A Correlation:
NEW YORK
Academic Standards and
Junior Achievement
Elementary School Programs

Updated (2022)
Academic Standards

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

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

In this document, Junior Achievement programs are correlated to the New York Academic Standards for Social Studies, Career Development and Family and Consumer Science where appropriate, for grades K-5. Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

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

**JA Elementary School Programs**

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

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

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

*JA Our Community* 2.0 immerses students in the daily life of their community through digital and hands-on interactives. They gain the skills and knowledge to be both a worker and an active citizen, exercising their civic duty to make decisions for the good of the community.

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

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

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

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

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

*JA Career Speakers Series* In JA Career Speakers Series, a volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience. (Grades K-5)
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<td><strong>Session One: This or That? Make a Choice</strong>&lt;br&gt;Students practice economics by making personal choices.</td>
<td>K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.&lt;br&gt;K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.</td>
<td>Reading Foundations RF.K.1-3&lt;br&gt;Writing W.K.1-2,8&lt;br&gt;Literature RL.K.7&lt;br&gt;Speaking and Listening SL.K.1-6&lt;br&gt;Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.2</td>
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<td><strong>Session Two: Do I Need What I Want?</strong>&lt;br&gt;Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</td>
<td>K.2a Each person is unique but also shares common characteristics with other family, school, and community members.&lt;br&gt;K.9a A need is something that a person must have for health and survival, while a want is something that a person would like to have.&lt;br&gt; Students will identify basic needs (food, clothing, and shelter).&lt;br&gt; Students will distinguish between a need and a want.</td>
<td>Reading Foundations RF.K.1-3&lt;br&gt;Literature RL.K.1,4&lt;br&gt;RL.K.7&lt;br&gt;Speaking and Listening SL.K.1-3&lt;br&gt;SL.K.6&lt;br&gt;Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.3&lt;br&gt;Measurement and Data CC.2.4.K.A.4</td>
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<td><strong>Session Three: A Penny Earned</strong>&lt;br&gt;Students are introduced to storybook characters and examine ways they can earn money.</td>
<td>K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.&lt;br&gt;K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</td>
<td>Reading Foundations RF.K.1-4&lt;br&gt;Writing W.K.2,8&lt;br&gt;Literature RL.K.1-4&lt;br&gt;RL.K.7&lt;br&gt;RL.K.9-10&lt;br&gt;Speaking and Listening SL.K.1-6&lt;br&gt;Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.1-3</td>
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## Session Details

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| Students are introduced to the concept of saving. | K.9b Goods are objects that can satisfy people’s needs and wants; services are activities that can satisfy people’s needs and wants. | Reading Foundations  
RF.K.1-4  
Literature  
RL.K.1-4  
Speaking and Listening  
SL.K.1-6  
Language  
L.K.4,6 | Counting and Cardinality  
CC.2.1.K.A.1  
Measurement and Data  
CC.2.4.K.A.4 |
| Objectives: | Social Studies Practices | | |
| Students will: | E.2. Identify examples of goods and services.  
E.3 Identify what money is and how it is used in society. | | |
| ▪ Explain the importance of saving money  
▪ Identify a savings goal  
▪ Identify a place where people save money | Social Studies Practices | | |

## Session Five: A Penny Shared

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| Students are introduced to storybook characters and their plans to earn money for a worthy cause. | K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.  
▪ Students will retell a story and explain the value, idea, tradition, or important event that it expressed. | 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 | Counting and Cardinality  
CC.2.1.K.A.1-3 |
| Objectives: | Social Studies Practices | | |
| Students will: | F.2. Participate in activities that focus on a classroom or school issue or problem.  
F.5. Identify situations in which social are required | | |
| ▪ Explain the importance of giving  
▪ Organize a chronological sequence of events | Social Studies Practices | | |
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</table>
| **Session One: All Kinds of Families**               | 1a Families are a basic unit of all societies, a different people define family differently.  
  Students will listen to stories about different families and will identify characteristics that are the same and different. | 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 & Listening  
SL.1.1-2  
SL.1.4-5  
Language  
L.1.1-2  
L.1.4 | Mathematical Practices  
1  
2  
4  
5  
7  
8 |
| Students will:                                       | Begin to understand the similarities and differences between families  
Recognize the importance of businesses in neighborhoods |                                                                             |                  |                        |
| **Session Two: Money for Needs and Wants**          | 1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.  
Students will examine choices that families make due to scarcity, and identify costs associated with these choices. | Reading for Information  
RI.1.1  
RI.1.3-4  
RI.1.6-7  
RI.1.10  
Reading Foundations  
RF.1.1-4  
Speaking & Listening  
SL.1.1-2  
SL.1.4  
Language  
L.1.1  
L.1.4 | Mathematical Practices  
1  
2  
4  
5  
7  
8 |
| Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs. |                                                                             |                  |                  |                        |
| Students will:                                       | Describe the difference between needs and wants  
Explain that families must earn money for the things they need and want |                                                                             |                  |                        |
| **Session Three: Businesses All Around the Neighborhood** | 1.5b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.  
Students will use a map of the community and provide directions to another student on how to get from the school to another place identified on the map. | 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 & Listening  
SL.1.1-2  
SL.1.4 | Mathematical Practices  
1  
2  
5  
8 |
| Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses. |                                                                             |                  |                  |                        |
| Students will:                                       | Define entrepreneur, goods, and services  
Interpret map symbols  
Identify the goods or services businesses provide |                                                                             |                  |                        |
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| **Session Four: Jobs All Around the Neighborhood** | 1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.  
- Students will identify examples of goods and services.  
  **Economics and Economic Systems**  
  E.3. Explain how people earn money and other ways that people receive money | Reading Foundations  
RF.1.1-4  
Reading for Information  
RI.1.6-7  
Writing  
W.1.5  
Speaking & Listening  
SL.1.1-2  
SL.1.4-5  
Language  
L.1.1-2  
L.1.4 | Mathematical Practices  
1-2  
4.5  
7-8 |
| **Session Five: A New Business** | 1.10c People and families work to earn money to purchase goods and services that they need or want.  
- Students will examine how earning money through work is related to the purchase of goods and services.  
  **Economics and Economic Systems**  
  E.2. Distinguish between a consumer and a producer and their relationship to goods and services. | 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 & Listening  
SL.1.1-2  
SL.1.4  
Language  
L.1.1-2  
L.1.4 | Operations in Algebra  
OA. 1 ELO  
OA. . 6-7  
Measurement and Data  
1.MD.C.4  
Mathematical Practices  
2-4  
7-8 |
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| **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.  
2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.  
2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community.  
**Geographic Reasoning**  
D.1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.  
| Reading Literature  
RL.2.1  
RL.2.7  
Reading for Information  
RI.2.1  
RI.2.4 -5  
RI.7  
Reading Foundations  
RF.2.3-4  
Speaking and Listening  
SL.2.1-4  
Language L.2.1-6 |  
| **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.  
2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.  
| Reading Foundations  
RF.2.3-4  
Writing  
W.2.2  
Speaking and Listening  
SL.2.1-6  
Language L.2.1-6 |  
| **Session Three: Business and Government Jobs**  
Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.  
**Objectives:**  
**Students will:**  
- Locate businesses and identify government careers.  
- Explain how taxation supports government services.  
2.8d Taxes are collected to provide communities with goods and services.  
2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.  
| Reading for Information  
RI.2.1  
RI.2.4 -5  
RI.7  
Reading Foundations  
RF.2.3-4  
Speaking and Listening  
SL.2.1-4  
Language L.2.1-6 |  

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</table>
| **The Session Four: Let’s Vote!** | 2.4c Citizens provide service to their community in a variety of ways.  
- Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers). | Reading  
Foundations  
RF.2.3  
Writing  
W.2.2  
W.2.7-8  
Speaking and Listening  
SL.2.1-6  
Language  
L.2.1 | Measurement and Data  
MD.2.7  
MD.2.9  
Mathematical Practices  
2  
4 |

**Objectives:**

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

| **Session Five: Money Moves in a Community** | 2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.  
- Students will explore economic decision making and the use of money. | 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 |

**Objectives:**

Students will:
- Identify coins and money terms.
- Describe how money flows through a community’s economy.
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</thead>
</table>
| **Session One: Communities at Work**
Students are introduced to the idea of a community and discover what types of workers help make their community strong.
Students will:
- Define and describe a community.
- Identify the variety of jobs in a community.
- Locate jobs and businesses on a community map.
- Apply listening and focused attention skills.
- Describe how different jobs require different skills.
- State how people contribute to and benefit from a community. | | ELA  
Reading  
RL.2.1  
RI.2.1  
RI.2.3-2.7  
RF.2.3-2.4  
Writing  
W.2.1-2.2  
W.2.8  
Speaking and Listening  
SL.2.1-2.4  
SL.2.6  
Language  
L.2.1-2.6 | |
| **Session Two: People at Work**
Students experience working in the community to earn a paycheck and produce goods and services.
Students will:
- Define the terms business, produce, goods, and services.
- Explain how people earn income.
- Describe how goods are made using skills and knowledge.
- Collect, record, and interpret data using digital tools. | | ELA  
Reading  
RI.2.3-2.7  
RF.2.3-2.4  
Speaking and Listening  
SL.2.2-2.3  
SL.2.6  
Language  
L.2.1-2.6  
MATH  
2.OA.1  
2.md.10 | |
### Session Three: Money at Work

Students learn how people use money to buy goods and services they want and need for personal or business purposes.

Students will:
- Match coin and dollar values.
- Describe the role of banks in an economy.
- Recognize the price of goods and services in the local market.
- Describe how money flows through a community’s economy.
- Collaborate and communicate to make exchanges of money for goods or services.
- Summarize how money is spent on goods and services related to businesses.

**Academic Content Standards**

**ELA**
- Reading
  - RL.2.1
  - RL.2.3-2.5
  - RL.2.7
  - RF.2.3-2.4
- Writing
  - W.2.2
  - W.2.8
- Speaking and Listening
  - SL.2.1-2.4
  - SL.2.6
- Language
  - L.2.1-2.6

**MATH**
- 2.md.8

### Session Four: Votes Count

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

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

**Academic Content Standards**

**ELA**
- Reading
  - RL.2.1
  - RL.2.6
  - RL.2.1
  - RL.2.3-2.6
  - RL.2.8
  - RF.2.3-2.4
- Writing
  - W.2.1
  - W.2.7-2.8
- Speaking and Listening
  - SL.2.1-2.4
- Language
  - L.2.1-2.6
### Session Five: Making Choices

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

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

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<tr>
<td>RI.2.1</td>
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<td>RF.2.3-2.4</td>
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<tr>
<td>Writing</td>
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<td>W.2.1</td>
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<tr>
<td>Speaking and Listening</td>
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<tr>
<td>Language</td>
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<td>L.2.1-2.6</td>
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</table>

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

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

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

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<td>RL.2.1</td>
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<td>RI.2.3</td>
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<tr>
<td>RI.2.7</td>
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<td>Speaking and Listening</td>
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<td>SL.2.1-2.4</td>
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<tr>
<td>Language</td>
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<td>L.2.1-2.6</td>
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## 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.

**Social Studies Practices**

E.3 Identify what money is and how it is used in society.

**Academic Standards**

- Reading for Information RI.3.4-5
- Reading Foundations RF.3.3-4
- Writing W.3.2 ELO
- W.3.7 -8 ELO
- Speaking and Listening SL.3.1
- SL.3.3
- SL.3.6
- Language L.3.1
- L.3.3
- L.3.4

## 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.

**Social Studies Practices**

E.2. Identify examples of goods and services

**Academic Standards**

- Reading for Information RI.3.1-5
- Reading Foundations RF.3.3-4
- Writing W.3.7 -8 ELO
- Speaking and Listening SL.3.1-4
- SL.3.6
- Language L.3.1
- L.3.3-4

## 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.

**Social Studies Practices**

E.3 Identify what money is and how it is used in society.

**Academic Standards**

- Reading for Information RI.3.1-5
- Reading Foundations RF.3.3-4
- Speaking and Listening SL.3.1-3
- SL.3.6
- Language L.3.1
- L.3.3-4

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

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**Mathematical Practices**

1-8

**Measurement and Data**

MD.3.4
MD.3.5
MD.3.6

**Operations and Algebraic Thinking**

OA.3.8
OA.3.9

**Numbers Base Ten**

NBT.3.2

**Mathematical Practices**

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<tr>
<td><strong>Session Four: Money Choices Make the City Go Round</strong></td>
<td>K.9b Goods are objects that can satisfy people’s needs and wants; services are activities that can satisfy people’s needs and wants. 2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities. 2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. <strong>Social Studies Practices</strong> E.2. Identify examples of goods and services. E.3 Identify what money is and how it is used in society.</td>
<td>Reading for Information RI.3.1 RI.3.3-6 Reading Foundations RF.3.3-4 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.1 L.3.3 L.3.4</td>
<td>Operations in Algebra OA.3.8 OA.3.9 Numbers Base Ten NBT.3.2 Mathematical Practices 1-8</td>
</tr>
<tr>
<td><strong>Session Five: Let’s Build a City</strong></td>
<td>1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs. Students will examine choices that families make due to scarcity, and identify costs associated with these choices. 2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities. 2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. <strong>Social Studies Practices</strong> E.2. Identify examples of goods and services. E.3 Identify what money is and how it is used in society. <strong>Economics and Economic Systems</strong> E.1. Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.</td>
<td>Reading for Information RI.3.1 RI.3.3-6 Reading Foundations RF.3.3-4 Writing W.3.2 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.1,3,4</td>
<td>Operations in Algebra OA.3.8 Numbers Base Ten NBT.3.2 Mathematical Practices 1-7</td>
</tr>
<tr>
<td>Session Details</td>
<td>Academic Standards</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
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<tr>
<td><strong>Session One: Be an Entrepreneur</strong></td>
<td><strong>Economics</strong></td>
<td>Reading for Information</td>
<td>Mathematical Practices</td>
</tr>
<tr>
<td>Students explore well-known businesses by matching</td>
<td>4.1 Know some ways individuals and groups attempt to satisfy their basic needs and</td>
<td>RI.4.1-2</td>
<td>1-2</td>
</tr>
<tr>
<td>entrepreneurs to their businesses and identifying</td>
<td>wants by utilizing scarce resources.</td>
<td>RI.4.4</td>
<td>4-7</td>
</tr>
<tr>
<td>their own entrepreneurial traits.</td>
<td><strong>Family and Consumer Science</strong></td>
<td>RI.4.7</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>3.1 Know the different jobs in their communities and the contributions made by</td>
<td>Reading Foundations</td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td>individuals performing those jobs.</td>
<td>RF.4.3-4</td>
<td></td>
</tr>
<tr>
<td>• Recognize the impact entrepreneurs have on a</td>
<td><strong>Gathering, Interpreting, and Using Evidence</strong></td>
<td>Speaking and Listening</td>
<td></td>
</tr>
<tr>
<td>region</td>
<td><strong>Geographic Reasoning</strong></td>
<td>SL.4.1</td>
<td></td>
</tr>
<tr>
<td>• Apply traits that are common to successful</td>
<td>Use location terms and geographic</td>
<td>SL.4.3</td>
<td></td>
</tr>
<tr>
<td>entrepreneurs to their own skills and abilities</td>
<td>representations (maps and models) to describe where places are in relation to</td>
<td>Language</td>
<td></td>
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<tr>
<td></td>
<td>each other, to describe connections between places, and to evaluate the benefits</td>
<td>L.4.3-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of particular places for purposeful activities.</td>
<td>L.4.6</td>
<td></td>
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<tr>
<td></td>
<td><strong>Economics and Economic Systems</strong></td>
<td></td>
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<tr>
<td></td>
<td>4. Explain why individuals and businesses specialize and trade.</td>
<td></td>
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<tr>
<td><strong>Session Two: Resources—Tools for Entrepreneurs</strong></td>
<td><strong>Family and Consumer Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are introduced to resources and, working</td>
<td>3.1 Understand how people acquire, use, and protect money and recognize some factors</td>
<td>Reading for Information</td>
<td>Mathematical Practices</td>
</tr>
<tr>
<td>in teams, use this information to create new</td>
<td>that influence spending.</td>
<td>RI.4.2-4</td>
<td>1-2</td>
</tr>
<tr>
<td>businesses.</td>
<td><strong>Family and Consumer Science</strong></td>
<td>RI.4.7</td>
<td>4-7</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>3.1 Understand how people acquire, use, and protect money and recognize some factors</td>
<td>Reading Foundations</td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td>that influence spending.</td>
<td>RF.4.3-4</td>
<td></td>
</tr>
<tr>
<td>• Define natural, human, and capital resources</td>
<td><strong>Gathering, Interpreting, and Using Evidence</strong></td>
<td>Speaking and Listening</td>
<td></td>
</tr>
<tr>
<td>• Describe how products and services use resources</td>
<td><strong>Geographic Reasoning</strong></td>
<td>SL.4.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Economics and Economic Systems</strong></td>
<td>SL.4.3</td>
<td></td>
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<td></td>
<td>4. Explain why individuals and businesses specialize and trade.</td>
<td>Language</td>
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<td></td>
<td></td>
<td>L.4.3-4</td>
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<td></td>
<td></td>
<td>L.4.1-6</td>
<td></td>
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<tr>
<td><strong>Session Three: Hot Dog Stand Game</strong></td>
<td><strong>Family and Consumer Science</strong></td>
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<tr>
<td>Students learn the fundamental tasks performed by</td>
<td>3.1 Understand how people acquire, use, and protect money and recognize some factors</td>
<td>Reading for Information</td>
<td>NBT 4.4</td>
</tr>
<tr>
<td>a business owner by playing the Hot Dog Stand</td>
<td>that influence spending.</td>
<td>RI.4.2-4</td>
<td></td>
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<tr>
<td>game and tracking their revenue and expenses.</td>
<td></td>
<td>RI.4.7</td>
<td></td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>Reading Foundations</td>
<td>Mathematical Practices</td>
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<tr>
<td>Students will:</td>
<td></td>
<td>RF.4.3-4</td>
<td>1-7</td>
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<tr>
<td>• Track the revenue and expenses of a business</td>
<td></td>
<td>Speaking and Listening</td>
<td></td>
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<tr>
<td>• Identify the fundamental tasks required to run</td>
<td></td>
<td>SL.4.1</td>
<td></td>
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<tr>
<td>a business</td>
<td></td>
<td>SL.4.3</td>
<td></td>
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<tr>
<td>• Explain the importance of keeping an accurate</td>
<td></td>
<td>Language</td>
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<td>account of a business’s financial information</td>
<td></td>
<td>L.4.1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>L.4.3-6</td>
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<tr>
<td>Session Details</td>
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<td>Common Core ELA</td>
<td>Common Core Math</td>
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<tr>
<td><strong>Session Four: Entrepreneurs Solve Problems</strong></td>
<td>Family and Consumer Science</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>3.1 Understand how people acquire, use, and protect money and recognize some factors that influence spending.</td>
<td>RI.4.1</td>
<td>1-2</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>RI.4.3-4</td>
<td>4</td>
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<tr>
<td>Students will:</td>
<td></td>
<td>RI.4.7</td>
<td>6-7</td>
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<tr>
<td>• Demonstrate the problem-solving process</td>
<td></td>
<td>Reading Foundations</td>
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<td>• Identify the potential risks and rewards in making</td>
<td></td>
<td>RF.4.3-4</td>
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<td>• business decisions</td>
<td></td>
<td>Writing</td>
<td>W.4.2</td>
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<td></td>
<td></td>
<td>W.4.8</td>
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<td></td>
<td></td>
<td>Speaking and Listening</td>
<td>SL.4.1-2</td>
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<td></td>
<td></td>
<td>SL.4.4</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Language</td>
<td>L.4.1</td>
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<td>L.4.3-4</td>
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<td></td>
<td>L.4.6</td>
</tr>
<tr>
<td><strong>Session Five: Entrepreneurs Go Global</strong></td>
<td>Economics</td>
<td>Reading for Information</td>
<td>NA</td>
</tr>
<tr>
<td>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</td>
<td>4.1 Observe economic characteristics of places; draw conclusions about how people in families, schools, and communities all over the world must depend on others to help them meet their needs and wants.</td>
<td>RI.4.3-4</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>RI.4.7</td>
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<tr>
<td>Students will:</td>
<td></td>
<td>Reading Foundations</td>
<td></td>
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<tr>
<td>• Apply the supply chain to a manufacturing example</td>
<td></td>
<td>RF.4.3-4</td>
<td></td>
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<tr>
<td>• Explain how resource providers, businesses, and consumers are interdependent</td>
<td></td>
<td>Speaking and Listening</td>
<td>SL.4.1-4</td>
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<td></td>
<td></td>
<td>SL.4.4</td>
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<td></td>
<td></td>
<td>Language</td>
<td>L.4.1</td>
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<td>L.4.3-4</td>
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<td></td>
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<td></td>
<td>L.4.6</td>
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<td>Session Details</td>
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</tbody>
</table>
| **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:**  
Students will:  
- Identify the characteristics of a free market economy  
- Explain how pricing guides economic decisions | **E. Economics and Economic Systems**  
1. Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events  
**Economics**  
5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.  
**Career Development**  
3a Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. | 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 | 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:**  
Students will:  
- Define entrepreneur and entrepreneurship  
- Describe resources and how entrepreneurs use them  
- Explore STEM skills and the process of innovation | **B. Chronological Reasoning**  
1. Explain how events are related chronologically to one another in time.  
**Economics**  
5.7a Different types of economic systems have developed across time and place… These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?  
**Career Development**  
2. Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. | 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 | 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:**  
Students will:  
- Examine career groupings and the skills necessary for a variety of careers. | **F. Civic Participation**  
8. Identify rights and responsibilities of citizens within societies in the Western Hemisphere.  
**Career Development**  
1. Students will be knowledgeable about the world of work, explore career options and relate personal skills, aptitudes, and abilities to future career decisions. | 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 | Numbers Base Ten CC.2.1.5.B.2 |
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<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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<tbody>
<tr>
<td><strong>Session Four: Get and Keep the Job!</strong>&lt;br&gt;Students examine important work-readiness and behavioral skills needed for career success.</td>
<td><strong>F. Civic Participation</strong>&lt;br&gt;1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.&lt;br&gt;<strong>Career Development</strong>&lt;br&gt;3a.3 Students demonstrate the personal qualities that lead to responsible behavior.&lt;br&gt;3a.4 Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.</td>
<td>Reading for Information&lt;br&gt;RI.5.1-2&lt;br&gt;RI.5.4&lt;br&gt;RI.5.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.5.3-4&lt;br&gt;Writing&lt;br&gt;WS.5.2&lt;br&gt;WS.5.4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;SL.5.6&lt;br&gt;Language L.5.1-5</td>
<td>Operations and Algebraic Thinking&lt;br&gt;CC.2.2.5.A.1&lt;br&gt;Numbers Base Ten&lt;br&gt;CC.2.1.5.B.2</td>
</tr>
<tr>
<td><strong>Session Five: Global Connections</strong>&lt;br&gt;Students explore how the United States is connected to the global economy.</td>
<td><strong>Geography</strong>&lt;br&gt;5.4e The physical environment influences human population distribution, land use, and other forms of economic activity.&lt;br&gt;<strong>Economics</strong>&lt;br&gt;5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.&lt;br&gt;5.7c Countries trade with other countries to meet economic needs and wants. They are interdependent.&lt;br&gt;<strong>Career Development</strong>&lt;br&gt;3a.2 Students use ideas and information to make decisions and solve problems related to accomplishing a task.</td>
<td>Reading for Information&lt;br&gt;RI.5.1-2&lt;br&gt;RI.5.4&lt;br&gt;RI.5.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.5.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;SL.5.6&lt;br&gt;Language L.5.1-5</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Optional Supplement: Business Organization</strong>&lt;br&gt;Students examine entrepreneurship, free enterprise, and business organization.</td>
<td><strong>Career Development</strong>&lt;br&gt;3a.7 Students demonstrate an awareness of the knowledge, skills, abilities, and resources needed to complete a task.</td>
<td>Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;Language L.5.1-5</td>
<td>NA</td>
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</tbody>
</table>
### Session Descriptions

#### Session One: The Money Garden
Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.

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

**Economics and Economic Systems**
- K Identify what money is and how it is used in society.
- 2 Describe the role of banks, saving, and borrowing in the economy.
- 2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.

**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

#### 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

**Economics and Economic Systems**
- K.9b Goods are objects that can satisfy people’s needs and wants; services are activities that can satisfy people’s needs and wants.

**Economics**
- 4. Explain why individuals and businesses specialize and trade.

**Family and Consumer Science**
- 3.1 Know the different jobs in their communities and the contributions made by individuals performing those jobs.

**Social Studies Practices**
- E.2. Identify examples of goods and services.

**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

#### 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

**Economics and Economic Systems**
- 4. Explain why individuals and businesses specialize and trade.

**Economics**
- 4.1 Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

**Family and Consumer Science**
- 3.1 Know the different jobs in their communities and the contributions made by individuals performing those jobs.

**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

*ELO- Indicates a skill best supported by an Extended Learning Opportunity*
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<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards (Economics and Economic Systems)</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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</thead>
</table>
| **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 | **2** Describe the role of banks, saving, and borrowing in the economy.  
2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources. | 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 | Numbers Base Ten  
3.NBT.2.2  
3.NBT.3.3  
4.NBT.4  
4.NBT.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 | **3.10b** World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade. | 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 | Mathematical Practices  
1-8 |
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<th>Session Descriptions</th>
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<tbody>
<tr>
<td><strong>Pre-JA Career Exploration Fair Session:</strong> A Job to Do!</td>
<td>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</td>
<td></td>
</tr>
<tr>
<td>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</td>
<td><strong>Career Development and Occupational Standards</strong></td>
<td>Foundationals Skills</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</td>
<td>RF 1</td>
</tr>
<tr>
<td>Students will:</td>
<td>3a.2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.</td>
<td>RF 2</td>
</tr>
<tr>
<td>▪ Define careers.</td>
<td><strong>Foundational Skills</strong></td>
<td>RF 3</td>
</tr>
<tr>
<td>▪ Examine the jobs of family members.</td>
<td>Writing</td>
<td>W 2</td>
</tr>
<tr>
<td>▪ Identify jobs within the community.</td>
<td>W 5</td>
<td></td>
</tr>
<tr>
<td>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</td>
<td>W 8</td>
<td></td>
</tr>
<tr>
<td><strong>The Day of the Fair</strong></td>
<td><strong>Career Development and Occupational Standards</strong></td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</td>
<td>1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</td>
<td>SL 1</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>3a.2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.</td>
<td>SL 3</td>
</tr>
<tr>
<td>Students will:</td>
<td>3a.4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.</td>
<td>SL 4</td>
</tr>
<tr>
<td>▪ Observe speakers and the tools they use.</td>
<td><strong>Foundational Skills</strong></td>
<td>SL 5</td>
</tr>
<tr>
<td>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</td>
<td>Language</td>
<td>SL 6</td>
</tr>
<tr>
<td>▪ Express ideas and questions concerning the jobs people have.</td>
<td>L 4</td>
<td></td>
</tr>
<tr>
<td>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</td>
<td>L 5</td>
<td></td>
</tr>
<tr>
<td><strong>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</strong></td>
<td><strong>Career Development and Occupational Standards</strong></td>
<td>L 6</td>
</tr>
<tr>
<td>Students reflect on their JA Career Exploration Fair experience.</td>
<td>2. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>3a. 3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>▪ Begin to identify a future career interest.</td>
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</tbody>
</table>
## Session Descriptions

### Pre-JA Career Exploration Fair
#### Session: A Job for Everyone
Students reflect on their interests and skills as they consider future careers.

**Objectives:**
- 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.

**Academic Standards:**
2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.

**Career Development and Occupational Standards**
1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.
3a.2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

**Common Core ELA**
- 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:**
- 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.

**Academic Standards:**
2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.

**Career Development and Occupational Standards**
1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.
3a.4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

**Common Core ELA**
- 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:**
- Prepare a personal interest “resume.”
- Begin to identify a future career interest.

**Academic Standards:**
2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.

**Career Development and Occupational Standards**
2. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.
3a.3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

**Common Core ELA**
- Foundational Skills: RF 3, RF 4
- Writing: W.4, W.5, W.6
- Language: L 4, L 5, L 6
### Session Descriptions

<table>
<thead>
<tr>
<th>Before the Event</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students prepare questions for the speaker to answer.</strong></td>
<td>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</td>
<td>Foundational Skills</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Career Development and Occupational Standards</strong></td>
<td><strong>RF 1</strong></td>
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<tr>
<td>Students will:</td>
<td>1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</td>
<td><strong>RF 2</strong></td>
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<tr>
<td>▪ Identify skills and interests</td>
<td>3a.2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.</td>
<td><strong>RF 3</strong></td>
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<td>▪ Explain how the speaker’s job helps people in the community</td>
<td></td>
<td><strong>RF 4</strong></td>
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<tr>
<td><strong>Speaker Day: Invite a Career Speaker to Class</strong></td>
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<td>Foundational Skills</td>
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<td>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</td>
<td><strong>Career Development and Occupational Standards</strong></td>
<td><strong>RF 1</strong></td>
</tr>
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<td>▪ Listen to a career speaker.</td>
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<td>▪ Express how jobs require specific interests and skills.</td>
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<tr>
<td>▪ Examine how interests and skills apply to careers.</td>
<td><strong>SL 6</strong></td>
<td><strong>Language</strong></td>
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<tr>
<td><strong>After the Event</strong></td>
<td>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</td>
<td><strong>L 4</strong></td>
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<tr>
<td>Students reflect on what they learned during their preparation and the speaker event.</td>
<td><strong>Career Development and Occupational Standards</strong></td>
<td><strong>L 5</strong></td>
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<td><strong>Objectives:</strong></td>
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<td>▪ Recognize career clusters.</td>
<td><strong>W.4</strong></td>
<td><strong>Language</strong></td>
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<td>▪ Identify careers that relate to personal interests and skills.</td>
<td><strong>W.5</strong></td>
<td><strong>L 4</strong></td>
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