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

Updated August 2020
Tennessee Social Studies Standards
Tennessee School Counseling Standards
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 Tennessee Social Studies Standards for grades K-5, and the School Counseling Model & Standards for Academics, Social and Emotional Development, and Career Readiness (Guidance Standards), as well as the Common Core State Standards in English/Language Arts and mathematics. The Tennessee social studies strands of civics and economics are imbedded in History standards in grades 4-6, therefore, few specific social studies standards are shown for the grade four and five programs.

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)
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
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</thead>
<tbody>
<tr>
<td><strong>Session One: This or That? Make a Choice</strong></td>
<td>Career Readiness</td>
<td>Reading Foundations RF.K.1-3</td>
<td>Counting and Cardinality CC.2.1.K.A.2</td>
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<tr>
<td></td>
<td>AA1. Improve academic self-concept</td>
<td>Writing W.K.1-2.8</td>
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<td></td>
<td>AA2. Display positive attitude toward work and learning</td>
<td>Literature RL.K.7</td>
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<tr>
<td></td>
<td>The students will be able to:</td>
<td>Speaking and Listening SL.K.1-6</td>
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<tr>
<td></td>
<td>• Identify personal interests</td>
<td>Language L.K.4,6</td>
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<tr>
<td></td>
<td>• Consider the factors that determine their choices</td>
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<td></td>
<td>• Define money</td>
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<tr>
<td><strong>Session Two: Do I Need What I Want?</strong></td>
<td>Social Studies</td>
<td>Reading Foundations RF.K.1-3</td>
<td>Counting and Cardinality CC.2.1.K.A.3</td>
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<td></td>
<td>K.03 Distinguish between wants and needs.</td>
<td>Literature RL.K.1,4</td>
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<tr>
<td></td>
<td>K.04 Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.</td>
<td>RL.K.7</td>
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<tr>
<td></td>
<td>The students will be able to:</td>
<td>Speaking and Listening SL.K.1-3</td>
<td></td>
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<tr>
<td></td>
<td>• Explain the difference between needs and wants</td>
<td>SL.K.6</td>
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<td></td>
<td>• Create a simple chart</td>
<td>Language L.K.4,6</td>
<td></td>
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<tr>
<td><strong>Session Three: A Penny Earned</strong></td>
<td>Social Studies</td>
<td>Reading Foundations RF.K.1-4</td>
<td>Counting and Cardinality CC.2.1.K.A.1-3</td>
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<tr>
<td></td>
<td>SSP.04 Communicate ideas supported by evidence to:</td>
<td>Writing W.K.2.8</td>
<td></td>
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<tr>
<td></td>
<td>a. Demonstrate an understanding of ideas</td>
<td>Literature RL.K.1-4</td>
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<tr>
<td></td>
<td>b. Compare and contrast viewpoints</td>
<td>RL.K.7</td>
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<td></td>
<td>c. Predict outcomes</td>
<td>RL.K.9-10</td>
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<td></td>
<td>d. Illustrate cause and Effect</td>
<td>Speaking and Listening SL.K.1-6</td>
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<td></td>
<td>The students will be able to:</td>
<td>Language L.K.4,6</td>
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<tr>
<td></td>
<td>• Describe the role of money in society</td>
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<td></td>
<td>• Identify jobs they can do to earn money</td>
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<td></td>
<td>K.01 Describe familiar people, places, things, and events within a student’s home, school, and community.</td>
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<td>K.06 Recognize and describe different types of jobs, including work done in the home, school, and community.</td>
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<td></td>
<td>K.08 Use personal directions such as: up, down, near, far, left, right, in front of, and behind.</td>
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</tbody>
</table>
## Session Details

### Session Four: A Penny Saved

Students are introduced to the concept of saving.

**Objectives:**

- Explain the importance of saving money
- Identify a savings goal
- Identify a place where people save money

**Social Studies**

- SSP.02 Critically examine a primary or secondary source in order to:
  - Summarize significant ideas and relevant information
- SSP.05 Develop historical awareness by:
  - Sequencing past, present, and future in chronological order
  - Understanding that things change over time
- K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.
- K.07 Give examples of how people use money to make purchases.

**Core English Language Arts**

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

**Core Math**

- Counting and Cardinality: CC.2.1.K.A.1
- Measurement and Data: CC.2.4.K.A.4

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### Session Five: A Penny Shared

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

**Objectives:**

- Explain the importance of giving
- Organize a chronological sequence of events

**Social Studies**

- K.05 Explain the benefits of saving money.

**Guidance Standards**

- SA1. Develop positive attitudes toward self as a unique and worthy person
- SA2. Develop positive attitudes toward others as unique and worthy people
- SA3. Respect diversity in culture, perspectives, values, and experiences

**Core English Language Arts**

- 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

**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>
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<tr>
<td><strong>Session One: All Kinds of Families</strong>&lt;br&gt;The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</td>
<td><strong>Social Studies</strong>&lt;br&gt;1.01 Describe the cultural aspects of a place, including a student’s community and state.&lt;br&gt;1.03 Compare and contrast family traditions and customs among different cultures within a student’s community and state.&lt;br&gt;<strong>Guidance Standards</strong>&lt;br&gt;SA2. Develop positive attitudes toward others as unique and worthy people&lt;br&gt;SA3. Respect diversity in culture, perspectives, values, and experiences&lt;br&gt;SA4. Recognize each person is a part of a diverse local and global community</td>
<td>Reading Literature RL.1.1&lt;br&gt;RL.1.3-4&lt;br&gt;RL.1.7,9,10&lt;br&gt;Reading Foundations RF.1.1-4&lt;br&gt;Writing W.1.2,5,8&lt;br&gt;Speaking &amp; Listening SL.1.1-2&lt;br&gt;Language L.1.1-2&lt;br&gt;L.1.4</td>
<td>Mathematical Practices 8</td>
</tr>
<tr>
<td><strong>Session Two: Money for Needs and Wants</strong>&lt;br&gt;Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</td>
<td><strong>Social Studies</strong>&lt;br&gt;1.08 Determine the difference between basic wants and needs, and provide examples of each.&lt;br&gt;1.09 Assess factors that could influence a person to use or save money.</td>
<td>Reading for Information RL.1.1&lt;br&gt;RL.1.3-4&lt;br&gt;RL.1.6-7&lt;br&gt;RL.1.10&lt;br&gt;Reading Foundations RF.1.1-4&lt;br&gt;Speaking &amp; Listening SL.1.1-2&lt;br&gt;SL.1.4&lt;br&gt;Language L.1.1&lt;br&gt;L.1.4</td>
<td>Measurement and Data 1.MD.C.4&lt;br&gt;Mathematical Practices 1-2&lt;br&gt;4-5&lt;br&gt;7-8</td>
</tr>
<tr>
<td><strong>Session Three: Businesses All Around the Neighborhood</strong>&lt;br&gt;Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</td>
<td><strong>Social Studies</strong>&lt;br&gt;1.04 Give examples of products (goods) that people buy and use.&lt;br&gt;1.05 Give examples of services (producers) that people provide.&lt;br&gt;1.06 Distinguish how people are consumers and producers of goods and services.&lt;br&gt;1.10 Recognize basic map symbols, including: cities, land, roads, and water.&lt;br&gt;1.12 Use cardinal directions on a map.</td>
<td>Reading Foundations RF.1.1-4&lt;br&gt;Reading for Information RL.1.1&lt;br&gt;RL.1.3-4&lt;br&gt;RL.1.6-7&lt;br&gt;RL.1.10&lt;br&gt;Writing W.1.2,5,8&lt;br&gt;Speaking &amp; Listening SL.1.1-2&lt;br&gt;SL.1.4</td>
<td>Measurement and Data 1.MD.C.4&lt;br&gt;Mathematical Practices 1-2&lt;br&gt;5-8</td>
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</tbody>
</table>
## Session Descriptions

### Session Four: Jobs All Around the Neighborhood

Students learn that entrepreneurs create businesses, which provide jobs for families.

**Objectives:**
- Identify the jobs people do
- Analyze their own skills to determine ways they can support family members

**Social Studies**
1.06 Distinguish how people are consumers and producers of goods and services.

**Guidance Standards**
SA4. Recognize each person is a part of a diverse local and global community

**Academic Standards**

<table>
<thead>
<tr>
<th>Reading Foundations</th>
<th>Reading for Information</th>
<th>Writing</th>
<th>Speaking &amp; Listening</th>
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<tbody>
<tr>
<td>RF.1.1-4</td>
<td>RI.1.6-7</td>
<td>W.1.5</td>
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<tr>
<td>SA.1.1-2</td>
<td>SL.1.4-5</td>
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<td>L.1.1-2</td>
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## Session Five: A New Business

Students think like entrepreneurs and help advertise a new business needed in the neighborhood.

**Objectives:**
- Describe one of the entrepreneurial characteristics—Satisfy a Need or Want

**Social Studies**
1.06 Distinguish how people are consumers and producers of goods and services.

**Guidance Standards**
SS1. Make ethical decisions and practice social responsibility
SS3. Demonstrate empathy toward others
SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations

**Academic Standards**

<table>
<thead>
<tr>
<th>Reading Foundations</th>
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<tr>
<td>RF.1.1-4</td>
<td>RI.1.1-4</td>
<td>W.1.2,5,8</td>
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<tr>
<td>SA.1.1-2</td>
<td>SL.1.1-2</td>
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<td>L.1.1-2</td>
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**Common Core ELA**

Mathematical Practices
1-2
4-5
7-8

**Common Core Math**

Operations in Algebra
OA. 1 ELO
OA. 6-7
Measurement and Data
1.MD.C.4
Mathematical Practices
2
4
7-8
### 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:**
- 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.

#### Session Two: Sweet “O” Donuts
Students learn that workers who produce goods and services earn money for their work.

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

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### Academic Standards

#### Social Studies
- SSP.06 Develop geographic awareness by:
  - a. Identifying geographic symbols on maps and globes
  - b. Understanding relationships between people, places, and resources

#### Guidance Standards
- SA2. Develop positive attitudes toward others as unique and worthy people
- SA3. Respect diversity in culture, perspectives, values, and experiences
- SA4. Recognize each person is a part of a diverse local and global community

### Common Core ELA
- Reading Literature
  - RL.2.1
  - RL.2.7
- Reading for Information
  - RI.2.1
  - RI.2.4 - 5
  - RI.7
- Speaking and Listening
  - SL.2.1-4
  - Language L.2.1-6

### Common Core Math
- Geometry
  - G.2.2
- Mathematical Practices
  - 4

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### Session Descriptions

#### Social Studies
- SSP.06 Develop geographic awareness by:
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#### Guidance Standards
- SA2. Develop positive attitudes toward others as unique and worthy people
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### Common Core ELA
- Reading Literature
  - RL.2.1
  - RL.2.7
- Reading for Information
  - RI.2.1
  - RI.2.4 - 5
  - RI.7
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  - SL.2.1-4
  - Language L.2.1-6

### Common Core Math
- Geometry
  - G.2.2
- Mathematical Practices
  - 4

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### Session Descriptions

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- SA2. Develop positive attitudes toward others as unique and worthy people
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### Common Core ELA
- Reading Literature
  - RL.2.1
  - RL.2.7
- Reading for Information
  - RI.2.1
  - RI.2.4 - 5
  - RI.7
- Speaking and Listening
  - SL.2.1-4
  - Language L.2.1-6

### Common Core Math
- Geometry
  - G.2.2
- Mathematical Practices
  - 4

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### Session Descriptions

#### Social Studies
- SSP.06 Develop geographic awareness by:
  - a. Identifying geographic symbols on maps and globes
  - b. Understanding relationships between people, places, and resources

#### Guidance Standards
- SA2. Develop positive attitudes toward others as unique and worthy people
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### Common Core ELA
- Reading Literature
  - RL.2.1
  - RL.2.7
- Reading for Information
  - RI.2.1
  - RI.2.4 - 5
  - RI.7
- Speaking and Listening
  - SL.2.1-4
  - Language L.2.1-6

### Common Core Math
- Geometry
  - G.2.2
- Mathematical Practices
  - 4

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### Session Descriptions

#### Social Studies
- SSP.06 Develop geographic awareness by:
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  - b. Understanding relationships between people, places, and resources

#### Guidance Standards
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### Common Core ELA
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  - RL.2.7
- Reading for Information
  - RI.2.1
  - RI.2.4 - 5
  - RI.7
- Speaking and Listening
  - SL.2.1-4
  - Language L.2.1-6

### Common Core Math
- Geometry
  - G.2.2
- Mathematical Practices
  - 4
## The Session Four: Let's Vote!

Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.

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

### Social Studies

SSP.04 Communicate ideas supported by evidence to:
- a. Demonstrate an understanding of ideas
- b. Compare and contrast viewpoints

2.26 Understand that there are laws written to protect citizens’ right to vote.

### Guidance Standards

SS6. Assume responsibility for choices and consequences
SS7. Positively manage behavior and choices by applying self-discipline and self-control

### Academic Standards

<table>
<thead>
<tr>
<th>Reading Foundations RF.2.3</th>
<th>Writing W.2.2 W.2.7-8</th>
<th>Speaking and Listening SL.2.1-6</th>
<th>Language L.2.1</th>
</tr>
</thead>
</table>

## Session Five: Money Moves in a Community

Students learn about money and how it moves through a community.

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

### Social Studies

2.04 Examine different types of producers and consumers in the U.S.

### Academic Standards

<table>
<thead>
<tr>
<th>Reading Literature RL.2.1 RL.2.7</th>
<th>Reading for Information RI.2.1 RI.2.3 -5 RI.7</th>
<th>Reading Foundations RF.2.3</th>
<th>Speaking and Listening SL.2.1-4</th>
<th>Language L.2.1-6</th>
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### Common Core ELA

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### Common Core Math

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<th>Mathematical Practices 2 4</th>
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**JA Our Community**

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[Junior Achievement Logo]
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<tr>
<td><strong>Session One: Earn, Save, Spend, and Donate</strong></td>
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<tr>
<td>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</td>
<td><strong>Social Studies</strong></td>
<td>Reading for Information RI.3.4-5</td>
<td>Measurement and Data MD.3.4 MD.3.5 MD.3.6</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>Reading Foundations RF.3.3-4 Writing W.3.2 ELO W.3.7-8ELO Speaking and Listening SL.3.1 SL.3.3 SL.3.6 Language L.3.1 L.3.3 L.3.4</td>
<td>Mathematical Practices 1-8</td>
</tr>
<tr>
<td>The students will be able to:</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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<td><strong>Guidance Standards</strong></td>
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<tr>
<td><strong>Session Two: Invisible Money</strong></td>
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<tr>
<td>Students learn about the different forms of money and how people use them to pay for goods and services.</td>
<td><strong>Guidance Standards</strong></td>
<td>Reading for Information RI.3.1-5</td>
<td>Operations and Algebraic Thinking OA.3.8 OA.3.9</td>
</tr>
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<td><strong>Objectives:</strong></td>
<td></td>
<td>Reading Foundations RF.3.3-4 Writing W.3.7-8ELO Speaking and Listening SL.3.1-4 SL.3.6 Language L.3.1 L.3.3-4</td>
<td>Mathematical Practices 1-8</td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Define goods and services.</td>
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<tr>
<td>• Explain how people spend money.</td>
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<td>• Recognize methods of payment and whether they are readily visible or invisible.</td>
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<tr>
<td><strong>Session Three: How Do I Become an Entrepreneur?</strong></td>
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<tr>
<td>When entrepreneurs create businesses, they help keep cities alive and healthy.</td>
<td><strong>Guidance Standards</strong></td>
<td>Reading for Information RI.3.1-5</td>
<td>Operations and Algebraic Thinking OA.3.8 OA.3.9</td>
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<td><strong>Guidance Standards</strong></td>
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<td>Mathematical Practices 1-2 4-8</td>
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<tr>
<td>The students will be able to:</td>
<td>SE2. Work effectively in diverse groups by developing and employing leadership and teamwork skills</td>
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<tr>
<td>• Define entrepreneur, producer, and consumer.</td>
<td>SE4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</td>
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<tr>
<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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<tr>
<td>Session Descriptions</td>
<td>Academic Standards</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
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</table>
| **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. | **Social Studies**  
3.17 Compare and contrast how goods and services are exchanged on local and regional levels. | **Reading for Information**  
RI.3.1  
RI.3.3-6  
**Reading Foundations**  
RF.3.3-4  
**Speaking and Listening**  
SL.3.1-3  
SL.3.6  
**Language**  
L.3.1  
L.3.3  
L.3.4 | **Operations in Algebra**  
OA.3.8  
OA.3.9  
**Numbers Base Ten**  
NBT.3.2  
**Mathematical Practices**  
1-8 |
| **Objectives:**                             | The students will be able to:  
- Demonstrate the importance of money in everyday life.  
- Describe how money flows through a city’s economy.  
- Explain taxes and how the city government uses the money to pay for the goods and services it provides. | **Guidance Standards**  
SS7. Positively manage behavior and choices by applying self-discipline and self-control | **Reading for Information**  
RI.3.1  
RI.3.3-6  
**Reading Foundations**  
RF.3.3-4  
**Speaking and Listening**  
SL.3.1-3  
SL.3.6  
**Language**  
L.3.1  
L.3.3  
L.3.4 | **Operations in Algebra**  
OA.3.8  
OA.3.9  
**Numbers Base Ten**  
NBT.3.2  
**Mathematical Practices**  
1-8 |
| **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. | **Social Studies**  
SSP.04 Construct and communicate arguments supported by evidence to:  
a. Demonstrate and defend an understanding of ideas  
b. Compare and contrast viewpoints  
c. Illustrate cause and effect  
d. Predict likely outcomes  
e. Devise new outcomes or solutions  
3.04 Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads | **Reading for Information**  
RI.3.1  
RI.3.3-6  
**Reading Foundations**  
RF.3.3-4  
**Writing**  
W.3.2  
**Speaking and Listening**  
SL.3.1-3  
SL.3.6  
**Language**  
L.3.1,3,4 | **Operations in Algebra**  
OA.3.8  
**Numbers Base Ten**  
NBT.3.2  
**Mathematical Practices**  
1-7 |
## JA Our Region

<table>
<thead>
<tr>
<th>Session Details</th>
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<th>Common Core Math</th>
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<tbody>
<tr>
<td><strong>Session One: Be an Entrepreneur</strong>&lt;br&gt;Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying their own entrepreneurial traits.</td>
<td><strong>Social Studies</strong>&lt;br&gt;*3.14 Compare natural resources within the three [grand divisions of Tennessee], ….</td>
<td>Reading for Information&lt;br&gt;RI.4.1-2&lt;br&gt;RI.4.4&lt;br&gt;RI.4.7</td>
<td>Mathematical Practices&lt;br&gt;1-2&lt;br&gt;4-7</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:</td>
<td><strong>Guidance Standards</strong>&lt;br&gt;AA1. Improve academic self-concept&lt;br&gt;AA2. Display positive attitude toward work and learning&lt;br&gt;SA1. Develop positive attitudes toward self as a unique and worthy person&lt;br&gt;SA2. Develop positive attitudes toward others as unique and worthy people</td>
<td><strong>Reading for Information</strong>&lt;br&gt;RI.4.4&lt;br&gt;RI.4.7</td>
<td><strong>Speaking and Listening</strong>&lt;br&gt;SL.4.1&lt;br&gt;SL.4.3&lt;br&gt;Language&lt;br&gt;L.4.3-4&lt;br&gt;L.4.6</td>
</tr>
<tr>
<td>• Recognize the impact entrepreneurs have on a region&lt;br&gt;• Apply traits that are common to successful entrepreneurs to their own skills and abilities</td>
<td><strong>Session Two: Resources–Tools for Entrepreneurs</strong>&lt;br&gt;Students are introduced to resources and, working in teams, use this information to create new businesses.</td>
<td><strong>Social Studies</strong>&lt;br&gt;3.04 Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads.&lt;br&gt;G 3.05 Use different types of maps (e.g., political, physical, population, resource, and climate), graphs, and charts to interpret geographic information.</td>
<td><strong>Reading for Information</strong>&lt;br&gt;RI.4.4&lt;br&gt;RI.4.7</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:</td>
<td><strong>Guidance Standards</strong>&lt;br&gt;SA3. Respect diversity in culture, perspectives, values, and experiences&lt;br&gt;SA4. Recognize each person is a part of a diverse local and global community</td>
<td><strong>Reading Foundations</strong>&lt;br&gt;RF.4.3-4&lt;br&gt;Writing&lt;br&gt;W.4.2&lt;br&gt;W.4.8&lt;br&gt;Speaking and Listening&lt;br&gt;SL.4.1-5&lt;br&gt;Language&lt;br&gt;L.4.3-4&lt;br&gt;L.4.1-6</td>
<td><strong>Mathematical Practices</strong>&lt;br&gt;1-2&lt;br&gt;4-8</td>
</tr>
<tr>
<td>• Define natural, human, and capital resources&lt;br&gt;• Describe how products and services use resources</td>
<td><strong>Session Three: Hot Dog Stand Game</strong>&lt;br&gt;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><strong>Social Studies</strong>&lt;br&gt;3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</td>
<td><strong>Reading for Information</strong>&lt;br&gt;RI.4.2-4&lt;br&gt;RI.4.7</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:</td>
<td><strong>Guidance Standards</strong>&lt;br&gt;SK1. Develop and articulate personal values, attitudes, and beliefs&lt;br&gt;SK3. Distinguish appropriate behaviors for a variety of settings and situations&lt;br&gt;SS2. Advocate for self in multiple settings using assertiveness skills</td>
<td><strong>Reading Foundations</strong>&lt;br&gt;RF.4.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.4.1&lt;br&gt;SL.4.3&lt;br&gt;Language&lt;br&gt;L.4.1&lt;br&gt;L.4.3-6</td>
<td>NBT 4.4&lt;br&gt;NF.4.7</td>
</tr>
<tr>
<td>• Track the revenue and expenses of a business&lt;br&gt;• Identify the fundamental tasks required to run a business&lt;br&gt;• Explain the importance of keeping an accurate account of a business’s financial information</td>
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## JA Our Region

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<tbody>
<tr>
<td><strong>Session Four: Entrepreneurs Solve Problems</strong></td>
<td><strong>Social Studies</strong></td>
<td>Reading for Information</td>
<td>Mathematical Practices</td>
</tr>
<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>3.18 Analyze how people interact with their environment to satisfy basic needs and wants,</td>
<td>RI.4.1</td>
<td>1-2</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Guidance Standards</strong></td>
<td>RI.4.3-4</td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td>RI.4.7</td>
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<tr>
<td>• Demonstrate the problem-solving process</td>
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<td>Reading Foundations</td>
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<tr>
<td>• Identify the potential risks and rewards in making business decisions</td>
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<td>RF.4.3-4</td>
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<td>Writing</td>
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<td>W.4.2</td>
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<td>W.4.8</td>
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<td>Speaking and Listening</td>
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<td>SL.4.1-2</td>
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<td>Language</td>
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<td>L.4.1</td>
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<td>L.4.3-4</td>
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<td>L.4.6</td>
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<tr>
<td><strong>Session Five: Entrepreneurs Go Global</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>Guidance Standards</strong></td>
<td></td>
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<tr>
<td>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</td>
<td>3.14 … trace the development of a product from natural resource to a finished product.</td>
<td>SA3. Respect diversity in culture, perspectives, values, and experiences</td>
<td></td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>SA4. Recognize each person is a part of a diverse local and global community</td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Apply the supply chain to a manufacturing example</td>
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<tr>
<td>• Explain how resource providers, businesses, and consumers are interdependent</td>
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*Junior Achievement*
### Session One: Free to Choose Your Work or Business

Students are introduced to the nation’s free market system and how it supports businesses and careers.

**Objectives:**
- Identify the characteristics of a free market economy
- Explain how pricing guides economic decisions

**Guidance Standards**
- AA4. Apply self-motivation and self-direction to learning
- AA5. Model a sense of belonging in the school environment
- AS2. Work independently
- SS2. Advocate for self in multiple settings using assertiveness skills

**Common Core English Language Arts**
- 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**
- Operations and Algebraic Thinking OA.5.2
- Numbers Base Ten NBT.5.6-7

### Session Two: Innovation Nation

Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.

**Objectives:**
- Define entrepreneur and entrepreneurship
- Describe resources and how entrepreneurs use them
- Explore STEM skills and the process of innovation

**Guidance Standards**
- SS7. Positively manage behavior and choices by applying self-discipline and self-control
- SS8. Persevere through challenges to achieve goals
- SS9. Select and utilize appropriate coping skills in the face of a specific challenge
- CS4. Communicate effectively using oral, written, and listening communications skills
- AS5. Exhibit creativity

**Common Core English Language Arts**
- 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 Three: Career Quest

Students learn about career clusters.

**Objectives:**
- Examine career groupings and the skills necessary for a variety of careers.

**Guidance Standards**
- AK2. Describe the benefits of education for career, life management, and personal and professional satisfaction
- SK3. Distinguish appropriate behaviors for a variety of settings and situations

**Common Core English Language Arts**
- 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**
- Numbers Base Ten CC.2.1.5.B.2
<table>
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</thead>
<tbody>
<tr>
<td><strong>Session Four: Get and Keep the Job!</strong></td>
<td>Guidance Standards</td>
<td>Reading for Information</td>
<td>Operations and Algebraic Thinking</td>
</tr>
<tr>
<td>Students examine important work-readiness and behavioral</td>
<td>SS3. Demonstrate empathy toward others</td>
<td>RL5.1-2</td>
<td>CC.2.2.5.A.1</td>
</tr>
<tr>
<td>skills needed for career success.</td>
<td>SS4. Effectively collaborate with others, cooperate with diverse perspectives,</td>
<td>RL5.4</td>
<td>Numbers Base Ten</td>
</tr>
<tr>
<td></td>
<td>and communicate effectively in a variety of situations</td>
<td>RL5.7</td>
<td>CC.2.1.5.B.2</td>
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<td></td>
<td>SE2. Work effectively in diverse groups by developing and employing leadership</td>
<td>Reading Foundations RF.5.3-4</td>
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<td></td>
<td>and teamwork skills</td>
<td>Writing WS.5.2</td>
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<td></td>
<td>CK2. Articulate how personal abilities, skills, interests, and motivations</td>
<td>WS.5.4</td>
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<td></td>
<td>influence values, choices, and plans</td>
<td>Speaking and Listening SL.5.1-4</td>
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<td>CK3. Articulate the importance of responsibility, dependability, punctuality,</td>
<td>SL.5.6</td>
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<td>integrity, and effort in the workplace</td>
<td>Language L.5.1-5</td>
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<tr>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will be able to:</td>
<td>• Identify the soft skills wanted by today’s employers</td>
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<td><strong>Guidance Standards</strong></td>
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<td>SA3. Respect diversity in culture, perspectives, values, and experiences</td>
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<td>SA4. Recognize each person is a part of a diverse local and global community</td>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will be able to:</td>
<td>• Discuss why businesses specialize and trade</td>
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<td></td>
<td>• Define opportunity cost</td>
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<tr>
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<td><strong>Guidance Standards</strong></td>
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<td></td>
<td>CK1. Research and appraise characteristics of a variety of traditional and</td>
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<td></td>
<td>nontraditional occupations</td>
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<td>CK4. Research and summarize the education and training needed to achieve specified</td>
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<td>career goals</td>
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<td><strong>Objectives:</strong></td>
<td></td>
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<tr>
<td>The students will be able to:</td>
<td>• Identify three basic ways businesses are organized.</td>
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<td><strong>Optional Supplement: Business Organization</strong></td>
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<tr>
<td>Students examine entrepreneurship, free enterprise, and</td>
<td><strong>Guidance Standards</strong></td>
<td>Speaking and Listening SL.5.1-4</td>
<td>NA</td>
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<tr>
<td>business organization.</td>
<td>CK1. Research and appraise characteristics of a variety of traditional and</td>
<td>Language L.5.1-5</td>
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<td></td>
<td>nontraditional occupations</td>
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<td></td>
<td>CK4. Research and summarize the education and training needed to achieve specified</td>
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<tr>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will be able to:</td>
<td>• Identify three basic ways businesses are organized.</td>
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## JA More than Money

<table>
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<tr>
<th>Session Descriptions</th>
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<tbody>
<tr>
<td><strong>Session One: The Money Garden</strong></td>
<td>Social Studies 3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication. <strong>Guidance Standards</strong> AS1. Use test-taking, time management, organizational, and study skills to improve academic achievement AS2. Work independently</td>
<td>Reading for Information RL.3.1 RL.3.3-4 RL.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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<td><strong>Session Two: Create a Business</strong></td>
<td>Guidance Standards SS7. Positively manage behavior and choices by applying self-discipline and self-control SK3. Distinguish appropriate behaviors for a variety of settings and situations</td>
<td>Reading for Information RL.3.2-4 RL.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><strong>Session Three: Build a Business</strong></td>
<td>Social Studies SSP.03 Organize data from a variety of sources in order to: a. Compare and contrast multiple sources b. Frame appropriate questions for further investigation <strong>Guidance Standards</strong> SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</td>
<td>Reading for Information RL.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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The Tennessee social studies strands of civics and economics are imbedded in History standards in grades 4-6, therefore, standards shown here are for third grade, which must be mastered before grade 4.
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<tr>
<td><strong>Session Four: Run a Business</strong></td>
<td>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.</td>
<td><strong>Social Studies</strong> SSP.04 Construct and communicate arguments supported by evidence to: a. Demonstrate and defend an understanding of ideas b. Compare and contrast viewpoints c. Illustrate cause and effect <strong>Guidance Standards</strong> SA1. Develop positive attitudes toward self as a unique and worthy person SA2. Develop positive attitudes toward others as unique and worthy people</td>
<td>Reading for Information RI.3.1-5 RI.3.7 Reading Foundations RF.3.3-4 Writing W.3.2-4 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.4 L.3.6</td>
</tr>
<tr>
<td><strong>Session Five: Global Success</strong></td>
<td>The students explore the opportunities and challenges of global markets.</td>
<td><strong>Social Studies</strong> 3.17 Compare and contrast how goods and services are exchanged on local and regional levels. <strong>Guidance Standards</strong> SA3. Respect diversity in culture, perspectives, values, and experiences SA4. Recognize each person is a part of a diverse local and global community</td>
<td>Reading for Information RI.3.1 RI.3.3-7 Reading Foundations RF.3.3-4 Writing W.3.3 Speaking and Listening SL.3.1-2 SL.3.6 Language L.3.1-4 L.3.6</td>
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## JA Career Exploration Fair K-2

<table>
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<tr>
<th>Session Descriptions</th>
<th>Guidance Standards</th>
<th>Common Core ELA</th>
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<tbody>
<tr>
<td><strong>Pre-JA Career Exploration Fair Session: A Job to Do!</strong></td>
<td>AA1. Improve academic self-concept&lt;br&gt;AA2. Display positive attitude toward work and learning&lt;br&gt;AA3. Develop high expectations for achievement&lt;br&gt;AA4. Apply self-motivation and self-direction to learning&lt;br&gt;AA5. Model a sense of belonging in the school environment&lt;br&gt;SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</td>
<td>Foundational Skills&lt;br&gt;RF 1&lt;br&gt;RF 2&lt;br&gt;RF 3&lt;br&gt;Writing&lt;br&gt;W 2&lt;br&gt;W 5&lt;br&gt;W 8&lt;br&gt;Speaking and Listening&lt;br&gt;SL 1&lt;br&gt;SL 3&lt;br&gt;SL 4&lt;br&gt;SL 5&lt;br&gt;SL 6&lt;br&gt;Language&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
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<td><strong>The Day of the Fair</strong></td>
<td>CE1. Participate in career and postsecondary institution exploration activities AA6. Build aspirations for postsecondary education and training&lt;br&gt;SA1. Develop positive attitudes toward self as a unique and worthy person&lt;br&gt;SA2. Develop positive attitudes toward others as unique and worthy people&lt;br&gt;SA3. Respect diversity in culture, perspectives, values, and experiences&lt;br&gt;SK3. Distinguish appropriate behaviors for a variety of settings and situations&lt;br&gt;SS7. Positively manage behavior and choices by applying self-discipline and self-control&lt;br&gt;SS8. Persevere through challenges to achieve goals&lt;br&gt;SE4. Create and sustain positive, supportive, and appropriate relationships with peers and adults that support success</td>
<td>Foundational Skills&lt;br&gt;RF 1&lt;br&gt;RF 2&lt;br&gt;RF 3&lt;br&gt;Writing&lt;br&gt;W 4&lt;br&gt;W 5&lt;br&gt;W 6&lt;br&gt;Speaking and Listening&lt;br&gt;SL 1&lt;br&gt;SL 3&lt;br&gt;SL 4&lt;br&gt;SL 5&lt;br&gt;SL 6&lt;br&gt;Language&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
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<td><strong>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</strong></td>
<td>CS1. Develop skills to locate, evaluate and interpret career information&lt;br&gt;AK2. Describe the benefits of education for career, life management, and personal and professional satisfaction&lt;br&gt;AK3. Articulate belief that postsecondary education and life-long learning are necessary for long-term career success&lt;br&gt;CA1. Develop and articulate postsecondary education and career aspirations&lt;br&gt;CK1. Research and appraise characteristics of a variety of traditional and nontraditional occupations&lt;br&gt;CK2 Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</td>
<td>Foundational Skills&lt;br&gt;RF 1&lt;br&gt;RF 2&lt;br&gt;RF 3&lt;br&gt;Writing&lt;br&gt;W 4&lt;br&gt;W 5&lt;br&gt;W 6&lt;br&gt;Language&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
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# JA Career Exploration Fair 3-5

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<th>Session Descriptions</th>
<th>Guidance Standards</th>
<th>Common Core ELA</th>
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| **Pre-JA Career Exploration Fair Session: A Job for Everyone**  
Students reflect on their interests and skills as they consider future careers.  
**Objectives:**  
The 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.  | AA2. Display positive attitude toward work and learning  
AA4. Apply self-motivation and self-direction to learning  
AA5. Model a sense of belonging in the school environment  
SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations  
CK.2 Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans | 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:**  
The 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. | CE1. Participate in career and postsecondary institution exploration activities  
AA6. Build aspirations for postsecondary education and training  
SA1. Develop positive attitudes toward self as a unique and worthy person  
SA2. Develop positive attitudes toward others as unique and worthy people  
SA3. Respect diversity in culture, perspectives, values, and experiences  
SK3. Distinguish appropriate behaviors for a variety of settings and situations  
SS7. Positively manage behavior and choices by applying self-discipline and self-control  
SS8. Persevere through challenges to achieve goals  
SE4. Create and sustain positive, supportive, and appropriate relationships with peers and adults that support success  
CK1. Research and appraise characteristics of a variety of traditional and nontraditional occupations. | 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:**  
The students will:  
- Prepare a personal interest "resume."  
- Begin to identify a future career interest. | SA1. Develop positive attitudes toward self as a unique and worthy person  
CS1. Develop skills to locate, evaluate and interpret career information  
AK2. Describe the benefits of education for career, life management, and personal and professional satisfaction  
AK3. Articulate belief that postsecondary education and life-long learning are necessary for long-term career success  
CA1. Develop and articulate postsecondary education and career aspirations  
CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace | Foundational Skills  
RF 3  
RF 4  
Writing  
W.4  
W.5  
W.6  
Language  
L 4  
L 5  
L 6 |
## JA Career Speaker Series K-5

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<tr>
<th>Session Descriptions</th>
<th>Guidance Standards</th>
<th>Common Core ELA</th>
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| **Before the Event** | SA1. Develop positive attitudes toward self as a unique and worthy person  
SA2. Develop positive attitudes toward others as unique and worthy people  
SK1. Develop and articulate personal values, attitudes, and beliefs | Foundational Skills  
RF 1  
RF 2  
RF 3  
RF 4  
Speaking and Listening  
SL 1  
SL 6  
Language  
L 4  
L 5  
L 6 |
| Students prepare questions for the speaker to answer. | **Objectives:**  
The students will:  
• Identify skills and interests  
• Explain how the speaker’s job helps people in the community |  |
| **Speaker Day: Invite a Career Speaker to Class** | CE1. Participate in career and postsecondary institution exploration activities  
AA2. Display positive attitude toward work and learning  
AA4. Apply self-motivation and self-direction to learning  
AA5. Model a sense of belonging in the school environment  
CS3. Utilize internal and external resources to manage transitions and adapt to changing situations/responsibilities  
CS4. Communicate effectively using oral, written, and listening communications skills | Foundational Skills  
RF 1  
RF 2  
RF 3  
RF 4  
Speaking and Listening  
SL 1  
SL 3  
SL 5  
SL 6  
Language  
L 4  
L 5  
L 6 |
| Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests. | **Objectives:**  
The students will:  
• Listen to a career speaker.  
• Express how jobs require specific interests and skills.  
• Examine how interests and skills apply to careers. |  |
| **After the Event** | SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations  
CA1. Develop and articulate postsecondary education and career aspirations  
CK1. Research and appraise characteristics of a variety of traditional and nontraditional occupations  
CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans  
CS1. Develop skills to locate, evaluate and interpret career information | Foundational Skills  
RF 1  
RF 2  
RF 3  
RF 4  
Writing  
W.4  
W.5  
W.6  
Language  
L 4  
L 5  
L 6 |
| Students reflect on what they learned during their preparation and the speaker event. |  
• Recognize career clusters.  
• Identify careers that relate to personal interests and skills. |  |