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

Updated Sept. 2021
California Revised Social Studies Framework
Common Core State Standards Included

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 California Content Standards and Grade Level Expectations for social studies and the 2016 Social Studies Framework for grades K-5 as well as the Common Core State Standards in English/Language Arts and Mathematics.

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

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

JA Elementary School Programs

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

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

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

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

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

JA Our Nation® provides practical information about businesses’ need for individuals who can meet the demands of the job market, including high-growth, high-demand jobs locally and globally.

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

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

JA Career Speakers Series™ In JA Career Speakers Series, a volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience. (Grades K-5)
### Session One: This or That?
**Make a Choice**
Students practice economics by making personal choices.

**Objectives:**
Students will:
- Identify personal interests
- Consider the factors that determine their choices
- Define money

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</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>

### 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.

**Objectives:**
Students will:
- Explain the difference between needs and wants
- Create a simple chart

<table>
<thead>
<tr>
<th>Economic Literacy</th>
<th>Social Science Framework Economics</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the basic economic problems confronting all societies.</td>
<td>Students begin to understand how people make economic choices based both on incentives and resource scarcity.</td>
<td>Counting and Cardinality CC.2.1.K.A.3 Measurement and Data CC.2.4.K.A.4</td>
</tr>
</tbody>
</table>

### Session Three: A Penny Earned
Students are introduced to storybook characters and examine ways they can earn money.

**Objectives:**
Students will:
- Describe the role of money in society
- Identify jobs they can do to earn money

<table>
<thead>
<tr>
<th>Economic Literacy</th>
<th>Social Science Framework Economics</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the basic economic goals, performance, and problems of our society.</td>
<td>Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</td>
<td>Counting and Cardinality CC.2.1.K.A.1-3</td>
</tr>
</tbody>
</table>

### Session Four: A Penny Saved
Students are introduced to the concept of saving.

**Objectives:**
Students will:
- Explain the importance of saving money
- Identify a savings goal
- Identify a place where people save money

<table>
<thead>
<tr>
<th>Economic Literacy</th>
<th>Social Science Framework Economics</th>
<th>Reading Foundations RF.K.1-4 Literature RL.K.1-4 Speaking and Listening SL.K.1-6 Language L.K.4,6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the basic economic goals, performance, and problems of our society.</td>
<td>Explain why people save and invest. Explain the role of banks and other financial institutions in the economy.</td>
<td>Counting and Cardinality CC.2.1.K.A.1 Measurement and Data CC.2.4.K.A.4</td>
</tr>
</tbody>
</table>
# Session Details

**Session Five: A Penny Shared**

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

## Objectives:

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

## Academic Standards

- K.1.2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
- K.5 Students put events in temporal order.

## Common Core ELA

- Reading Foundations RF.K.1-4
- Writing W.K.1,8
- Literature RL.K.1-4
- RL.K.7
- RL.K.9-10
- Speaking and Listening SL.K.1-6
- Language L.K.4,6

## Common Core Math

- Counting and Cardinality CC.2.1.K.A.1-3
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: All Kinds of Families</strong></td>
<td>1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places. 1.5.1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</td>
<td>Reading Literature RI.1.1 RI.1.3-4 RI.1.7-9,10  Reading Foundations RF.1.1-4  Writing W.1.2,5,8  Speaking &amp; Listening SL.1.1-2 SL.1.4-5  Language L.1.1-2 L.1.4</td>
<td>Mathematical Practices 8</td>
</tr>
<tr>
<td><strong>Session Two: Money for Needs and Wants</strong></td>
<td>1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy. 1.6. 1. Understand the concept of exchange and the use of money to purchase goods and services.  <strong>Social Science Framework Economics</strong>  Students begin to understand how people make economic choices based both on incentives and resource scarcity.</td>
<td>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10  Reading Foundations RF.1.1-4  Speaking &amp; Listening SL.1.1-2 SL.1.4  Language L.1.1 L.1.4</td>
<td>Measurement and Data 1.MD.C.4  Mathematical Practices 1-2 4-5 7-8</td>
</tr>
<tr>
<td><strong>Session Three: Businesses All Around the Neighborhood</strong></td>
<td>1.6.2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.  <strong>Social Science Framework Economics</strong> Students learn about their place in the economy. Explain how people earn incomes.</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</td>
<td>Measurement and Data 1.MD.C.4  Mathematical Practices 1-2 5-8</td>
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<td>Session Descriptions</td>
<td>Academic Standards</td>
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</tr>
<tr>
<td><strong>Session Four: Jobs All Around the Neighborhood</strong>&lt;br&gt;Students learn that entrepreneurs create businesses, which provide jobs for families.</td>
<td>Students learn that entrepreneurs create businesses, which provide jobs for families. Students will:&lt;br&gt;• Identify the jobs people do&lt;br&gt;• Analyze their own skills to determine ways they can support family members</td>
<td>1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.&lt;br&gt;<strong>Social Science Framework Economics</strong>&lt;br&gt;Students learn about their place in the economy. Explain how people earn incomes.</td>
<td>Reading Foundations&lt;br&gt;RF.1.1-4&lt;br&gt;Reading for Information&lt;br&gt;RI.1.6-7&lt;br&gt;Writing&lt;br&gt;W.1.5&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>
</tr>
<tr>
<td><strong>Session Five: A New Business</strong>&lt;br&gt;Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</td>
<td>Students think like entrepreneurs and help advertise a new business needed in the neighborhood. Students will:&lt;br&gt;• Describe one of the entrepreneurial characteristics—Satisfy a Need or Want</td>
<td>1.6. 1. Understand the concept of exchange and the use of money to purchase goods and services.&lt;br&gt;<strong>Social Science Framework Economics</strong>&lt;br&gt;[Students] learn about different resources needed to produce goods and services.</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&lt;br&gt;L.1.4</td>
</tr>
<tr>
<td>Session Descriptions</td>
<td>Social Studies Standards</td>
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</tbody>
</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.  
**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. | 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.  
*Social Science Framework*  
**Economics**  
[Students] learn about their place in the economy.  
Explain how people earn incomes. | Reading  
Literature  
RL.2.1  
RL.2.7  
Reading for Information | Geometry  
G.2.2  
Mathematical Practices  
4 |
|  | 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.  
2.4.1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.  
2.4.3. Understand how limits on resources affect production and consumption (what to produce and what to consume).  
*Social Science Framework*  
**Economics**  
Learn about different resources needed to produce goods and services. | 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  
NBT.2.5  
Measurement and Data  
MD.2.7 |
| **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. |  |  |
| **Session Three: Business and Government Jobs**  
Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.  
**Objectives:**  
Students will:  
- Locate businesses and identify government careers.  
- Explain how taxation supports government services. |  |  |
<table>
<thead>
<tr>
<th>Session Descriptions</th>
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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. | 2.3 Students explain governmental institutions and practices in the United States and other countries.  
*Social Science Framework*  
*Civics and Government*  
Examine the roles and responsibilities of people in their immediate community and grow to understand the roles and responsibilities of government at different levels.  
Understand how all people in a community or society participate in a democracy and interact with each other responsibly.  
Use deliberative processes when making decisions as a group. | 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  
Mathematical Practices  
2  
4 |
| **Session Five: Money Moves in a Community**  
Students learn about money and how it moves through a community. | 2.4. 2.Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.  
*Social Science Framework*  
*Economics*  
Students need to understand how individuals, businesses, governments, and societies use human, physical, and natural resources. | 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 |
### Session Descriptions

#### Session One: Earn, Save, Spend, and Donate
Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.

**Objectives:**

Students will:
- Describe the four choices we have with money.
- Define deposits and withdrawals.

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

<table>
<thead>
<tr>
<th>Common Core ELA</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reading for Information RI.3.4-5</td>
<td>Measurement and Data MD.3.4</td>
</tr>
<tr>
<td>Reading Foundations RF.3.3-4</td>
<td>MD.3.5</td>
</tr>
<tr>
<td>Writing W.3.2 ELO</td>
<td>MD.3.6</td>
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<tr>
<td>W.3.7 -8ELO</td>
<td>Mathematical Practices 1-8</td>
</tr>
<tr>
<td>Speaking and Listening SL.3.1</td>
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<td>SL.3.3</td>
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<tr>
<td>SL.3.6</td>
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<tr>
<td>Language L.3.1</td>
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<tr>
<td>L.3.3</td>
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<tr>
<td>L.3.4</td>
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</tbody>
</table>

#### Session Two: Invisible Money
Students learn about the different forms of money and how people use them to pay for goods and services.

**Objectives:**

Students will:
- Define goods and services.
- Explain how people spend money.
- Recognize methods of payment and whether they are readily visible or invisible.

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.

<table>
<thead>
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<th>Common Core ELA</th>
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<tbody>
<tr>
<td>Reading for Information RI.3.1-5</td>
<td>Operations and Algebraic Thinking OA.3.8</td>
</tr>
<tr>
<td>Reading Foundations RF.3.3-4</td>
<td>OA.3.9</td>
</tr>
<tr>
<td>Writing W.3.7 -8ELO</td>
<td>Mathematical Practices 1-8</td>
</tr>
<tr>
<td>Speaking and Listening SL.3.1-4</td>
<td></td>
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<tr>
<td>SL.3.6</td>
<td></td>
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<tr>
<td>Language L.3.1</td>
<td></td>
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<tr>
<td>L.3.3-4</td>
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</tr>
</tbody>
</table>

#### Session Three: How Do I Become an Entrepreneur?
When entrepreneurs create businesses, they help keep cities alive and healthy.

**Objectives:**

Students will:
- Define entrepreneur, producer, and consumer.
- Explain the need for a business plan.
- Discuss the ways in which entrepreneurs help a city.

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

*Social Science Framework Economics*

[Students] learn about their place in the economy. Explain how people earn incomes.

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<thead>
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<tr>
<td>Reading for Information RI.3.1-5</td>
<td>Operations and Algebraic Thinking OA.3.8</td>
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<tr>
<td>Reading Foundations RF.3.3-4</td>
<td>Numbers Base Ten NBT.3.2</td>
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<tr>
<td>Speaking and Listening SL.3.1-3</td>
<td>Mathematical Practices 1-2</td>
</tr>
<tr>
<td>SL.3.6</td>
<td>4-8</td>
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<tr>
<td>Language L.3.1</td>
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<tr>
<td>L.3.3-4</td>
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</table>

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

#### Session Four: Money Choices Make the City Go Round
Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.

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

<table>
<thead>
<tr>
<th>Academic Standards</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.5.1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</td>
<td>Reading for Information RI.3.1 RI.3.3-6</td>
<td>Operations in Algebra OA.3.8 OA.3.9</td>
</tr>
<tr>
<td></td>
<td>Reading Foundations RF.3.3-4</td>
<td>Numbers Base Ten NBT.3.2</td>
</tr>
<tr>
<td></td>
<td>Speaking and Listening SL.3.1-3 SL.3.6</td>
<td>Mathematical Practices 1-8</td>
</tr>
<tr>
<td></td>
<td>Language L.3.1 L.3.3 L.3.4</td>
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</tbody>
</table>

#### Session Five: Let’s Build a City
A healthy city is built on the money choices of consumers, businesses, and the government. A city thrives when these sectors of the economy earn, save, spend, and donate.

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

<table>
<thead>
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<th>Academic Standards</th>
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<tr>
<td>3.4.2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</td>
<td>Reading for Information RI.3.1 RI.3.3-6</td>
<td>Operations in Algebra OA.3.8</td>
</tr>
<tr>
<td></td>
<td>Reading Foundations RF.3.3-4</td>
<td>Numbers Base Ten NBT.3.2</td>
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<tr>
<td></td>
<td>Writing W.3.2</td>
<td>Mathematical Practices 1-7</td>
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<td>Speaking and Listening SL.3.1-3 SL.3.6</td>
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<td></td>
<td>Language L.3.1,3,4</td>
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</tbody>
</table>
### Session Details

#### Session One: Be an Entrepreneur

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

**Objectives:**

**Students will:**

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

**Academic Standards:**

- **Social Science Framework Economics**
  - Learn about different resources needed to produce goods and services.

**Common Core ELA:**

- 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

**Common Core Math:**

- Mathematical Practices
  - 1-2
  - 4-7

#### Session Two: Resources–Tools for Entrepreneurs

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

**Objectives:**

**Students will:**

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

**Social Science Framework**

- Economics
  - Learn about different resources needed to produce goods and services.

**Chronological and Spatial Thinking**

- 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map’s or globe’s legend, scale, and symbolic representations.

**Academic Standards:**

- 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

**Common Core ELA:**

- Mathematical Practices
  - 1-2
  - 4-8

#### Session Three: Hot Dog Stand Game

Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.

**Objectives:**

**Students will:**

- Track the revenue and expenses of a business
- Identify the fundamental tasks required to run a business
- Explain the importance of keeping an accurate account of a business’s financial information

**Academic Standards:**

- **Social Science Framework Economics**
  - Learn about different resources needed to produce goods and services.
  - Understand how individuals, businesses, governments, and societies use human, physical, and natural resources.
  - Explain how people earn incomes.

**Common Core ELA:**

- 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

**Common Core Math:**

- NBT 4.4
- NF.4.7
- Mathematical Practices
  - 1-7
<table>
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<th>Session Details</th>
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<tbody>
<tr>
<td><strong>Session Four: Entrepreneurs Solve Problems</strong></td>
<td><strong>Historical Interpretation</strong></td>
<td>Reading for Information RI.4.1, RI.4.3-4, RI.4.7</td>
<td>Mathematical Practices</td>
</tr>
<tr>
<td>Students journey through the complex world of</td>
<td>4. Students conduct cost-benefit analyses of historical and current events.</td>
<td><strong>Social Science Framework</strong></td>
<td>1-2</td>
</tr>
<tr>
<td>business problem solving by brainstorming ideas and</td>
<td><strong>Civics and Government</strong></td>
<td><strong>Reading Foundations RF.4.3-4</strong></td>
<td>4</td>
</tr>
<tr>
<td>supply for a new business using the Problem-Solver</td>
<td>Understand how all people in a community or society participate in a democracy and</td>
<td><strong>Writing W.4.2, W.4.8</strong></td>
<td>6-7</td>
</tr>
<tr>
<td>Catcher.</td>
<td>interact with each other responsibly.</td>
<td><strong>Speaking and Listening SL.4.1-2, SL.4.4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>Use deliberative processes when making decisions as a group.</td>
<td><strong>Language L.4.1, L.4.3-4, L.4.6</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
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<tr>
<td>▪ Demonstrate the problem-solving process</td>
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<tr>
<td>▪ Identify the potential risks and rewards in</td>
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<tr>
<td>making</td>
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<tr>
<td>▪ business decisions</td>
<td></td>
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</tr>
<tr>
<td><strong>Session Five: Entrepreneurs Go Global</strong></td>
<td><strong>Chronological and Spatial Thinking</strong></td>
<td>Reading for Information RI.4.3-4, RI.4.7</td>
<td>NA</td>
</tr>
<tr>
<td>Students demonstrate the supply chain by working in</td>
<td>1. Students place key events and people of the historical era they are studying in a</td>
<td><strong>Reading Foundations RF.4.3-4</strong></td>
<td></td>
</tr>
<tr>
<td>teams to build a sticker-sheet computer.</td>
<td>chronological sequence and within a spatial context; they interpret time lines.</td>
<td><strong>Speaking and Listening SL.4.1-4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Economic Literacy</strong></td>
<td><strong>Language L.4.1, L.4.3-4, L.4.6</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td>Understand the international economic system.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Apply the supply chain to a manufacturing example</td>
<td><strong>Social Science Framework</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Explain how resource providers, businesses, and</td>
<td><strong>Economics</strong></td>
<td></td>
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<tr>
<td>consumers are interdependent</td>
<td>[Students] learn about capitalism and begin to learn about their place in the economy.</td>
<td></td>
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</tr>
<tr>
<td>Session Details</td>
<td>Academic Standards</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| **Session One: Free to Choose Your Work or Business** | **Economic Literacy**  
Understand comparative economic systems.  
*Social Science Framework*  
*Economics*  
[Students] learn about capitalism and begin to learn about their place in the economy. | | Operations and Algebraic Thinking  
OA.5.2  
Numbers Base Ten  
NBT.5.6-7 |
| | **Chronological and Spatial Thinking**  
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.  
*Social Science Framework*  
*Economics*  
Students understand how individuals, businesses, governments, and societies use human, physical, and natural resources. | | |
| | **Historical Interpretation**  
3. Students identify and interpret the multiple causes and effects of historical events. | | |
| | **Session Two: Innovation Nation** | | Operations and Algebraic Thinking  
CC.2.2.5.A.1  
Numbers Base Ten  
CC.2.1.5.B.2 |
| | Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income. | | |
| | **Objectives:**  
**Students will:**  
- Define entrepreneur and entrepreneurship  
- Describe resources and how entrepreneurs use them  
- Explore STEM skills and the process of innovation | | |
| | **Session Three: Career Quest** | | |
| | Students learn about career clusters. | | |
| | **Objectives:**  
**Students will:**  
- Examine career groupings and the skills necessary for a variety of careers. | | |
| | **Social Science Framework**  
*Economics*  
[Students] learn about their place in the economy.  
Explain how people earn incomes. | | |
| | | | |

---
## Session Descriptions

### 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

**Academic Standards:**

*Historical Interpretation*

4. Students conduct cost-benefit analyses of historical and current events.

*Social Science Framework - Economics*

[Students] learn about their place in the economy. Explain how people earn incomes.

**Common Core ELA:**

- 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

**Common Core Math:**

- 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

**Academic Standards:**

*Chronological and Spatial Thinking*

4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map’s or globe’s legend, scale, and symbolic representations.

5. Students judge the significance of the relative location of a place and analyze how relative advantages or disadvantages can change over time.

*Economic Literacy*

Understand the international economic system.

**Common Core ELA:**

- 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

**Common Core Math:**

NA

### Optional Supplement: Business Organization

Students examine entrepreneurship, free enterprise, and business organization.

**Objectives:**

Students will:

- Identify three basic ways businesses are organized.

**Academic Standards:**

NA

**Common Core ELA:**

- Speaking and Listening
  - SL.5.1-4
  - Language
  - L.5.1,5

**Common Core Math:**

NA
## 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

**Social Science Framework**

- Economics
  - They learn about capitalism and begin to learn about their place in the economy.

**Grade 3**
- 3.4.2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
- 3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.

### Grade 3 Common Core ELA
- Reading for Information
  - RI.3.1
  - RI.3.3-4
  - RI.3.6
- Speaking and Listening
  - SL.3.1
  - SL.3.3
  - SL.3.6
- Language
  - L.3.1
  - L.3.4

### Grade 3 Common Core Math
- Numbers Base Ten
  - 3.NBT.2.2
  - 3.NBT.3.3
  - 4.NBT.4
  - 5.NBT.5
  - 5.NBT.7

<table>
<thead>
<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><strong>Session One: The Money Garden</strong></td>
<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. <strong>Objectives:</strong> <strong>Identify the role of money in everyday life</strong> <strong>Explain the benefits of using a savings account</strong></td>
<td><strong>Social Science Framework</strong> <strong>Economics</strong> <strong>They learn about capitalism and begin to learn about their place in the economy.</strong> <strong>Grade 3</strong> 3.4.2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. 3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</td>
<td><strong>Reading for Information</strong> <strong>RI.3.1</strong> <strong>RI.3.3-4</strong> <strong>RI.3.6</strong> <strong>Reading Foundations</strong> <strong>RF.3.3-4</strong> <strong>Speaking and Listening</strong> <strong>SL.3.1</strong> <strong>SL.3.3</strong> <strong>Language</strong> <strong>L.3.1</strong> <strong>L.3.4</strong></td>
</tr>
</tbody>
</table>

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## 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

**Social Science Framework**

- Economics
  - [Students] learn about their place in the economy.
  - Explain how people earn incomes.

**Grade 3**
- 3.5.1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
- 3.5.4. Discuss the relationship of students' "work" in school and their personal human capital.

### Grade 3 Common Core ELA
- Reading for Information
  - RI.3.2-4
  - RI.3.6
- Speaking and Listening
  - SL.3.1-3
  - SL.3.6
- Language
  - L.3.1-4
  - L.3.6

**Reading for Information** RI.3.2-6 **Reading Foundations** RF.3.3-4 **Speaking and Listening** SL.3.1-3 **Language** L.3.1-4 L.3.6

### Grade 3 Common Core Math
- Numbers Base Ten
  - 3.NBT.3.3
  - 4.NBT.4
  - 4.NBT.5
  - 5.NBT.5
  - 5.NBT.7

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Session Two: Create a Business</strong></td>
<td>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start. <strong>Objectives:</strong> <strong>Define business, goods, and services</strong> <strong>Identify businesses they would like to start that align with their personal interests and skills</strong> <strong>Appreciate their own roles as entrepreneurs in affecting their community and their world</strong></td>
<td><strong>Social Science Framework</strong> <strong>Economics</strong> [Students] learn about their place in the economy. Explain how people earn incomes. <strong>Grade 3</strong> 3.5.1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. 3.5.4. Discuss the relationship of students' &quot;work&quot; in school and their personal human capital.</td>
<td><strong>Reading for Information</strong> <strong>RI.3.2-4</strong> <strong>RI.3.6</strong> <strong>Reading Foundations</strong> <strong>RF.3.3-4</strong> <strong>Speaking and Listening</strong> <strong>SL.3.1-3</strong> <strong>SL.3.6</strong> <strong>Language</strong> <strong>L.3.1-4</strong> <strong>L.3.6</strong></td>
</tr>
</tbody>
</table>

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## 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

**Social Science Framework**

- Economics
  - Students understand how individuals, businesses, governments, and societies use human, physical, and natural resources.

**Grade 3**
- 3.4.2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
- 3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.

### Grade 3 Common Core ELA
- Reading for Information
  - RI.3.2-6
- Speaking and Listening
  - SL.3.1-4
- Language
  - L.3.6

### Grade 3 Common Core Math
- Numbers Base Ten
  - 3.NBT.2.2
  - 3.NBT.3.3
  - 4.NBT.4
  - 4.NF.4.7
  - 5.NBT.5
  - 5.NBT.7

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Three: Build a Business</strong></td>
<td>Students identify the fundamental steps for starting a small business and develop a basic business plan. <strong>Objectives:</strong> <strong>Identify the basic steps for building a small business</strong> <strong>Develop a basic business plan</strong></td>
<td><strong>Social Science Framework</strong> <strong>Economics</strong> Students understand how individuals, businesses, governments, and societies use human, physical, and natural resources. <strong>Grade 3</strong> 3.4.2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. 3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</td>
<td><strong>Reading for Information</strong> <strong>RI.3.2-6</strong> <strong>Reading Foundations</strong> <strong>RF.3.3-4</strong> <strong>Speaking and Listening</strong> <strong>SL.3.1-4</strong> <strong>Language</strong> <strong>L.3.1-4</strong> <strong>L.3.6</strong></td>
</tr>
</tbody>
</table>

*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

**Social Science Framework**

<table>
<thead>
<tr>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain why people save and invest.</td>
</tr>
<tr>
<td>Explain the role of banks and other financial institutions in the economy.</td>
</tr>
</tbody>
</table>

**Grade 3**

3.4.2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.

**Common Core ELA**

| RI.3.1-5 |
| RI.3.7 |
| RI.3.2-4 |
| SL.3.1-3 |
| SL.3.6 |
| L.3.4 |
| L.3.6 |

**Common Core Math**

| 3.NBT.2.2 |
| 3.NBT.3.3 |
| 4.NBT.4 |
| 4.NBT.5.5 |
| 5.NBT.5 |
| 5.NBT.7 |

### 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

**Grade 3**

3.5.2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.

**Common Core ELA**

<p>| RI.3.1 |
| RI.3.3-7 |
| RI.3.2-4 |
| SL.3.1-2 |
| SL.3.6 |
| L.3.1-4 |
| L.3.6 |</p>
<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 to Do!</strong></td>
<td><strong>Social Science Framework</strong></td>
<td><strong>Foundational Skills</strong></td>
</tr>
<tr>
<td>Students identify the jobs people have and the work people do to make</td>
<td><strong>Economics</strong></td>
<td><strong>RF 1</strong></td>
</tr>
<tr>
<td>their community a good place to live, work, and play. They will also</td>
<td>[Students] learn about their place in the economy.</td>
<td><strong>RF 2</strong></td>
</tr>
<tr>
<td>prepare questions to ask the speakers.</td>
<td>Explain how people earn incomes.</td>
<td><strong>RF 3</strong></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Define careers.</td>
<td></td>
<td></td>
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<tr>
<td>• Examine the jobs of family members.</td>
<td></td>
<td></td>
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<tr>
<td>• Identify jobs within the community.</td>
<td></td>
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<tr>
<td><strong>The Day of the Fair</strong></td>
<td><strong>Social Science Framework</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Students will visit six speakers from the community who will give</td>
<td><strong>Economics</strong></td>
<td><strong>W 2</strong></td>
</tr>
<tr>
<td>brief presentations about their jobs, allowing time for students to ask</td>
<td>[Students] learn about their place in the economy.</td>
<td><strong>W 5</strong></td>
</tr>
<tr>
<td>questions.</td>
<td>Explain how people earn incomes.</td>
<td><strong>W 8</strong></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>Learn about different resources needed to produce goods and services.</td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td></td>
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<tr>
<td>• Observe speakers and the tools they use.</td>
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<tr>
<td>• Identify the variety of careers people have in the community and how</td>
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<td>each job requires specific skills.</td>
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<tr>
<td>• Express ideas and questions concerning the jobs people have.</td>
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<tr>
<td><strong>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</strong></td>
<td><strong>Social Science Framework</strong></td>
<td><strong>Speaking and Listening</strong></td>
</tr>
<tr>
<td>Students reflect on their JA Career Exploration Fair experience.</td>
<td><strong>Economics</strong></td>
<td><strong>SL 1</strong></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>[Students] learn about their place in the economy.</td>
<td><strong>SL 3</strong></td>
</tr>
<tr>
<td>Students will:</td>
<td>Explain how people earn incomes.</td>
<td><strong>SL 4</strong></td>
</tr>
<tr>
<td>• Begin to identify a future career interest.</td>
<td>Learn about different resources needed to produce goods and services.</td>
<td><strong>SL 5</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>SL 6</strong></td>
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<td><strong>Language</strong></td>
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<td><strong>L 4</strong></td>
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<td></td>
<td></td>
<td><strong>L 5</strong></td>
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<td></td>
<td></td>
<td><strong>L 6</strong></td>
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<tr>
<td>Session Descriptions</td>
<td>Academic Standards</td>
<td>Common Core ELA</td>
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<td>----------------------------------------------</td>
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</tr>
<tr>
<td>Pre-JA Career Exploration Fair Session: A Job for Everyone</td>
<td><strong>Social Science Framework</strong>&lt;br&gt;<strong>Economics</strong>&lt;br&gt;[Students] learn about their place in the economy.&lt;br&gt;Explain how people earn incomes.</td>
<td>Foundational Skills RF 3 RF 4 Speaking and Listening SL 1 SL 6 Language L 4 L 5 L 6</td>
</tr>
</tbody>
</table>
| Students reflect on their interests and skills as they consider future careers. | 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. | |
| **Objectives:** | **Objectives:** | **Objectives:** |
| Students will: | 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. | Students will:  
  - Prepare a personal interest “resume.”  
  - Begin to identify a future career interest. |
| The Day of the Fair | **Social Science Framework**<br>**Economics**<br>[Students] learn about their place in the economy.<br>Explain how people earn incomes.<br>Learn about different resources needed to produce goods and services. | Foundational Skills RF 3 RF 4 Speaking and Listening SL 1 SL 3 SL 5 SL 6 Language L 4 L 5 L 6 |
| Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions. | **Objectives:** | **Objectives:** |
| **Objectives:** | **Objectives:** | **Objectives:** |
| Students will: | 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. | Students will:  
  - Prepare a personal interest “resume.”  
  - Begin to identify a future career interest. |
| Post-JA Career Exploration Fair Activity: Someday I'll Be... | **Social Science Framework**<br>**Economics**<br>[Students] learn about their place in the economy. | Foundational Skills RF 3 RF 4 Writing W.4 W.5 W.6 Language L 4 L 5 L 6 |
| Students reflect on their JA Career Exploration Fair experience. | **Objectives:** | **Objectives:** |
| **Objectives:** | **Objectives:** | **Objectives:** |
| Students will: | Students will:  
  - Prepare a personal interest “resume.”  
  - Begin to identify a future career interest. | Students will:  
  - Prepare a personal interest “resume.”  
  - Begin to identify a future career interest. |
<table>
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<th>Session Descriptions</th>
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</tr>
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<tbody>
<tr>
<td><strong>Before the Event</strong></td>
<td><strong>Social Science Framework</strong></td>
<td><strong>Foundational Skills</strong></td>
</tr>
<tr>
<td>Students prepare questions for the speaker to answer.</td>
<td><strong>Economics</strong></td>
<td>RF 1</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>[Students] learn about their place in the economy.</strong></td>
<td>RF 2</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>Explain how people earn incomes.</strong></td>
<td>RF 3</td>
</tr>
<tr>
<td>• Identify skills and interests</td>
<td></td>
<td>RF 4</td>
</tr>
<tr>
<td>• Explain how the speaker’s job helps people in the community</td>
<td></td>
<td>Speaking and Listening</td>
</tr>
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<td></td>
<td></td>
<td>SL 1</td>
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<td>SL 6</td>
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<td>L 6</td>
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| **Speaker Day: Invite a Career Speaker to Class** | **Social Science Framework** | **Foundational Skills** |
| Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests. | **Economics** | RF 1 |
| **Objectives:** | **[Students] learn about their place in the economy.** | RF 2 |
| **Students will:** | **Explain how people earn incomes.** | RF 3 |
| • Listen to a career speaker. | | RF 4 |
| • Express how jobs require specific interests and skills. | | Speaking and Listening |
| • Examine how interests and skills apply to careers. | | SL 1 |
| | | SL 3 |
| | | SL 5 |
| | | SL 6 |
| | | Language |
| | | L 4 |
| | | L 5 |
| | | L 6 |

| **After the Event** | **Social Science Framework** | **Foundational Skills** |
| Students reflect on what they learned during their preparation and the speaker event. | **Economics** | RF 1 |
| **Objectives:** | **[Students] learn about their place in the economy.** | RF 2 |
| **Students will:** | | RF 3 |
| • Recognize career clusters. | | RF 4 |
| • Identify careers that relate to personal interests and skills. | | Writing |
| | | W.4 |
| | | W.5 |
| | | W.6 |
| | | Language |
| | | L 4 |
| | | L 5 |
| | | L 6 |