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

Updated November 2022
Minnesota Social Studies Standards
Guideposts for Success
Common Core State Standards Included

Junior Achievement USA®
12320 Oracle Blvd., Ste 325
Colorado Springs, CO 80921
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 Minnesota Academic Standards for Social Studies as well as the Guideposts for Success and Common Core standards for English Language Arts (ELA) and Math 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 Learning Experiences**

**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>Social Studies 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>&lt;br&gt;Students practice economics by making personal choices.&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;Students will:&lt;br&gt;▪ Identify personal interests&lt;br&gt;▪ Consider the factors that determine their choices&lt;br&gt;▪ Define money</td>
<td>0.2.1.1.1 Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).</td>
<td>Reading Foundations RF.K.1-3&lt;br&gt;Writing W.K.1-2,8&lt;br&gt;Literature RL.K.7&lt;br&gt;Speaking and Listening SL.K.1-6&lt;br&gt;Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.2</td>
</tr>
<tr>
<td><strong>Session Two: Do I Need What I Want?</strong>&lt;br&gt;Students recognize that people have basic needs and wants and that money-smart people know the difference between them.&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;Students will:&lt;br&gt;▪ Explain the difference between needs and wants&lt;br&gt;▪ Create a simple chart</td>
<td>0.2.1.1.1 Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).</td>
<td>Reading Foundations RF.K.1-3&lt;br&gt;Literature RL.K.1,4&lt;br&gt;RL.K.7&lt;br&gt;Speaking and Listening SL.K.1-3&lt;br&gt;SL.K.6&lt;br&gt;Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.3&lt;br&gt;Measurement and Data CC.2.4.K.A.4</td>
</tr>
<tr>
<td><strong>Session Three: A Penny Earned</strong>&lt;br&gt;Students are introduced to storybook characters and examine ways they can earn money.&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;Students will:&lt;br&gt;▪ Describe the role of money in society&lt;br&gt;▪ Identify jobs they can do to earn money</td>
<td>0.2.1.1.2 Identify goods and services that could satisfy a specific need or want.&lt;br&gt;0.2.4.5.1 Distinguish between goods (objects that can be seen or touched) and services (actions or activities).&lt;br&gt;0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures.</td>
<td>Reading Foundations RF.K.1-4&lt;br&gt;Writing W.K.2,8&lt;br&gt;Literature RL.K.1-4&lt;br&gt;RL.K.7&lt;br&gt;RL.K.9-10&lt;br&gt;Speaking and Listening SL.K.1-6&lt;br&gt;Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.1-3</td>
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<tr>
<td><strong>Session Four: A Penny Saved</strong></td>
<td>Students are introduced to the concept of saving.</td>
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<td><strong>Objectives:</strong></td>
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<td><strong>Students will:</strong></td>
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<tr>
<td>▪ Explain the importance of saving money</td>
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<td>▪ Identify a savings goal</td>
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<tr>
<td>▪ Identify a place where people save money</td>
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<tr>
<td><strong>Social Studies Standards</strong></td>
<td>0.2.1.1.1 Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).</td>
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<td><strong>Common Core Math</strong></td>
</tr>
<tr>
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<td><strong>Reading Foundations</strong></td>
<td><strong>Counting and Cardinality</strong></td>
<td><strong>Measurement and Data</strong></td>
</tr>
<tr>
<td><strong>Common Core Math</strong></td>
<td><strong>Literature</strong></td>
<td><strong>CC.2.1.K.A.1</strong></td>
<td></td>
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<tr>
<td><strong>Common Core Math</strong></td>
<td><strong>Speaking and Listening</strong></td>
<td><strong>CC.2.4.K.A.4</strong></td>
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<tr>
<td><strong>Session Five: A Penny Shared</strong></td>
<td>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</td>
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<td><strong>Objectives:</strong></td>
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<td><strong>Students will:</strong></td>
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<tr>
<td>▪ Explain the importance of giving</td>
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<tr>
<td>▪ Organize a chronological sequence of events</td>
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<tr>
<td><strong>Social Studies Standards</strong></td>
<td>0.4.1.1.1 Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of historical stories.</td>
<td><strong>Common Core ELA</strong></td>
<td><strong>Counting and Cardinality</strong></td>
</tr>
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<td><strong>Common Core ELA</strong></td>
<td><strong>Reading Foundations</strong></td>
<td><strong>CC.2.1.K.A.1</strong></td>
<td><strong>CC.2.1.K.A.1-3</strong></td>
</tr>
<tr>
<td><strong>Common Core Math</strong></td>
<td><strong>Literature</strong></td>
<td></td>
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<td><strong>Common Core Math</strong></td>
<td><strong>Speaking and Listening</strong></td>
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<td></td>
</tr>
</tbody>
</table>
## JA Our Families

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies</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>1.1.1.1 Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important.</td>
<td>Reading Literature&lt;br&gt;RI.1.1&lt;br&gt;RI.1.3-4&lt;br&gt;RI.1.7,9,10&lt;br&gt;Reading Foundations&lt;br&gt;RF.1.1-4&lt;br&gt;Writing&lt;br&gt;W.1.2,5,8&lt;br&gt;Speaking &amp; Listening&lt;br&gt;SL.1.1-2&lt;br&gt;SL.1.4-5&lt;br&gt;Language&lt;br&gt;L.1.1-2&lt;br&gt;L.1.4</td>
<td>Mathematical Practices 8</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;Students will:&lt;br&gt;▪ Begin to understand the similarities and differences between families&lt;br&gt;▪ Recognize the importance of businesses in neighborhoods</td>
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<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>1.2.1.1.1 Describe some costs and benefits of alternative choices made by families.</td>
<td>Reading for Information&lt;br&gt;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&lt;br&gt;RF.1.1-4&lt;br&gt;Speaking &amp; Listening&lt;br&gt;SL.1.1-2&lt;br&gt;SL.1.4&lt;br&gt;Language&lt;br&gt;L.1.1&lt;br&gt;L.1.4</td>
<td>Measurement and Data&lt;br&gt;1.MD.C.4&lt;br&gt;Mathematical Practices 1-2&lt;br&gt;4-5&lt;br&gt;7-8</td>
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<tr>
<td><strong>Objectives:</strong>&lt;br&gt;Students will:&lt;br&gt;▪ Describe the difference between needs and wants&lt;br&gt;▪ Explain that families must earn money for the things they need and want</td>
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<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>1.3.1.1.2 Use relative location words and absolute location words to identify the location of a specific place; explain why or when it is important to use absolute versus relative location.</td>
<td>Reading Foundations&lt;br&gt;RF.1.1-4&lt;br&gt;Reading for Information&lt;br&gt;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&lt;br&gt;W.1.2,5,8&lt;br&gt;Speaking &amp; Listening&lt;br&gt;SL.1.1-2&lt;br&gt;SL.1.4&lt;br&gt;Language&lt;br&gt;L.1.1-2</td>
<td>Measurement and Data 1.MD.C.4&lt;br&gt;Mathematical Practices 1-2&lt;br&gt;5-8</td>
</tr>
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<td><strong>Objectives:</strong>&lt;br&gt;Students will:&lt;br&gt;▪ Define entrepreneur, goods, and services&lt;br&gt;▪ Interpret map symbols&lt;br&gt;▪ Identify the goods or services businesses provide</td>
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<td><strong>Session Four: Jobs All Around the Neighborhood</strong></td>
<td>1.2.4.5.1 Explain that people trade (voluntarily) when they each expect to be better off after doing so.</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>
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<td>Students learn that entrepreneurs create businesses, which provide jobs for families. <strong>Objectives:</strong> Students will: ▪ Identify the jobs people do ▪ Analyze their own skills to determine ways they can support family members</td>
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<tr>
<td><strong>Session Five: A New Business</strong></td>
<td>1.2.4.5.1 Explain that people trade (voluntarily) when they each expect to be better off after doing so.</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&lt;br&gt;Language L.1.1-2</td>
<td>Operations in Algebra DA. 1 ELO DA. . 6-7&lt;br&gt;Measurement and Data 1.MD.C.4&lt;br&gt;Mathematical Practices 2-4&lt;br&gt;7-8</td>
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<tr>
<td>Students think like entrepreneurs and help advertise a new business needed in the neighborhood. <strong>Objectives:</strong> Students will: ▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</td>
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<td>Common Core ELA</td>
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</table>
| **Session One: People in a Community Working Together**  
Students learn what a community is and the variety of jobs that people have in a community.  
**Students will:**  
- Describe a community.  
- State how people contribute to and benefit from a community.  
- Identify the variety of jobs in a community and how each requires specific skills. | **2.1.4.7.1 Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.** | **Reading Literature**  
RL.2.1  
RL.2.7  
**Reading for Information**  
RI.2.1  
RI.2.4 -5  
RI.7  
**Reading Foundations**  
RF.2.3-4  
**Speaking and Listening**  
SL.2.1-4  
**Language**  
L.2.1-6 | **Geometry**  
G.2.2  
**Mathematical Practices**  
1-2  
4-5  
8 |
| **Session Two: Sweet “O” Donuts**  
Students learn that workers who produce goods and services earn money for their work.  
**Students will:**  
- Define the terms produce, product, production, goods, and services.  
- Apply innovation to the production process.  
- Explain that people in a community earn money by performing work. | **2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.**  
**2.2.4.5.2 Identify money as any generally accepted item used in making exchanges.** | **Reading Foundations**  
RF.2.3-4  
**Writing**  
W.2.2  
**Speaking and Listening**  
SL.2.1-6  
**Language**  
L.2.1-6 | **Operations and Algebraic Thinking**  
OA.2.1  
**Numbers Base Ten**  
NBT.2.1-2  
**Measurement and Data**  
MD.2.7 |
| **Session Three: Business and Government Jobs**  
Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.  
**Objectives:**  
**Students will:**  
- Locate businesses and identify government careers.  
- Explain how taxation supports government services. | **2.3.1.1.1 Create [sketch] maps to illustrate detailed spatial information about settings [from stories]; describe the spatial information found on the maps.**  
**2.3.1.1.2 Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.**  
**2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.** | **Reading for Information**  
RI.2.1  
RI.2.4 -5  
RI.7  
**Reading Foundations**  
RF.2.3-4  
**Speaking and Listening**  
SL.2.1-4  
**Language**  
L.2.1-6 | **Operations and Algebraic Thinking**  
OA.2.1  
**Mathematical Practices**  
1-2  
4-5  
8 |
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>MN Social Studies Standards</th>
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<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Session Four: Let’s Vote!</strong></td>
<td>2.1.1.1 Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.</td>
<td>Reading Foundations RF.2.3 Writing W.2.2 W.2.7-8 Speaking and Listening SL.2.1-6 Language L.2.1</td>
<td>Measurement and Data MD.2.7 MD.2.9 Mathematical Practices 2 4</td>
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<tr>
<td>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</td>
<td><strong>Objectives:</strong> Students will:</td>
<td>▪ Apply a decision-making process. ▪ Recognize voting as a way responsible citizens act and contribute to meet a community’s needs.</td>
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<tr>
<td><strong>Session Five: Money Moves in a Community</strong></td>
<td>2.2.3.3.1 Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.</td>
<td>Reading Literature RL.2.1 RL.2.4 RL.2.7 Reading for Information RI.2.1 RI.2.3 -5 RI.7 Reading Foundations RF.2.3 Speaking and Listening SL.2.1-4 Language L.2.1-6</td>
<td>Operations and Algebraic Thinking OA.2.1 Numbers Base Ten NBT.2.1-2 NBT.2.5 Measurement and Data MD.2.7 MD.2.9 Mathematical Practices 1-2 S-7</td>
</tr>
</tbody>
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# JA Our Community 2.0

## Session Details | Academic Content Standards | Common Core
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**Session One: Communities at Work**  
Students are introduced to the idea of a community and discover what types of workers help make their community strong.  
Students will:  
• Define and describe a community.  
• Identify the variety of jobs in a community.  
• Locate jobs and businesses on a community map.  
• Apply listening and focused attention skills  
• Describe how different jobs require different skills.  
• State how people contribute to and benefit from a community.  

| 2.3.1.1.2 Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.  
2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features [of the United States.]  
2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.  
| ELA  
Reading  
RL.2.1  
RI.2.1  
RI.2.3-.2.7  
RF. 2.3-2.4  
Writing  
W. 2.1-2.2  
W.2.8  
Speaking and Listening  
SL. 2.1-2.4  
SL. 2.6  
Language  
L.2.1-2.6 |

**Session Two: People at Work**  
Students experience working in the community to earn a paycheck and produce goods and services.  
Students will:  
• Define the terms business, produce, goods, and services.  
• Explain how people earn income.  
• Describe how goods are made using skills and knowledge.  
• Collect, record, and interpret data using digital tools.  

| 2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.  
| ELA  
Reading  
RI.2.3-.2.7  
RF. 2.3-2.4  
Speaking and Listening  
SL. 2.2-2.3  
SL. 2.6  
Language  
L.2.1-2.6  
MATH  
2.OA 1  
2.md. 10 |

**Session Three: Money at Work**  
Students learn how people use money to buy goods and services they want and need for personal or business purposes.  
Students will:  
• Match coin and dollar values.  
• Describe the role of banks in an economy.  
• Recognize the price of goods and services in the local market.  
• Describe how money flows through a community’s economy.  
• Collaborate and communicate to make exchanges of money for goods or services.  
• Summarize how money is spent on goods and services related to businesses.  

| 2.2.3.3.1 Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.  
2.2.4.5.2 Identify money as any generally accepted item used in making exchanges  
2.3.1.1.1 [Create ] sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.  
| ELA  
Reading  
RI.2.1  
RI.2.3-.2.5  
RI. 2.7  
RF. 2.3-2.4  
Writing  
W.2.2  
W.2.8  
Speaking and Listening  
SL. 2.1-2.4  
SL. 2.6  
Language  
L.2.1-2.6  
MATH  
2.md.8 |
<table>
<thead>
<tr>
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<th>Academic Content Standards</th>
<th>Common Core</th>
</tr>
</thead>
</table>
| **Session Four: Votes Count**   | 2.1.1.1.1 Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.  
2.1.4.7.1 Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.  
2.2.1.1.1 Given a goal and several alternative choices to reach that goal, select the best choice and explain why.  
2.2.3.3.1 Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.  
2.3.4.9.1 Identify causes and consequences of human impact on the environment and ways that the environment influences people.  
2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people. | ELA  
Reading  
RL.2.1  
RL.2.6  
RI.2.1  
RI.2.3-.2.6  
RI.2.8  
RF. 2.3-2.4  
Writing  
W. 2.1  
W. 2.7-2.8  
Speaking and Listening  
SL. 2.1-2.4  
Language  
L.2.1-2.6 |
| **Session Five: Making Choices** | 2.2.3.3.1 Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.  
2.3.4.9.1 Identify causes and consequences of human impact on the environment and ways that the environment influences people. | ELA  
Reading  
RL.2.1  
RL.2.6  
RI.2.1  
RI 2.3-2.8  
RF. 2.3-2.4  
Writing  
W. 2.1  
W.2.8  
Speaking and Listening  
SL. 2.1-2.4  
SL. 2.6  
Language  
L.2.1-2.6 |

Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.

**Students will:**
- Use reason and logic to assess and analyze problems.
- Use empathy and observation skills to express community wants and needs.
- Generate solutions to a problem using brainstorming techniques.
- Identify and propose a creative solution to a community problem.
- Recognize that community members have a responsibility to get involved to help meet a community’s needs.

Students are introduced to the concept of taxes and how those funds are used to pay government workers and provide services to support the community.

**Students will:**
- Define taxes.
- Identify government jobs.
- Explain why community members pay taxes.
- Recognize how government services support the community.
- Recognize that many viewpoints must be considered when making decisions for the community.
- Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change.
### Session Details

**Session Six: Crack the Code (Optional)**

Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.

Students will:
- Describe the digital skills and knowledge required to produce certain goods and services.
- Recognize digital tools and computer skills.
- Use simple programming language and knowledge to complete tasks.
- Define code as the language computers use.

### Academic Content Standards

- NA

### Common Core

- **ELA**
  - Reading
    - RL.2.1
    - RI.2.1
    - RI 2.3-2.4
    - RI.2.7
    - RF. 2.3-2.4
  - Writing
    - W. 2.7
  - Speaking and Listening
    - SL. 2.1-2.4
    - SL. 2.6
  - Language
    - L.2.1-2.6
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>MN Social Studies Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| **Session One: Earn, Save, Spend, and Donate**            | 3.1.1.1 Identify ways people make a difference in the civic life of their communities, state, nation, or world by working as individuals or groups to address a specific problem or need. 3.2.1.1 Identify possible short- and long-term consequences (costs and benefits) of different choices. | Reading for Information RI.3.4-5  
Reading Foundations RF.3.3-4  
Writing W.3.2 ELO  
W.3.7 -8 ELO  
Speaking and Listening SL.3.1  
SL.3.3  
SL.3.6  
Language L.3.1  
L.3.3                                                                 | Measurement and Data  
MD.3.4  
MD.3.5  
MD.3.6  
Mathematical Practices 1-8 |
| **Students will:**                                        |                                                                                             |                                                                                |                                                                                 |
| ▪ Describe the four choices we have with money.           |                                                                                             |                                                                                |                                                                                 |
| ▪ Define deposits and withdrawals.                        |                                                                                             |                                                                                |                                                                                 |
| **Session Two: Invisible Money**                          | 3.2.1.1 Identify possible short- and long-term consequences (costs and benefits) of different choices. 3.2.2.1 Describe income as the money earned from selling resources and expenditures and the money used to buy goods and services | Reading for Information RI.3.1-5  
Reading Foundations RF.3.3-4  
Writing W.3.7 -8 ELO  
Speaking and Listening SL.3.1-4  
SL.3.6  
Language L.3.1  
L.3.3-4                                                   | Operations and Algebraic Thinking  
OA.3.8  
OA.3.9  
Mathematical Practices 1-8 |
| **Students will:**                                        |                                                                                             |                                                                                |                                                                                 |
| ▪ Define goods and services.                              |                                                                                             |                                                                                |                                                                                 |
| ▪ Explain how people spend money.                         |                                                                                             |                                                                                |                                                                                 |
| ▪ Recognize methods of payment and whether they are readily visible or invisible. |                                                                                             |                                                                                |                                                                                 |
| **Session Three: How Do I Become an Entrepreneur?**       | 3.1.1.1 Identify ways people make a difference in the civic life of their communities, state, nation, or world by working as individuals or groups to address a specific problem or need. 3.2.2.2.1 Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services. | Reading for Information RI.3.1-5  
Reading Foundations RF.3.3-4  
Speaking and Listening SL.3.1-3  
SL.3.6  
Language L.3.1  
L.3.3-4                                                   | Operations and Algebraic Thinking  
OA.3.8  
Numbers Base Ten  
NBT.3.2  
Mathematical Practices 1-2  
4-8                                                                 |
## Session Descriptions

<table>
<thead>
<tr>
<th>Session Four: Money Choices Make the City Go Round</th>
<th>MN Social Studies Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>3.2.4.5.2 Explain that consumers have two roles—as sellers of resources and buyers of goods and services; explain that producers have two roles—as sellers of goods and services and buyers of resources.</td>
<td>Reading for Information RI.3.1 RI.3.3-6 Reading Foundations RF.3.3-4 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.1 L.3.3 L.3.4</td>
<td>Operations in Algebra OA.3.8 OA.3.9 Numbers Base Ten NBT.3.2 Mathematical Practices 1-8</td>
</tr>
</tbody>
</table>

**Objectives:**

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

<table>
<thead>
<tr>
<th>Session Five: Let’s Build a City</th>
<th>MN Social Studies Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>3.3.1.1.1 Use maps and concepts of location to describe places in one’s community [the state of Minnesota, the United States or the world.] 3.3.3.8.1 Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries.</td>
<td>Reading for Information RI.3.1 RI.3.3-6 Reading Foundations RF.3.3-4 Writing W.3.2 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.1,3,4</td>
<td>Operations in Algebra OA.3.8 Numbers Base Ten NBT.3.2 Mathematical Practices 1-7</td>
</tr>
</tbody>
</table>

**Objectives:**

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

*ELO- Indicates a skill best supported by an Extended Learning Opportunity*
<table>
<thead>
<tr>
<th>Session Details</th>
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<th>Guideposts for Success</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session One: Be an Entrepreneur</td>
<td>4.1.1.1.1a. Describe how people take action to influence a decision on a specific issue.</td>
<td>Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making</td>
<td>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</td>
<td>Mathematical Practices 1-2 4-7</td>
</tr>
<tr>
<td>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</td>
<td></td>
<td>Self-exploration skills that enable youth to identify interests, skills, and values Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences</td>
<td>Reading Foundations RF.4.3-4 Speaking and Listening SL.4.1 SL.4.3 Language L.4.3-4 L.4.6</td>
<td></td>
</tr>
<tr>
<td>Objectives:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
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<td></td>
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</tr>
<tr>
<td>▪ Recognize the impact entrepreneurs have on a region</td>
<td></td>
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<tr>
<td>▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities</td>
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</tr>
<tr>
<td>Session Two: Resources–Tools for Entrepreneurs</td>
<td>4.2.3.3.1 Define the productivity of a resource and describe ways to increase it.</td>
<td>Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making Interpersonal skills Critical thinking skills</td>
<td>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.4.1-6</td>
<td>Mathematical Practices 1-2 4-8</td>
</tr>
<tr>
<td>Students are introduced to resources and, working in teams, use this information to create new businesses.</td>
<td></td>
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<tr>
<td>Objectives:</td>
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</tr>
<tr>
<td>Students will:</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Define natural, human, and capital resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Describe how products and services use resources</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Session Three: Hot Dog Stand Game</td>
<td>4.2.4.5.1 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.</td>
<td>Interpersonal skills Critical thinking skills</td>
<td>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</td>
<td>NBT 4.4 NF.4.7 Mathematical Practices 1-7</td>
</tr>
<tr>
<td>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</td>
<td></td>
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<tr>
<td>Objectives:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>▪ Track the revenue and expenses of a business</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>▪ Identify the fundamental tasks required to run a business</td>
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<tr>
<td>▪ Explain the importance of keeping an accurate account of a business’s financial information</td>
<td></td>
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</tr>
</tbody>
</table>
## Session Details | MN Social Studies Standards | Guideposts for Success | Common Core ELA | Common Core Math
---|---|---|---|---
### Session Four: Entrepreneurs Solve Problems
Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.
**Objectives:**
**Students will:**
- Demonstrate the problem-solving process
- Identify the potential risks and rewards in making business decisions

| 4.2.1.1.1 Apply a reasoned decision-making process to make a choice. | Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making
Interpersonal skills
Critical thinking skills | Reading for Information
RI.4.1
RI.4.3-4
RI.4.7
Reading Foundations
RF.4.3-4
Writing
W.4.2
W.4.8
Speaking and Listening
SL.4.1-2
SL.4.4
Language
L.4.1
L.4.3-4
L.4.6 | Mathematical Practices
1-2
4
6-7 |

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

| 4.2.4.5.1 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets. | Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making
Interpersonal skills
Critical thinking skills | Reading for Information
RI.4.3-4
RI.4.7
Reading Foundations
RF.4.3-4
Speaking and Listening
SL.4.1-4
Language
L.4.1
L.4.3-4
L.4.6 | NA |
<table>
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<tr>
<th>Session Details</th>
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<th>Guideposts for Success</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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</thead>
<tbody>
<tr>
<td><strong>Session One: Free to Choose Your Work or Business</strong></td>
<td>5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs...</td>
<td>Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making</td>
<td>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</td>
<td>Operations and Algebraic Thinking CC.2.2.5.A.1 Numbers Base Ten NBT.5.6-7</td>
</tr>
<tr>
<td>Students are introduced to the nation’s free market system and how it supports businesses and careers.</td>
<td></td>
<td>Interpersonal skills</td>
<td>Reading Foundations RF.5.3-4</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>Critical thinking skills</td>
<td>Speaking and Listening SL.5.1-4</td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>Ability to manage financial resources effectively</td>
<td>SL.5.6</td>
<td></td>
</tr>
<tr>
<td>▪ Identify the characteristics of a free market economy</td>
<td></td>
<td></td>
<td>Language L.5.1-5</td>
<td></td>
</tr>
<tr>
<td>▪ Explain how pricing guides economic decisions</td>
<td></td>
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</tr>
<tr>
<td><strong>Session Two: Innovation Nation</strong></td>
<td>5.1.1.1.2 Identify a [public] problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it.</td>
<td>Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making</td>
<td>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</td>
<td>Operations and Algebraic Thinking CC.2.2.5.A.1 Numbers Base Ten NBT.5.6-7</td>
</tr>
<tr>
<td>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</td>
<td></td>
<td>Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences</td>
<td>Reading Foundations RF.5.3-4</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>Interpersonal skills</td>
<td>Speaking and Listening SL.5.1-4</td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>Critical thinking skills</td>
<td>SL.5.6</td>
<td></td>
</tr>
<tr>
<td>▪ Define entrepreneur and entrepreneurship</td>
<td></td>
<td></td>
<td>Language L.5.1-5</td>
<td></td>
</tr>
<tr>
<td>▪ Describe resources and how entrepreneurs use them</td>
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<td></td>
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<tr>
<td>▪ Explore STEM skills and the process of innovation</td>
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</tr>
<tr>
<td><strong>Session Three: Career Quest</strong></td>
<td>NA</td>
<td>Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires</td>
<td>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</td>
<td>Numbers Base Ten CC.2.1.5.B.2</td>
</tr>
<tr>
<td>Students learn about career clusters.</td>
<td></td>
<td>Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences</td>
<td>Reading Foundations RF.5.3-4</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td>Speaking and Listening SL.5.1-4</td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td></td>
<td>SL.5.6</td>
<td></td>
</tr>
<tr>
<td>▪ Examine career groupings and the skills necessary for a variety of careers.</td>
<td></td>
<td></td>
<td>Language L.5.1-5</td>
<td></td>
</tr>
<tr>
<td>Session Details</td>
<td>MN Social Studies Standards</td>
<td>Guideposts for Success</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
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<td>-----------------</td>
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</tr>
<tr>
<td><strong>Session Four: Get and Keep the Job!</strong>&lt;br&gt;Students examine important work-readiness and behavioral skills needed for career success.</td>
<td>NA</td>
<td>Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills</td>
<td>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</td>
<td>Operations and Algebraic Thinking CC.2.2.5.A.1 Numbers Base Ten CC.2.1.5.B.2</td>
</tr>
<tr>
<td><strong>Session Five: Global Connections</strong>&lt;br&gt;Students explore how the United States is connected to the global economy.</td>
<td>5.3.1.1.1 Create and use various kinds of maps... 5.3.2.3.1 Locate and identify the physical and human characteristics of places [in the North American colonies.]</td>
<td>Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making</td>
<td>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</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Optional Supplement: Business Organization</strong>&lt;br&gt;Students examine entrepreneurship, free enterprise, and business organization.</td>
<td>5.2.2.2.1 Describe various uses of income and discuss advantages and disadvantages of each. 5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs; [calculate] profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).</td>
<td>Knowledge about education and career options and ability to make informed decisions about academic courses and postsecondary plans to achieve individualized academic, career, and life goals</td>
<td>Speaking and Listening SL.5.1-4 Language L.5.1,5</td>
<td>NA</td>
</tr>
</tbody>
</table>
## 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:**

- Identify the role of money in everyday life
- Explain the benefits of using a savings account

**MN Social Studies Standards**

3.2.2.1 Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services.
5.2.2.1 Describe various uses of income and discuss advantages and disadvantages of each.

**Common Core ELA**

Reading for Information
- RI.3.1
- RI.3.3
- RI.3.6

Reading Foundations
- RF.3.3-4

Speaking and Listening
- SL.3.1
- SL.3.6

Language
- L.3.1
- L.3.4
- L.3.4

**Common Core Math**

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

Mathematical Practices
- 1-8

### Session Two: Create a Business

Students learn about the ways in which people's interests and skills can help them identify small businesses they can start.

**Objectives:**

- 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

**MN Social Studies Standards**

3.1.1.1 Identify ways people make a difference in the civic life of their communities, state, nation, or world by working as individuals or groups to address a specific problem or need.
4.1.1.1 Describe how people take action to influence a decision on a specific issue...
5.2.4.6 Describe the concept of profit as the motivation for entrepreneurs; [calculate] profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).

**Common Core ELA**

Reading for Information
- RI.3.2-4
- RI.3.6

Reading Foundations
- RF.3.3-4

Speaking and Listening
- SL.3.1-3
- SL.3.6

Language
- L.3.1-4
- L.3.6

**Common Core Math**

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

Mathematical Practices
- 1-8

### Session Three: Build a Business

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

**Objectives:**

- Identify the basic steps for building a small business
- Develop a basic business plan

**MN Social Studies Standards**

3.2.4.5 Explain that producing any good or service requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service.
5.2.4.6 Describe the concept of profit as the motivation for entrepreneurs; [calculate] profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).

**Common Core ELA**

Reading for Information
- RI.3.2-6
- RI.3.6

Reading Foundations
- RF.3.3-4

Speaking and Listening
- SL.3.1
- SL.3.6

Language
- L.3.1-4
- L.3.6

**Common Core Math**

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

Mathematical Practices
- 1-2
- 4-8
### 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:**
- Explain why financial institutions lend money
- Explain decision making and the traits of trustworthy borrowers
- Record and track financial gains and losses

**MN Social Studies Standards**

3.2.4.5.2 Explain that consumers have two roles—as sellers of resources and buyers of goods and services; explain that producers have two roles—as sellers of goods and services and buyers of resources

5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs; [calculate] profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).

**Common Core ELA**

Reading for Information
RI.3.1
RI.3.7
Reading Foundations
RF.3.3-4
Writing
W.3.2-4
Speaking and Listening
SL.3.1-3
SL.3.6
Language
L.3.4
L.3.6

**Common Core Math**

Numbers Base Ten
3.NBT.2.2
3.NBT.3.3
4.NBT.4
4.NBT.5
5.NBT.5
5.NBT.7

Mathematical Practices
1-8

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**Session Five: Global Success**

The students explore the opportunities and challenges of global markets.

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

**MN Social Studies Standards**

3.3.1.1.1 Use maps and concepts of location to describe places in one’s community, the state of Minnesota, the United States or the world.

4.2.4.5.1 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.

5.3.1.1.1 Create and use various kinds of maps...

**Common Core ELA**

Reading for Information
RI.3.1
RI.3.3-7
Reading Foundations
RF.3.3-4
Writing
W.3.3
Speaking and Listening
SL.3.1-2
SL.3.6
Language
L.3.1-4
L.3.6

**Common Core Math**

NA

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*ELO* - Indicates a skill best supported by an Extended Learning Opportunity
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<tr>
<th>Session Descriptions</th>
<th>Guideposts for Success</th>
<th>Common Core ELA</th>
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<tbody>
<tr>
<td><strong>Pre-JA Career Exploration Fair Session: A Job to Do!</strong></td>
<td>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>Foundational Skills</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>RF 1, RF 2, RF 3</td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>▪ Define careers.</td>
<td></td>
<td>W 2, W 5, W 8</td>
</tr>
<tr>
<td>▪ Examine the jobs of family members.</td>
<td></td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>▪ Identify jobs within the community.</td>
<td></td>
<td>SL 1, SL 3, SL 4, SL 5, SL 6</td>
</tr>
<tr>
<td><strong>The Day of the Fair</strong></td>
<td>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</td>
<td>Foundational Skills</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>RF 1, RF 2, RF 3</td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>▪ Observe speakers and the tools they use.</td>
<td></td>
<td>W 4, W 5, W 6</td>
</tr>
<tr>
<td>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</td>
<td></td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>▪ Express ideas and questions concerning the jobs people have.</td>
<td></td>
<td>SL 1, SL 3, SL 4, SL 5, SL 6</td>
</tr>
<tr>
<td><strong>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</strong></td>
<td>Students reflect on their JA Career Exploration Fair experience.</td>
<td>Foundational Skills</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>RF 1, RF 2, RF 3</td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>▪ Begin to identify a future career interest.</td>
<td></td>
<td>W 4, W 5, W 6</td>
</tr>
</tbody>
</table>

- Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires
- Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership
- Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences
- Self-exploration skills that enable youth to identify interests, skills, and values
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-JA Career Exploration Fair Session: A Job for Everyone</strong>&lt;br&gt;Students reflect on their interests and skills as they consider future careers.</td>
<td>• Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires&lt;br&gt;• Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership</td>
<td>Foundational Skills&lt;br&gt;RF 3&lt;br&gt;RF 4&lt;br&gt;Speaking and Listening&lt;br&gt;SL 1&lt;br&gt;SL 6&lt;br&gt;Language&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
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<td><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>• Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences</td>
<td>Foundational Skills&lt;br&gt;RF 3&lt;br&gt;RF 4&lt;br&gt;Speaking and Listening&lt;br&gt;SL 1&lt;br&gt;SL 3&lt;br&gt;SL 5&lt;br&gt;SL 6&lt;br&gt;Language&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
</tr>
<tr>
<td><strong>Post-JA Career Exploration Fair Activity: Someday I’ll Be…</strong>&lt;br&gt;Students reflect on their JA Career Exploration Fair experience.</td>
<td>• Self-exploration skills that enable youth to identify interests, skills, and values&lt;br&gt;• Agency or the ability to make choices about and take an active role in one’s life path</td>
<td>Foundation Skills&lt;br&gt;RF 3&lt;br&gt;RF 4&lt;br&gt;Writing&lt;br&gt;W.4&lt;br&gt;W.5&lt;br&gt;W.6&lt;br&gt;Language&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
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<td>Students will:</td>
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<td></td>
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## JA Career Speaker Series K-5

<table>
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<tr>
<th>Session Descriptions</th>
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<th>Common Core ELA</th>
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</thead>
</table>
| **Before the Event** | - Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires  
- Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership  
- Self-exploration skills that enable youth to identify interests, skills, and values |  |
| **Speaker Day: Invite a Career Speaker to Class** | - Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences |  |
| **After the Event** | - Self-exploration skills that enable youth to identify interests, skills, and values  
- Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences  
- Agency or the ability to make choices about and take an active role in one’s life path  
- Interpersonal skills  
- Critical thinking skills |  |

**Objectives:**

**Before the Event**

Students prepare questions for the speaker to answer.

**Students will:**

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

**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.

**Students will:**

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

**After the Event**

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

**Students will:**

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

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