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

Updated February 2022
Missouri Social Studies Standards
Missouri Career Exploration and Planning Standards

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

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

In this document, Junior Achievement programs are correlated to the Missouri Academic standards for social studies and Career Exploration and planning where appropriate, for grades K-5. Also included are Common Core Standards for English Language Arts and Math. Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

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

JA Elementary School Programs

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

JA Our Families* introduces students to the intersection of entrepreneurship and first-grade social studies learning objectives, including how family members’ jobs and businesses contribute to the well being of the family.

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

JA Our Community* Blended 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)
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<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
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<tbody>
<tr>
<td><strong>Session One: This or That? Make a Choice</strong></td>
<td>K.2.C Describe why groups need to make decisions and how those decisions are made in families and classrooms.</td>
<td>Reading Foundations RF.K.1-3 Writing W.K.1-2,8 Literature RL.K.7 Speaking and Listening SL.K.1-6 Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.2</td>
</tr>
</tbody>
</table>
| Students practice economics by making personal choices. | **Objectives:** Students will:  
  - Identify personal interests  
  - Consider the factors that determine their choices  
  - Define money | K.2.C Describe why groups need to make decisions and how those decisions are made in families and classrooms. | **Reading Foundations** RF.K.1-3 Literature RL.K.1,4 RL.K.7 Speaking and Listening SL.K.1-3 SL.K.6 Language L.K.4,6 |
| **Session Two: Do I Need What I Want?** | Students recognize that people have basic needs and wants and that money-smart people know the difference between them. | Reading Foundations RF.K.1-3 Literature RL.K.1,4 RL.K.7 Speaking and Listening SL.K.1-3 SL.K.6 Language L.K.4,6 | Counting and Cardinality CC.2.1.K.A.3 Measurement and Data CC.2.4.K.A.4 |
| **Objectives:** Students will:  
  - Explain the difference between needs and wants  
  - Create a simple chart | **K.4. A. Describe examples of needs and wants within your family and school.** | **Reading Foundations** RF.K.1-3 Literature RL.K.1,4 RL.K.7 Speaking and Listening SL.K.1-3 SL.K.6 Language L.K.4,6 | **K.4. A. Describe examples of needs and wants within your family and school.** |
| **Session Three: A Penny Earned** | Students are introduced to storybook characters and examine ways they can earn money. | **K.5. A Identify maps as representations of real places.** K.5.B Apply positional words to locations within the classroom | **Reading Foundations** RF.K.1-4 Writing W.K.2,8 Literature RL.K.1-4 RL.K.7 RL.K.9-10 Speaking and Listening SL.K.1-6 Language L.K.4,6 |
| **Objectives:** Students will:  
  - Describe the role of money in society  
  - Identify jobs they can do to earn money | **K.2.D Describe roles and responsibilities of people in authority in families and in groups.** K.7.D Share findings about a social studies’ topic. | **K.7.D Share findings about a social studies’ topic.** | **K.7.D Share findings about a social studies’ topic.** |
| **Session Four: A Penny Saved** | Students are introduced to the concept of saving. | **K.2.D Describe roles and responsibilities of people in authority in families and in groups.** K.7.D Share findings about a social studies’ topic. | **K.2.D Describe roles and responsibilities of people in authority in families and in groups.** K.7.D Share findings about a social studies’ topic. |
| **Objectives:** Students will:  
  - Explain the importance of saving money  
  - Identify a savings goal  
### Session Five: A Penny Shared

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

**Objectives:**

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

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</table>
### Session Descriptions

#### Session One: All Kinds of Families

The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.

**Objectives:**

Students will:
- Begin to understand the similarities and differences between families
- Recognize the importance of businesses in neighborhoods

**Academic Standards:**

- 1.E.4.A.b Describe examples of goods and services within your school and community.
- 1.E.4.A.c Describe consumers and producers and the relationship to goods and services within your school and community.

**Common Core ELA:**

- Reading Literature RI.1.1
- RI.1.3
- RI.1.7,9,10
- Reading Foundations RF.1.1-4
- Writing W.1.2,5,8
- Speaking & Listening SL.1.1-2
- SL.1.4-5
- Language L.1.1-2
- L.1.4

**Common Core Math:**

- Mathematical Practices 8

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#### Session Two: Money for Needs and Wants

Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.

**Objectives:**

Students will:
- Describe the difference between needs and wants
- Explain that families must earn money for the things they need and want

**Academic Standards:**

- K.EG.4.A.c Describe examples of needs and wants within your family and school.

**Common Core ELA:**

- Reading for Information RI.1.1
- RI.1.3
- RI.1.6-7
- RI.1.10
- Reading Foundations RF.1.1-4
- Speaking & Listening SL.1.1-2
- SL.1.4
- Language L.1.1
- L.1.4

**Common Core Math:**

- Measurement and Data 1.MD.C.4
- Mathematical Practices 1-2
- 4-5
- 7-8

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#### Session Three: Businesses All Around the Neighborhood

Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.

**Objectives:**

Students will:
- Define entrepreneur, goods, and services
- Interpret map symbols
- Identify the goods or services businesses provide

**Academic Standards:**

- 1.E.4.A.b Describe examples of goods and services within your school and community.
- K.EG.5.A.c Match legend symbols to map features.
- K.EG.5.A.a Identify maps as representations of real places.
- 1.EG.5.A.d Use a compass rose to identify cardinal directions on a map.

**Common Core ELA:**

- Reading Foundations RF.1.1-4
- Reading for Information RI.1.1
- RI.1.3
- RI.1.6-7
- RI.1.10
- Writing W.1.2,5,8
- Speaking & Listening SL.1.1-2
- SL.1.4

**Common Core Math:**

- Measurement and Data 1.MD.C.4
- Mathematical Practices 1-2
- 5-8
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<tbody>
<tr>
<td><strong>Session Four: Jobs All Around the Neighborhood</strong></td>
<td>K.GS.2.C.a Describe why groups need to make decisions and how those decisions are made in families and classrooms.</td>
<td>Reading Foundations RF.1.1-4 Reading for Information RI.1.6-7 Writing W.1.5 Speaking &amp; Listening SL.1.1-2 SL.1.4-5 Language L.1.1-2 L.1.4</td>
<td>Mathematical Practices 1-2 4-5 7-8</td>
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<tr>
<td>Students learn that entrepreneurs create businesses, which provide jobs for families.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td><strong>Students will:</strong></td>
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<tr>
<td>▪ Identify the jobs people do</td>
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<tr>
<td>▪ Analyze their own skills to determine ways they can support family members</td>
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</tr>
<tr>
<td><strong>Session Five: A New Business</strong></td>
<td>K.GS.2.C.a Describe why groups need to make decisions and how those decisions are made in families and classrooms.</td>
<td>Reading Foundations RF.1.1-4 Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10 Writing W.1.2,5,8 Speaking &amp; Listening SL.1.1-2 SL.1.4 Language L.1.1-2 L.1.4</td>
<td>Operations in Algebra OA. 1 ELO OA. . 6-7 Measurement and Data 1.MD.C.4 Mathematical Practices 2-4 7-8</td>
</tr>
<tr>
<td>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td><strong>Students will:</strong></td>
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<tr>
<td>▪ Describe one of the entrepreneurial characteristics—Satisfy a Need or Want</td>
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### Session Descriptions

**Session One: People in a Community Working Together**

Students learn what a community is and the variety of jobs that people have in a community.

**Objectives:**

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

<table>
<thead>
<tr>
<th>Social Studies Standards</th>
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</tr>
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<tbody>
<tr>
<td>1.EG.5.C.a Identify physical characteristics of your community.</td>
<td>Reading Literature RL.2.1 RL.2.7</td>
<td>Geometry G.2.2</td>
</tr>
<tr>
<td>1.EG.5.C.b Describe human characteristics of your community.</td>
<td>Reading for Information RI.1 RI.2.4 -5 RI.7</td>
<td>Mathematical Practices 4</td>
</tr>
<tr>
<td>1.RI.6.A.a Describe cultural characteristics of your school and community.</td>
<td>Reading Foundations RF.2.3-4 Speaking and Listening SL.2.1-4 Language L.2.1-6</td>
<td></td>
</tr>
<tr>
<td>1.E.4.A.b Describe examples of goods and services within your school and community.</td>
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**Session Two: Sweet “O” Donuts**

Students learn that workers who produce goods and services earn money for their work.

**Objectives:**

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

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<tr>
<td>1.E.4.A.b Describe examples of goods and services within your school and community.</td>
<td>Reading Foundations RF.2.3-4 Writing W.2.2 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</td>
</tr>
<tr>
<td>1.E.4.A.c Describe consumers and producers and the relationship to goods and services within your school and community.</td>
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</tr>
<tr>
<td>2.E.4.A.a Describe consumption and production and the relationship to goods and services within your region.</td>
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</tbody>
</table>

**Session Three: Business and Government Jobs**

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

**Objectives:**

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

<table>
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<tr>
<th>Social Studies Standards</th>
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<tr>
<td>2.E.4.A.b Demonstrate how people use money to buy and sell goods and services.</td>
<td>Reading for Information RI.2.1 RI.2.4 -5 RI.7</td>
<td>Operations and Algebraic Thinking OA.2.1 Mathematical Practices 1-2 4-5 8</td>
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<td></td>
<td>Reading Foundations RF.2.3-4 Speaking and Listening SL.2.1-4 Language L.2.1-6</td>
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<tr>
<td>Session Descriptions</td>
<td>Social Studies Standards</td>
<td>Common Core ELA</td>
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</table>
| **The Session Four: Let’s Vote!**  
Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority. | 2. PC.1.D.a Analyze how being an active and informed citizen makes a difference in your community.  
2.PC.1.D.b List the consequences of citizens not actively participating in their communities. | Reading Foundations RF.2.3  
Writing W.2.2  
W.2.7-8  
Speaking and Listening SL.2.1-6  
Language L.2.1 | Measurement and Data MD.2.7  
MD.2.9  
Mathematical Practices 2  
4 |
| **Session Five: Money Moves in a Community**  
Students learn about money and how it moves through a community. | 2.E.4.A.b Demonstrate how people use money to buy and sell goods and services. | 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 | Operations and Algebraic Thinking OA.2.1  
Numbers Base Ten NBT.2.1-2  
NBT.2.5  
Measurement and Data MD.2.7  
MD.2.9  
Mathematical Practices 1-2  
5-7 |
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<tr>
<th>Session Details</th>
<th>Academic Content Standards</th>
<th>Common Core</th>
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</table>
| **Session One: Communities at Work**<br>Students are introduced to the idea of a community and discover what types of workers help make their community strong.<br>Students will:<br>• Define and describe a community.<br>• Identify the variety of jobs in a community.<br>• Locate jobs and businesses on a community map.<br>• Apply listening and focused attention skills.<br>• Describe how different jobs require different skills.<br>• State how people contribute to and benefit from a community. | 2.3a A Compare the culture and people in our community [across multiple time periods.]
2.5.A Read and construct maps with title and key.<br>Identify the properties and use of different types of maps for a variety of purposes.<br>2.5.C. Describe human characteristics of the student’s region [in Missouri.] | ELA<br>Reading<br>RL.2.1<br>Rl.2.1<br>Rl.2.3–2.7<br>RF. 2.3-2.4<br>Writing<br>W. 2.1-2.2<br>W.2.8<br>Speaking and Listening<br>SL. 2.1-2.4<br>SL. 2.6<br>Language<br>L.2.1-2.6 |
| **Session Two: People at Work**<br>Students experience working in the community to earn a paycheck and produce goods and services.<br>Students will:<br>• Define the terms business, produce, goods, and services.<br>• Explain how people earn income.<br>• Describe how goods are made using skills and knowledge.<br>• Collect, record, and interpret data using digital tools. | 2.4.A Describe consumption and production and the relationship to goods and services within your region.<br>Explain the relationship of income, labor, and wages.<br>2.7. B. Use visual tools and informational texts to communicate information. | ELA<br>Reading<br>Rl.2.3–2.7<br>RF. 2.3-2.4<br>Speaking and Listening<br>SL. 2.2-2.3<br>SL. 2.6<br>Language<br>L.2.1-2.6<br>MATH<br>2.OA 1<br>2.md. 10 |
# Session Details | Academic Content Standards | Common Core
---|---|---
**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.  

| 2.4.A Describe consumption and production and the relationship to goods and services within your region.  
Demonstrate how people use money to buy and sell goods and services.  
Demonstrate how people barter to exchange goods and services.  
| **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 |

**Session Four: Votes Count**  
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.  

| 2.1.B Explain and give examples of how laws and rules are made and changed within a community.  
2.1.C Examine how individual rights are protected within a community.  
2.1.D Analyze how being an active and informed citizen makes a difference in your community.  
2.6.B Demonstrate a peaceful resolution to a dispute.  
2.7. B.Use visual tools and informational texts to communicate information.  
| **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 Details | Academic Content Standards | Common Core
---|---|---
### Session Five: Making Choices
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.

2.1.D Analyze how being an active and informed citizen makes a difference in your community.

2.2.C Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making.

2.7. B. Use visual tools and informational texts to communicate information.

2.7.E. Develop supporting questions about social studies’ topics, with assistance.

Describe a process to answer those questions.

### 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.

2.5.E. Describe different types of communication and transportation and identify their advantages and disadvantages.

2.7. B. Use visual tools and informational texts to communicate information.

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
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<tr>
<td><strong>Session One: Earn, Save, Spend, and Donate</strong></td>
<td>2.E.4.A.b Demonstrate how people use money to buy and sell goods and services.</td>
<td>Reading for Information RI.3.4-5</td>
<td>Measurement and Data</td>
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<tr>
<td>Knowing we have four choices with money helps people</td>
<td></td>
<td>Reading Foundations RF.3.3-4</td>
<td>MD.3.4</td>
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<tr>
<td>reach personal goals and dreams and helps keep cities</td>
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<td>Writing W.3.2 ELO W.3.7 -ELO</td>
<td>MD.3.5</td>
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<td>alive and healthy.</td>
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<td>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</td>
<td>MD.3.6</td>
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<td><strong>Objectives:</strong></td>
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<td>Language L.3.1 L.3.3 L.3.4</td>
<td>Mathematical Practices 1-8</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>• Describe the four choices we have with money.</td>
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<tr>
<td>• Define deposits and withdrawals.</td>
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<tr>
<td><strong>Session Two: Invisible Money</strong></td>
<td>1.E.4.A.b Describe examples of goods and services within your school and community.</td>
<td>Reading for Information RI.3.1-5</td>
<td>Operations and Algebraic Thinking OA.3.8 OA.3.9</td>
</tr>
<tr>
<td>Students learn about the different forms of money</td>
<td></td>
<td>Reading Foundations RF.3.3-4</td>
<td>Mathematical Practices 1-8</td>
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<td>and how people use them to pay for goods and services.</td>
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<td>Writing W.3.7 -ELO</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<td>Speaking and Listening SL.3.1-4 SL.3.6</td>
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<tr>
<td>Students will:</td>
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<td>Language L.3.1 L.3.3 L.3.4</td>
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<tr>
<td>• Define goods and services.</td>
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<td>• Explain how people spend money.</td>
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<td>• Recognize methods of payment and whether they are</td>
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<td>readily visible or invisible.</td>
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<tr>
<td><strong>Session Three: How Do I Become an Entrepreneur?</strong></td>
<td>3.E.4.B. Conduct a personal cost-benefit analysis.</td>
<td>Reading for Information RI.3.1-5</td>
<td>Operations and Algebraic Thinking OA.3.8</td>
</tr>
<tr>
<td>When entrepreneurs create businesses, they help keep</td>
<td></td>
<td>Reading Foundations RF.3.3-4</td>
<td>Numbers Base Ten</td>
</tr>
<tr>
<td>cities alive and healthy.</td>
<td></td>
<td>Speaking and Listening SL.3.1-3 SL.3.6</td>
<td>NBT.3.2</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>Language L.3.1 L.3.3 L.3.4</td>
<td>Mathematical Practices 1-2 4-8</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>• Define entrepreneur, producer, and consumer.</td>
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<td>• Explain the need for a business plan.</td>
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<tr>
<td>• Discuss the ways in which entrepreneurs help a city.</td>
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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>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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</thead>
<tbody>
<tr>
<td>Session Four: Money Choices Make the</td>
<td>3.E.4.C.a Define taxes and explain how taxes are generated and used.</td>
<td>Reading for Information</td>
<td>Operations in Algebra</td>
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<td>City Go Round</td>
<td></td>
<td>RI.3.1</td>
<td>OA.3.8</td>
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<td>RI.3.3-6</td>
<td>OA.3.9</td>
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<td>Reading Foundations</td>
<td>Numbers Base Ten</td>
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<td>RF.3.3-4</td>
<td>NBT.3.2</td>
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<td>Speaking and Listening</td>
<td>Mathematical Practices</td>
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<td>SL.3.1</td>
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<td>L.3.1</td>
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<td><strong>Objectives:</strong></td>
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<td>Students will:</td>
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<td></td>
<td>- Demonstrate the importance of money in everyday life.</td>
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<td>- Describe how money flows through a city’s economy.</td>
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<td>- Explain taxes and how the city government uses the money to pay for the goods and services it provides.</td>
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<td></td>
<td><strong>Session Five: Let’s Build a City</strong></td>
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<td></td>
<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>
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<td><strong>Objectives:</strong></td>
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<td>Students will:</td>
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<td>- Describe how personal choices make a city a good place to live, work, play, and go to school.</td>
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<td>3.G.5.B Describe and use absolute location using a grid system.</td>
<td>Reading for Information</td>
<td>Operations in Algebra</td>
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<td></td>
<td>3.G.5. Identify and compare physical geographic characteristics [of Missouri.]</td>
<td>RI.3.1</td>
<td>OA.3.8</td>
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<td></td>
<td>Describe human geographic characteristics [of Missouri.]</td>
<td>RI.3.3-6</td>
<td>OA.3.9</td>
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<td>Reading Foundations</td>
<td>Numbers Base Ten</td>
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<td>RF.3.3-4</td>
<td>NBT.3.2</td>
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<td>Mathematical Practices</td>
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<td>W.3.2</td>
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<td>Speaking and Listening</td>
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<td>SL.3.1-3</td>
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<td>Language</td>
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<td>L.3.1,3,4</td>
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<tr>
<td>Session Details</td>
<td>Academic Standards</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
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<tr>
<td><strong>Session One: Be an Entrepreneur</strong></td>
<td>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</td>
<td>4.TS.7.B. Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.</td>
<td>Reading for Information RI.4.1-2 RI.4.4 RI.4.7 Reading Foundations RF.4.3-4 Speaking and Listening SL.4.1 SL.4.3 Language L.4.3-4 L.4.6</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>Students will:</td>
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<tr>
<td></td>
<td>▪ Recognize the impact entrepreneurs have on a region</td>
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<td>▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities</td>
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<tr>
<td><strong>Session Two: Resources—Tools for Entrepreneurs</strong></td>
<td>Students are introduced to resources and, working in teams, use this information to create new businesses.</td>
<td>4. E.4.A.b Distinguish among natural, capital and human resources. 4.G.5. C Identify and compare physical characteristics of specific regions within the nation.</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>
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<tr>
<td><strong>Objectives:</strong></td>
<td>Students will:</td>
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<tr>
<td></td>
<td>▪ Define natural, human, and capital resources</td>
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<td>▪ Describe how products and services use resources</td>
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<tr>
<td><strong>Session Three: Hot Dog Stand Game</strong></td>
<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>4.E.4.A Explain the relationship between profit and loss in economic decisions.</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>
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### Session Details

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<thead>
<tr>
<th>Session Four: Entrepreneurs Solve Problems</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>4.E.4.A Explain the relationship between profit and loss in economic decisions. 4.RI.6.B Apply constructive processes or methods for resolving conflicts.</td>
<td>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</td>
<td>Mathematical Practices 1-2 4 6-7</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>Students will:</td>
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<tr>
<td>▪ Demonstrate the problem-solving process</td>
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<td>▪ Identify the potential risks and rewards in making</td>
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<td>▪ business decisions</td>
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### Session Five: Entrepreneurs Go Global

<table>
<thead>
<tr>
<th>Session Five: Entrepreneurs Go Global</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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</thead>
<tbody>
<tr>
<td>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</td>
<td>4.G.5.E Analyze how changes in communication and transportation technologies affect people’s lives.</td>
<td>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</td>
<td>NA</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>Students will:</td>
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<tr>
<td>▪ Apply the supply chain to a manufacturing example</td>
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<td>▪ Explain how resource providers, businesses, and consumers are interdependent</td>
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<tr>
<td>Session Details</td>
<td>Academic Standards</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
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<tr>
<td><strong>Session One: Free to Choose Your Work or Business</strong>&lt;br&gt;Students are introduced to the nation’s free market system and how it supports businesses and careers.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;Students will:&lt;br&gt;  ▪ Identify the characteristics of a free market economy&lt;br&gt;  ▪ Explain how pricing guides economic decisions</td>
<td>5.E.4.A Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation’s past, present and future.</td>
<td>Reading for Information&lt;br&gt;RI.5.1-2&lt;br&gt;RI.5.4&lt;br&gt;RI.5.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.5.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;SL.5.6&lt;br&gt;Language L.5.1-5</td>
<td>Operations and Algebraic Thinking&lt;br&gt;OA.5.2&lt;br&gt;Numbers Base Ten&lt;br&gt;NBT.5.6-7</td>
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<tr>
<td><strong>Session Two: Innovation Nation</strong>&lt;br&gt;Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;Students will:&lt;br&gt;  ▪ Define entrepreneur and entrepreneurship&lt;br&gt;  ▪ Describe resources and how entrepreneurs use them&lt;br&gt;  ▪ Explore STEM skills and the process of innovation</td>
<td>PS1.C Demonstrate personal characteristics of a contributing member of the school community.&lt;br&gt;PS 2.A Exhibit mutual respect and compromise in relationships.&lt;br&gt;5.E.4. D Explain factors, past and present, that influence changes in our nation’s economy.</td>
<td>Reading for Information&lt;br&gt;RI.5.1-2&lt;br&gt;RI.5.4&lt;br&gt;RI.5.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.5.3-4&lt;br&gt;Writing&lt;br&gt;WS.5.2&lt;br&gt;WS.5.4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;SL.5.6&lt;br&gt;Language L.5.1-5</td>
<td>Operations and Algebraic Thinking&lt;br&gt;CC.2.2.5.A.1&lt;br&gt;Numbers Base Ten&lt;br&gt;CC.2.1.5.B.2</td>
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<tr>
<td><strong>Session Three: Career Quest</strong>&lt;br&gt;Students learn about career clusters.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;Students will:&lt;br&gt;  ▪ Examine career groupings and the skills necessary for a variety of careers.</td>
<td>PS 2.B. Demonstrate respect for individuals within diverse groups.&lt;br&gt;Career Development&lt;br&gt;CD 7.C Describe the contributions of a variety of jobs in the community.&lt;br&gt;CD 8.A Compare and contrast the roles and responsibilities of workers within the six (6) career paths.&lt;br&gt;CD 8.B Compare and contrast the training and educational requirements for a variety of careers.</td>
<td>Reading for Information&lt;br&gt;RI.5.1-2&lt;br&gt;RI.5.4&lt;br&gt;RI.5.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.5.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;SL.5.6&lt;br&gt;Language L.5.1-5</td>
<td>Numbers Base Ten&lt;br&gt;CC.2.1.5.B.2</td>
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<td>Common Core Math</td>
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</table>
| **Session Four: Get and Keep the Job!**  
Students examine important work-readiness and behavioral skills needed for career success. **Objectives:**  
Students will:  
- Identify the soft skills wanted by today’s employers | Career Development  
CD 7.A Compare interests and strengths with those of workers in the global community.  
CD 9.A Apply personal, ethical, and work habit skills needed for success in any school or work environment. | Reading for Information  
RL.5.1-2  
RL.5.4  
RL.5.7  
Reading Foundations  
RF.5.3-4  
Writing  
WS.5.2  
WS.5.4  
Speaking and Listening  
SL.5.1-4  
SL.5.6  
Language  
L.5.1-5 | Operations and Algebraic Thinking  
CC.2.2.5.A.1  
Numbers Base Ten  
CC.2.1.5.B.2 |
| **Session Five: Global Connections**  
Students explore how the United States is connected to the global economy. **Objectives:**  
Students will:  
- Discuss why businesses specialize and trade  
- Define opportunity cost | 5.G.5.A Use geographic sources to acquire information, answer questions and solve problems.  
5.E 5.E Evaluate how changes in communication and transportation technologies affect people’s lives.  
5.TS.7.B Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.  
5.E.4.A.a Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation’s past, present and future. | Reading for Information  
RL.5.1-2  
RL.5.4  
RL.5.7  
Reading Foundations  
RF.5.3-4  
Speaking and Listening  
SL.5.1-4  
SL.5.6  
Language  
L.5.1-5 | NA |
| **Optional Supplement: Business Organization**  
Students examine entrepreneurship, free enterprise, and business organization. **Objectives:**  
Students will:  
- Identify three basic ways businesses are organized. | 5.E.4.A.a Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation’s past, present and future. | Speaking and Listening  
SL.5.1-4  
Language  
L.5.1-5 | NA |
<table>
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<th>Common Core ELA</th>
<th>Common Core Math</th>
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</thead>
<tbody>
<tr>
<td><strong>Session One: The Money Garden</strong></td>
<td>3-5.E.4.A. knowledge of basic economic concepts.</td>
<td>Reading for Information RI.3.1 RI.3.6 Reading Foundations RF.3.3-4 Speaking and Listening SL.3.1 SL.3.6 Language L.3.1 L.3.4 L.3.4</td>
<td>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3 4.NBT.4 5.NBT.5 5.NBT.7 Mathematical Practices 1-8</td>
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<tr>
<td>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.</td>
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<td><strong>Objectives:</strong></td>
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<td>Students will:</td>
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<td>- Identify the role of money in everyday life</td>
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<td>- Explain the benefits of using a savings account</td>
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<tr>
<td><strong>Session Two: Create a Business</strong></td>
<td>3.E.4.A Conduct a personal cost-benefit analysis.</td>
<td>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</td>
<td>Numbers Base Ten 3.NBT.3.3 4.NBT.4 4.NBT.5 5.NBT.5 5.NBT.7 Mathematical Practices 1-8</td>
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<td>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</td>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>Students will:</td>
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<tr>
<td>- Define business, goods, and services</td>
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<td>- Identify businesses they would like to start that align with their personal interests and skills</td>
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<td>- Appreciate their own roles as entrepreneurs in affecting their community and their world</td>
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<tr>
<td><strong>Session Three: Build a Business</strong></td>
<td>3.E.4.B.a Conduct a personal cost-benefit analysis.</td>
<td>Reading for Information RI.3.2-6 Reading Foundations RF.3.3-4 Speaking and Listening SL.3.1 SL.3.6 Language L.3.1-4 L.3.6</td>
<td>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3 4.NBT.4 4.NF.4.7 5.NBT.5 5.NBT.7 Mathematical Practices 1-2 4-8</td>
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<td>Students identify the fundamental steps for starting a small business and develop a basic business plan.</td>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>Students will:</td>
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<tr>
<td>- Identify the basic steps for building a small business</td>
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<tr>
<td>- Develop a basic business plan</td>
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*ELO- Indicates a skill best supported by an Extended Learning Opportunity*
**Session Four: Run a Business**

Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.

**Objectives:**

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

**Academic Standards:**

3-5.E.4.A. knowledge of basic economic concepts.

**Career Development**

CD 9.A Apply personal, ethical, and work habit skills needed for success in any school or work environment.
CD 8.A Compare and contrast the roles and responsibilities of workers within the six (6) career paths.
CD 8.B Compare and contrast the training and educational requirements for a variety of careers.

**Session Five: Global Success**

The students explore the opportunities and challenges of global markets.

**Objectives:**

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

**Academic Standards:**

3-5.5.G A Reading and constructing maps.
3-5.5.G.D Relationships within places Human-Environment interactions.
3-5.5.G.E Understanding relationships between and among places.
5.E.4.A Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation’s past, present and future.
### Session Descriptions

<table>
<thead>
<tr>
<th>Pre-JA Career Exploration Fair Session: A Job to Do!</th>
<th>Career Development</th>
<th>Common Core ELA</th>
</tr>
</thead>
</table>
| 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. | 1.CD.7.B.a. Identify workers in the local community related to the six (6) career paths.  
1.CD.7.C.a. Explain the importance of jobs in the family and school. | Foundational Skills  
RF 1  
RF 2  
RF 3  
Writing  
W 2  
W 5  
W 8  
Speaking and Listening  
SL 1  
SL 3  
SL 4  
SL 5  
SL 6  
Language  
L 4  
L 5  
L 6 |

**Objectives:**

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

<table>
<thead>
<tr>
<th>The Day of the Fair</th>
<th>Career Development</th>
<th>Common Core ELA</th>
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</thead>
</table>
| Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions. | 1.CD.7.C.a. Explain the importance of jobs in the family and school.  
1.CD.8.B.a. Identify the skills needed by workers in the school.  
1.CD.9.B.a. Understand how helper jobs are assigned in the classroom. | Foundational Skills  
RF 1  
RF 2  
RF 3  
Writing  
W 4  
W 5  
W 6  
Speaking and Listening  
SL 1  
SL 3  
SL 4  
SL 5  
SL 6  
Language  
L 4  
L 5  
L 6 |

**Objectives:**

- Observe speakers and the tools they use.
- Identify the variety of careers people have in the community and how each job requires specific skills.
- Express ideas and questions concerning the jobs people have.

<table>
<thead>
<tr>
<th>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</th>
<th>Career Development</th>
<th>Common Core ELA</th>
</tr>
</thead>
</table>
| Students reflect on their JA Career Exploration Fair experience. | 1.CD.7.A.a. Identify strengths and interests at home and school. | Foundational Skills  
RF 1  
RF 2  
RF 3  
Writing  
W 4  
W 5  
W 6  
Language  
L 4  
L 5  
L 6 |
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
</table>
| **Pre-JA Career Exploration Fair**  
Session: A Job for Everyone  
Students reflect on their interests and skills as they consider future careers.  
**Objectives:**  
Students will:  
- Define careers.  
- Analyze their interests and skills to learn how they fit in the classroom and the workplace.  
- Construct new understandings connected to prior knowledge. | Career Development  
1.CD.7.A.a. Identify strengths and interests at home and school.  
1.CD.7.B.a Identify workers in the local community related to the six (6) career paths.  
1.CD.7.C.a Explain the importance of jobs in the family and school.  
**Career Development**  
1.CD.7.B.a Identify workers in the local community related to the six (6) career paths.  
1.CD.7.C.a Explain the importance of jobs in the family and school. | Foundational Skills  
RF 3  
RF 4  
Speaking and Listening  
SL 1  
SL 6  
Language  
L 4  
L 5  
L 6 |
| **The Day of the Fair**  
Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.  
**Objectives:**  
Students will:  
- Observe speakers and the tools they use.  
- Identify the variety of careers people have in the community and how each job requires specific skills.  
- Express how jobs require specific interests and skills.  
- Examine how school skills apply to career paths. | Career Development  
1.CD.7.B.a Identify workers in the local community related to the six (6) career paths.  
1.CD.8.B.a Identify the skills needed by workers in the school.  
1.CD.8.C.a Explain the importance of jobs in the family and school.  
**Career Development**  
1.CD.7.B.a Identify workers in the local community related to the six (6) career paths.  
1.CD.8.B.a Identify the skills needed by workers in the school.  
1.CD.8.C.a Explain the importance of jobs in the family and school. | Foundational Skills  
RF 3  
RF 4  
Speaking and Listening  
SL 1  
SL 3  
SL 5  
SL 6  
Language  
L 4  
L 5  
L 6 |
| **Post-JA Career Exploration Fair Activity: Someday I’ll Be...**  
Students reflect on their JA Career Exploration Fair experience.  
**Objectives:**  
Students will:  
- Prepare a personal interest “resume.”  
- Begin to identify a future career interest. | Career Development  
1.CD.7.A.a. Identify strengths and interests at home and school.  
**Career Development**  
1.CD.7.A.a. Identify strengths and interests at home and school. | Foundational Skills  
RF 3  
RF 4  
Writing  
W.4  
W.5  
W.6  
Language  
L 4  
L 5  
L 6 |
<table>
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<th>Session Descriptions</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Before the Event</strong></td>
<td><strong>Career Development</strong></td>
<td><strong>Foundational Skills</strong></td>
</tr>
<tr>
<td>Students prepare questions for the speaker to answer.</td>
<td>1.CD.7.A.a. Identify strengths and interests at home and school. &lt;br&gt;1.CD.7.C.a Explain the importance of jobs in the family and school. &lt;br&gt;1.CD.9.B.a Understand how helper jobs are assigned in the classroom.</td>
<td>RF 1 &lt;br&gt;RF 2 &lt;br&gt;RF 3 &lt;br&gt;RF 4</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Career Development</strong></td>
<td><strong>Speaking and Listening</strong></td>
</tr>
<tr>
<td>Students will:</td>
<td>1.CD.7.A.a. Identify strengths and interests at home and school. &lt;br&gt;1.CD.7.C.a Explain the importance of jobs in the family and school.</td>
<td>SL 1 &lt;br&gt;SL 6</td>
</tr>
<tr>
<td>▪ Identify skills and interests</td>
<td>1.CD.9.B.a Understand how helper jobs are assigned in the classroom.</td>
<td>Language</td>
</tr>
<tr>
<td>▪ Explain how the speaker’s job helps people in the community</td>
<td></td>
<td>L 4 &lt;br&gt;L 5 &lt;br&gt;L 6</td>
</tr>
<tr>
<td><strong>Speaker Day: Invite a Career Speaker to Class</strong></td>
<td><strong>Career Development</strong></td>
<td><strong>Foundational Skills</strong></td>
</tr>
<tr>
<td>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</td>
<td>1.CD.8.A.a. Identify and compare roles and responsibilities of workers within the school. &lt;br&gt;1.CD.8.B.a. Identify the skills needed by workers in the school.</td>
<td>RF 1 &lt;br&gt;RF 2 &lt;br&gt;RF 3 &lt;br&gt;RF 4</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>1.CD.9.A.a Identify and develop personal, ethical, and work habit skills needed for school success.</td>
<td><strong>Speaking and Listening</strong></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>SL 1 &lt;br&gt;SL 3 &lt;br&gt;SL 5 &lt;br&gt;SL 6</td>
</tr>
<tr>
<td>▪ Listen to a career speaker.</td>
<td></td>
<td>Language</td>
</tr>
<tr>
<td>▪ Express how jobs require specific interests and skills.</td>
<td></td>
<td>L 4 &lt;br&gt;L 5 &lt;br&gt;L 6</td>
</tr>
<tr>
<td>▪ Examine how interests and skills apply to careers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>After the Event</strong></td>
<td><strong>Career Development</strong></td>
<td><strong>Foundational Skills</strong></td>
</tr>
<tr>
<td>Students reflect on what they learned during their preparation and the speaker event.</td>
<td>1.CD.7.A.a Identify strengths and interests at home and school.</td>
<td>RF 1 &lt;br&gt;RF 2 &lt;br&gt;RF 3 &lt;br&gt;RF 4</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>1.CD.7.B.a Identify workers in the local community related to the six (6) career paths.</td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>W.4 &lt;br&gt;W.5 &lt;br&gt;W.6</td>
</tr>
<tr>
<td>▪ Recognize career clusters.</td>
<td></td>
<td><strong>Language</strong></td>
</tr>
<tr>
<td>▪ Identify careers that relate to personal interests and skills.</td>
<td></td>
<td>L 4 &lt;br&gt;L 5 &lt;br&gt;L 6</td>
</tr>
</tbody>
</table>