.</p> <p>Career Studies</p> <p>F.P.1 Recognize that people need to work to meet basic needs.</p> <p>F.P.3 Identify the difference between wants and needs and the relationship to consumer decisions.</p> <p>F.P.8 Identify things people buy (e.g., goods, services (i.e., tasks performed by others), leisure activities, etc.)</p> <p>F.P.9 Explore ways people pay for goods or services.</p> <p>ES.P.7 Follow classroom norms and procedures in various activities and settings.</p> <p>ES.P.11 Exhibit self-control with guidance.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8 OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Let’s Build a City</p> <p>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.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe how personal choices make a city a good place to live, work, play, and go to school. 	<p>SS. 3.E.MA.1 Differentiate between private property and public property.</p> <p>Career Studies</p> <p>F.P.5 Explain how planning helps people make choices about how to use their money.</p> <p>ES.P.1 Identify ways to approach and/or solve a problem.</p> <p>ES.P.2 Demonstrate flexibility and willingness to try new things (e.g., changes in schedules, routines, procedures).</p> <p>ES.P.5 Identify tasks that need to be completed and take action.</p> <p>ES.P.7 Follow classroom norms and procedures in various activities and settings.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1,3,4</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Be an Entrepreneur</p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the impact entrepreneurs have on a region ▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities 	<p>Career Studies</p> <p>FL.I.1 Compare the financial impacts of a career choice.</p> <p>FL.I.2 Identify ways people earn income (e.g., wages, salaries, tips).</p> <p>C.I.1 Explain why people need to work</p> <p>C.I.2 Describe jobs done by employees and other individuals in the community, state and world.</p> <p>C.I.4 Describe the impact of individual interests, values and abilities on career choices.</p> <p>ES.I.8 Follow classroom procedures, activities, and behavior in various settings.</p> <p>ES.I.14 Engage effectively in a range of developmentally appropriate collaborative discussions.</p>	<p>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4-7</p>
<p>Session Two: Resources–Tools for Entrepreneurs</p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define natural, human, and capital resources ▪ Describe how products and services use resources 	<p>SS. 4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets.</p> <p>SS. 4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, [migration and settlement.]</p> <p>SS. 4.G.GR.1 Analyze how location and regional landforms affect [human settlement, movement] and use of various national resources, using maps, photos and other geographic representations.</p> <p>Career Studies</p> <p>C.I.8 Identify and follow agreed-upon collaborative skills that are necessary for both the classroom and workplace.</p> <p>ES.I.1 Identify ways to approach and/or solve a problem.</p> <p>ES.I.2 Demonstrate flexibility and willingness to try new things</p> <p>ES.I.3 Demonstrate resilience and perseverance by showing willingness to complete a task.</p> <p>ES.I.5 Practice on-task behaviors with minimal direction.</p> <p>ES.I.15 Recognize that differences exist in individuals, families, communities, cultures and varying points of view.</p>	<p>Reading for Information RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-5</p> <p>Language L.4.3-4 L.4.1-6</p>	<p>Mathematical Practices 1-2 4-8</p>

JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session Three: Hot Dog Stand Game</p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ 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 	<p>SS.4.E.MI.2 Investigate the relationship between supply and demand.</p> <p>Career Studies</p> <p>FL.I.5 Identify factors and experiences such as role models and peer pressure that affect spending patterns.</p> <p>FL.I.6 Develop a basic budget which includes income, expenses and savings for a specific purpose.</p> <p>FL.I.7 Explain how financial management is needed to meet the goals of individuals and families...</p> <p>FL.I.10 Compare different payment methods.</p> <p>ES.I.7 Practice personal responsibility.</p>	<p>Reading for Information RI.4.2-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.1 L.4.3-6</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>
<p>Session Four: Entrepreneurs Solve Problems</p> <p>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.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate the problem-solving process ▪ Identify the potential risks and rewards in making business decisions ▪ Explain the importance of keeping an accurate account of a business’s financial information 	<p>SS. 4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets.</p> <p>Career Studies</p> <p>ES.I.1 Identify ways to approach and/or solve a problem.</p> <p>ES.I.2 Demonstrate flexibility and willingness to try new things</p> <p>ES.I.3 Demonstrate resilience and perseverance by showing willingness to complete a task.</p> <p>ES.I.16 Identify appropriate strategies to resolve conflicts with guidance.</p> <p>ES.I.4 Create and prioritize short-term goals. ELO</p> <p>ES.I.6 Use failure as a learning opportunity. ELO</p>	<p>Reading for Information RI.4.1 RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-2 SL.4.4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4 6-7</p>
<p>Session Five: Entrepreneurs Go Global</p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Apply the supply chain to a manufacturing example ▪ Explain how resource providers, businesses, and consumers are interdependent 	<p>SS.4.E.ST.1 Explain how trade leads to increasing economic interdependence</p> <p>SS. 4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas [from European Exploration to the Thirteen Colonies]</p> <p>Career Studies</p> <p>C.I.2 Describe jobs done by employees and other individuals in the community, state and world.</p> <p>ES.I.10 Complete tasks on time.</p> <p>ES.I.11 Practice ethical behavior in various situations with minimal guidance.</p> <p>ES.I.12 Exhibit self-control with minimal guidance.</p>	<p>Reading for Information RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1-4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>

JA Our Nation

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Free to Choose Your Work or Business</p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the characteristics of a free market economy ▪ Explain how pricing guides economic decisions 	<p>SS.5.E.MI.1 Explain the relationship between supply and demand.</p> <p>Career Studies</p> <p>ES.I.14 Engage effectively in a range of developmentally appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>ES.I.10 Complete tasks on time</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</p>
<p>Session Two: Innovation Nation</p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur and entrepreneurship ▪ Describe resources and how entrepreneurs use them ▪ Explore STEM skills and the process of innovation 	<p>SS. 5.E.ST.1 Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.</p> <p>SS. 5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States [from Colonization to Constitution.]</p> <p>Career Studies</p> <p>ES.I.1 Identify ways to approach and/or solve a problem.</p> <p>ES.I.2 Demonstrate flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>C.I.8 Identify and follow agreed-upon collaborative skills that are necessary for both the classroom and workplace.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Examine career groupings and the skills necessary for a variety of careers. 	<p>ES.I.3 Demonstrate resilience and perseverance by showing willingness to complete a task.</p> <p>C.I.1 Explain why people need to work.</p> <p>C.I.2 Describe jobs done by employees and other individuals in the community, state and world.</p> <p>C.I.3 Identify and describe jobs within the 16 [KY] Career Clusters.</p> <p>C.I.6 Use various sources of career information to evaluate jobs/careers that reflect individual interests/needs.</p> <p>C.I.4 Describe the impact of individual interests, values and abilities on career choices.</p> <p>FL.I.2 Identify ways people earn income (e.g., wages, salaries, tips).</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Numbers Base Ten CC.2.1.5.B.2</p>

JA Our Nation

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Get and Keep the Job!</p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the soft skills wanted by today’s employers 	<p>SS.5.C.KGO.1 Explain the roles and responsibilities of a Kentucky citizen.</p> <p>Career Studies</p> <p>ES.I.8 Follow classroom procedures, activities, and behavior in various settings.</p> <p>ES.I.9 Apply reading, writing and mathematics skills to authentic, real-world tasks.</p> <p>ES.I.16 Identify appropriate strategies to resolve conflicts with guidance.</p> <p>C.I.8 Identify and follow agreed-upon collaborative skills that are necessary for both the classroom and workplace.</p> <p>FL.I.1 Compare the financial impacts of a career choice.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Discuss why businesses specialize and trade ▪ Define opportunity cost 	<p>Career Studies</p> <p>ES.I.5 Practice on-task behaviors with minimal direction.</p> <p>ES.I.6 Use failure as a learning opportunity.</p> <p>ES.I.7 Practice personal responsibility.</p> <p>ES.I.11 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations with minimal guidance.</p> <p>ES.I.12 Exhibit self-control with minimal guidance.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	NA
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify three basic ways businesses are organized. 	<p>Career Studies</p> <p>ES.I.14 Engage effectively in a range of developmentally appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>ES.I.15 Recognize that differences exist in individuals, families, communities, cultures and varying points of view.</p>	<p>Speaking and Listening SL.5.1-4</p> <p>Language L.5.1,5</p>	NA

JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: The Money Garden</p> <p>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.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the role of money in everyday life ▪ Explain the benefits of using a savings account 	<p>Career Studies</p> <p>FL.I.1 Compare the financial impacts of a career choice.</p> <p>C.I.1 Explain why people need to work.</p> <p>ES.I.8 Follow classroom procedures, activities, and behavior in various settings.</p> <p>ES.I.9 Apply reading, writing and mathematics skills to authentic, real-world tasks.</p>	<p>Reading for Information RI.3.1 RI.3.3-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1 L.3.4 L.3.4</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Two: Create a Business</p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Career Studies</p> <p>FL.I.2 Identify ways people earn income</p> <p>C.I.2 Describe jobs done by employees and other individuals in the community, state and world.</p> <p>C.I.4 Describe the impact of individual interests, values and abilities on career choices.</p>	<p>Reading for Information RI.3.2-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Three: Build a Business</p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the basic steps for building a small business ▪ Develop a basic business plan 	<p>Career Studies</p> <p>FL.I.6 Develop a basic budget which includes income, expenses and savings for a specific purpose.</p> <p>C.I.5 Explain how academic content learned in school (e.g., mathematics, reading/writing, science, social studies) impacts future jobs/careers.</p> <p>ES.I.3 Demonstrate resilience and perseverance by showing willingness to complete a task.</p> <p>ES.I.4 Create and prioritize short-term goals.</p>	<p>Reading for Information RI.3.2-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NF.4.7</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-2 4-8</p>

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JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Run a Business</p> <p>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.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain why financial institutions lend money ▪ Explain decision making and the traits of trustworthy borrowers ▪ Record and track financial gains and losses 	<p>Career Studies</p> <p>FL.I.4 Explain how borrowing money (credit) is more expensive than paying cash (e.g., interest, fees).</p> <p>C.I.8 Identify and follow agreed-upon collaborative skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p> <p>ES.I.1 Identify ways to approach and/or solve a problem.</p> <p>ES.I.2 Demonstrate flexibility and willingness to try new things.</p> <p>ES.I.7 Practice personal responsibility.</p>	<p>Reading for Information RI.3.1-5 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explore reasons why businesses import and export goods ▪ Describe the economic considerations related to selling in a global market ▪ Define opportunity cost 	<p>SS. 4.E.ST.1 Explain how trade leads to increasing economic interdependence.</p> <p>Career Studies</p> <p>C.I.2 Describe jobs done by employees and other individuals in the community, state and world.</p> <p>ES.I.5 Practice on-task behaviors with minimal direction.</p> <p>ES.I.10 Complete tasks on time.</p> <p>ES.I.11 Practice ethical behavior in various situations with minimal guidance.</p> <p>ES.I.12 Exhibit self-control with minimal guidance.</p>	<p>Reading for Information RI.3.1 RI.3.3-7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.3</p> <p>Speaking and Listening SL.3.1-2 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	

JA Career Exploration Fair K-2

Session Descriptions	Academic Standards	Common Core ELA
<p>Pre-JA Career Exploration Fair Session: A Job to Do!</p> <p>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.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Examine the jobs of family members. ▪ Identify jobs within the community. 	<p>Career Studies</p> <p>C.P.1 Identify the reasons why people need to work</p> <p>C.P.2 Describe and expose students to different job opportunities that are available in the community</p> <p>C.P.3 Explain how interests, values and abilities influence career choices.</p> <p>F.P.1 Recognize that people need to work to meet basic needs.</p> <p>ES.P.1 Identify ways to approach and/or solve a problem.</p> <p>ES.P.2 Demonstrate flexibility and willingness to try new things.</p> <p>ES.P.14 Recognize that differences exist in individuals, families and communities.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W 2</p> <p>W 5</p> <p>W 8</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 4</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Career Studies</p> <p>C.P.2 Describe and expose students to different job opportunities that are available in the community</p> <p>C.P.6 Identify and follow agreed-upon work skills that are necessary for both the classroom and workplace.</p> <p>ES.P.3 Practice resilience and perseverance by showing willingness to complete a task.</p> <p>ES.P.5 Identify tasks that need to be completed and take action.</p> <p>ES.P.6 Practice personal responsibility.</p> <p>ES.P.9 Complete tasks on time.</p> <p>ES.P.10 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations with guidance.</p> <p>ES.P.11 Exhibit self-control with guidance.</p> <p>ES.P.13 Engage effectively in a range of developmentally appropriate collaborative discussions</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 4</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Begin to identify a future career interest. 	<p>Career Studies</p> <p>C.P.4 Explain how academic content students learn in school (e.g., mathematics, reading/writing, science, social studies) impacts future jobs/careers.</p> <p>ES.P.7 Follow classroom norms and procedures in various activities and settings.</p> <p>ES.P.8 Explain how reading, writing and mathematics skills are necessary career and life skills.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>

JA Career Exploration Fair 3-5

Session Descriptions	Academic Standards	Common Core ELA
<p>Pre-JA Career Exploration Fair Session: A Job for Everyone</p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Career Studies</p> <p>ES.I.8 Follow classroom procedures, activities, and behavior in various settings.</p> <p>ES.I.9 Apply reading, writing and mathematics skills to authentic, real-world tasks.</p> <p>C.I.1 Explain why people need to work</p> <p>C.I.2 Describe jobs done by employees and other individuals in the community, state and world.</p> <p>FL.I.1 Compare the financial impacts of a career choice, (e.g., financial goals, desired lifestyles, values)</p> <p>FL.I.2 Identify ways people earn income</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Career Studies</p> <p>ES.I.1 Identify ways to approach and/or solve a problem.</p> <p>ES.I.2 Demonstrate flexibility and willingness to try new things.</p> <p>ES.I.3 Demonstrate resilience and perseverance by showing willingness to complete a task.</p> <p>ES.I.5 Practice on-task behaviors with minimal direction.</p> <p>ES.I.7 Practice personal responsibility.</p> <p>ES.I.10 Complete tasks on time.</p> <p>ES.I.11 Practice ethical behavior in various situations with minimal guidance.</p> <p>ES.I.12 Exhibit self-control with minimal guidance.</p> <p>C.I.4 Describe the impact of individual interests, values and abilities on career choices.</p> <p>C.I.6 Use various sources of career information to evaluate jobs/careers that reflect individual interests/needs.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 3 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p>Post-JA Career Exploration Fair Activity: Someday I'll Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Prepare a personal interest "resume." ▪ Begin to identify a future career interest. 	<p>Career Studies</p> <p>ES.I.14 Engage effectively in a range of developmentally appropriate collaborative discussions</p> <p>C.I.5 Explain how academic content learned in school (e.g., mathematics, reading/writing, science, social studies) impacts future jobs/careers.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 6</p>

JA Career Speaker Series K-3

Session Descriptions	Academic Standards	Common Core ELA
<p>Before the Event</p> <p>Students prepare questions for the speaker to answer.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests ▪ Explain how the speaker’s job helps people in the community 	<p>Career Studies</p> <p>ES.P.1 Identify ways to approach and/or solve a problem.</p> <p>ES.P.2 Demonstrate flexibility and willingness to try new things.</p> <p>ES.P.5 Identify tasks that need to be completed and take action.</p> <p>ES.P.6 Practice personal responsibility.</p> <p>ES.P.14 Recognize that differences exist in individuals, families and communities.</p> <p>F.P.1 Recognize that people need to work to meet basic needs.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p>Speaker Day: Invite a Career Speaker to Class</p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Listen to a career speaker. ▪ Express how jobs require specific interests and skills. ▪ Examine how interests and skills apply to careers. 	<p>Career Studies</p> <p>ES.P.7 Follow classroom norms and procedures in various activities and settings.</p> <p>ES.P.13 Engage effectively in a range of developmentally appropriate collaborative discussions</p> <p>C.P.3 Explain how interests, values and abilities influence career choices.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p>After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <ul style="list-style-type: none"> ▪ Recognize career clusters. ▪ Identify careers that relate to personal interests and skills. 	<p>Career Studies</p> <p>ES.P.3 Practice resilience and perseverance by showing willingness to complete a task.</p> <p>ES.P.7 Follow classroom norms and procedures in various activities and settings.</p> <p>ES.P.9 Complete tasks on time.</p> <p>ES.P.11 Exhibit self-control with guidance.</p> <p>C.P.3 Explain how interests, values and abilities influence career choices.</p> <p>C.P.6 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>

JA Career Speaker Series 4-5

Session Descriptions	Academic Standards	Common Core ELA
<p>Before the Event</p> <p>Students prepare questions for the speaker to answer.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests ▪ Explain how the speaker’s job helps people in the community 	<p>Career Studies</p> <p>ES.I.1 Identify ways to approach and/or solve a problem.</p> <p>ES.I.2 Demonstrate flexibility and willingness to try new things.</p> <p>ES.I.9 Apply reading, writing and mathematics skills to authentic, real-world tasks.</p> <p>ES.I.15 Recognize that differences exist in individuals, families, communities, cultures and varying points of view.</p> <p>C.I.1 Explain why people need to work</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</p>
<p>Speaker Day: Invite a Career Speaker to Class</p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Listen to a career speaker. ▪ Express how jobs require specific interests and skills. ▪ Examine how interests and skills apply to careers. 	<p>Career Studies</p> <p>ES.I.8 Follow classroom procedures, activities, and behavior in various settings..</p> <p>ES.I.14 Engage effectively in a range of developmentally appropriate collaborative discussions</p> <p>C.I.2 Describe jobs done by employees and other individuals in the community, state and world.</p> <p>C.I.6 Use various sources of career information to evaluate jobs/careers that reflect individual interests/needs</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 3 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</p>
<p>After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <ul style="list-style-type: none"> ▪ Recognize career clusters. ▪ Identify careers that relate to personal interests and skills. 	<p>Career Studies</p> <p>ES.I.3 Demonstrate resilience and perseverance by showing willingness to complete a task..</p> <p>ES.I.5 Practice on-task behaviors with minimal direction.</p> <p>ES.I.7 Practice personal responsibility.</p> <p>ES.I.10 Complete tasks on time.</p> <p>ES.I.121 Exhibit self-control with minimal guidance.</p> <p>C.I.3 Identify and describe jobs within the 16 [KY] Career Clusters</p> <p>C.I.6 Use various sources of career information to evaluate jobs/careers that reflect individual interests/needs.</p> <p>C.I.8 Identify and follow agreed-upon collaborative skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L 4 L 5 L 6</p>