A Correlation:
North Carolina
Academic Standards and
Junior Achievement
Elementary School Programs

Updated November 2022
2021 North Carolina Social Studies Standards
Socio-Emotional Essential Standards
Common Core State 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 North Carolina Academic Standards for Social Studies and the North Carolina Guidance Essential Standards as well as Common Core standards for English Language Arts and Math for grades K-5. Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

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

JA Elementary School Learning Experiences

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

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

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

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

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

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

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

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

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

JA Career Speakers Series™ In JA Career Speakers Series, a volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience. (Grades K-5)
<table>
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<tr>
<th>Session Details</th>
<th>Academic Standards-Social Studies</th>
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</table>
| **Session One: This or That? Make a Choice**  
Students practice economics by making personal choices.  
**Objectives:**  
Students will:  
▪ Identify personal interests  
▪ Consider the factors that determine their choices  
▪ Define money | K.E.1.1 Differentiate between needs and wants.                                                   | Reading Foundations  
RF.K.1-3  
Writing  
W.K.1-2,8  
Literature  
RL.K.7  
Speaking and Listening  
SL.K.1-6  
Language  
L.K.4,6 | Counting and Cardinality  
CC.2.1.K.A.2 |
| **Session Two: Do I Need What I Want?**  
Students recognize that people have basic needs and wants and that money-smart people know the difference between them.  
**Objectives:**  
Students will:  
▪ Explain the difference between needs and wants  
▪ Create a simple chart | K.E.1.1 Differentiate between needs and wants.                                                   | Reading Foundations  
RF.K.1-3  
Literature  
RL.K.1,4  
RL.K.7  
Speaking and Listening  
SL.K.1-3  
SL.K.6  
Language  
L.K.4,6 | Counting and Cardinality  
CC.2.1.K.A.3  
Measurement and Data  
CC.2.4.K.A.4 |
| **Session Three: A Penny Earned**  
Students are introduced to storybook characters and examine ways they can earn money.  
**Objectives:**  
Students will:  
▪ Describe the role of money in society  
▪ Identify jobs they can do to earn money | K.E.1.1 Differentiate between needs and wants.                                                   | Reading Foundations  
RF.K.1-4  
Writing  
W.K.2,8  
Literature  
RL.K.1-4  
RL.K.7  
RL.K.9-10  
Speaking and Listening  
SL.K.1-6  
Language  
L.K.4,6 | Counting and Cardinality  
CC.2.1.K.A.1-3 |
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</table>
| **Session Four: A Penny Saved**  
Students are introduced to the concept of saving.  
**Objectives:**  
**Students will:**  
▪ Explain the importance of saving money  
▪ Identify a savings goal  
▪ Identify a place where people save money | K.E.1.1 Differentiate between needs and wants.  
K.G.1.1 Use maps, globes, and/or digital representations to locate places in the classroom, school, community, and around the world. | 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 |
| **Session Five: A Penny Shared**  
Students are introduced to storybook characters and their plans to earn money for a worthy cause.  
**Objectives:**  
**Students will:**  
▪ Explain the importance of giving  
▪ Organize a chronological sequence of events | K.H.1.1 Exemplify ways in which people change over time. | 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 |
### Session Descriptions

#### Session One: All Kinds of Families
The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.

**Objectives:**

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

1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.

#### North Carolina Guidance Standards

NCES.RED.SE.2 - Understand the relationship between self and others in the broader world

#### Social Studies and North Carolina Guidance Essential Standards

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<td>Language L.1.1-2</td>
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<td>L.1.4</td>
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</table>

#### Session Two: Money for Needs and Wants
Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.

**Objectives:**

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

1. E.1.4 Summarize reasons why people and countries trade goods and services.

#### Social Studies and North Carolina Guidance Essential Standards

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<td>Reading for Information RI.1.1</td>
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<td>Reading Foundations RF.1.1-4</td>
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<td>Speaking &amp; Listening SL.1.1-2</td>
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<td>SL.1.4</td>
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#### Session Three: Businesses All Around the Neighborhood
Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.

**Objectives:**

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

1.E.1.4 Summarize reasons why people and countries trade goods and services.

#### Social Studies and North Carolina Guidance Essential Standards

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<tr>
<td>Speaking &amp; Listening SL.1.1-2</td>
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<tr>
<td>SL.1.4</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:**

Students will:

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

**1.C&G.1.1** Exemplify ways individuals and groups play a role in shaping communities.

**North Carolina Guidance Standards**

EEE. CR.2.1 Identify personal preferences and interests that influence career choice and success.

EEE.CR.2.2 Exemplify (give examples of) how personal preferences and interests influence career choice and success.

**Common Core ELA**

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

**Common Core Math**

Mathematical Practices 1-2 4-5 7-8

### Session Five: A New Business

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

**Objectives:**

Students will:

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

**North Carolina Guidance Standards**

NCES.RED.CR.2.1 - Explore the activities performed and skills used in various occupations.

**Common Core ELA**

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

**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

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| Session One: People in a Community Working Together      | **North Carolina Guidance Standards**  
NCES.RED.SE.2 - Understand the relationship between self and others in the broader world | Reading Literature  
RL.2.1  
RL.2.7  
Reading for Information  
RI.2.1  
RI.2.4 -5  
RI.7  
Reading Foundations  
RF.2.3-4  
Speaking and Listening  
SL.2.1-4  
Language L.2.1-6 | Geometry  
G.2.2  
Mathematical Practices  
4 |
| Students learn what a community is and the variety of jobs that people have in a community. | **Students will:**  
▪ Describe a community.  
▪ State how people contribute to and benefit from a community.  
▪ Identify the variety of jobs in a community and how each requires specific skills. | **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. | **North Carolina Guidance Standards**  
NCES.EEE.C.1.2 - Use creative strategies to achieve academic, personal, social, and professional goals.  
NCES.RED.CR.2.1 - Explore the activities performed and skills used in various occupations. | **Reading for Information**  
RI.2.1  
RI.2.4 -5  
RI.7  
Reading Foundations  
RF.2.3-4  
Speaking and Listening  
SL.2.1-4  
Language L.2.1-6 | **Operations and Algebraic Thinking**  
OA.2.1  
Numbers Base Ten  
NBT.2.1-2  
NBT.2.5  
Measurement and Data  
MD.2.7 |
| Session Two: Sweet “O” Donuts                           | **North Carolina Guidance Standards**  
NCES.EEE.C.1.2 - Use creative strategies to achieve academic, personal, social, and professional goals.  
NCES.RED.CR.2.1 - Explore the activities performed and skills used in various occupations. | **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. | **Students will:**  
▪ Locate businesses and identify government careers.  
▪ Explain how taxation supports government services. | **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. | **Reading for Information**  
RI.2.1  
RI.2.4 -5  
RI.7  
Reading Foundations  
RF.2.3-4  
Speaking and Listening  
SL.2.1-4  
Language L.2.1-6 | **Operations and Algebraic Thinking**  
OA.2.1  
Mathematical Practices  
1-2  
4-5  
8 |
### Session Descriptions

#### 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:**

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

**North Carolina Guidance Standards**

- 2.B.1 Understand how values and beliefs shape culture in America.
- 2.C&G.1.1 Explain how principles of democracy have shaped the government of America.

**Common Core ELA**

- Reading Foundations
- RF.2.3
- Writing
- W.2.2
- W.2.7-8
- Speaking and Listening
- SL.2.1-6
- Language
- L.2.1

**Common Core Math**

- Measurement and Data
- MD.2.7
- MD.2.9
- Mathematical Practices
- 2
- 4

#### Session Five: Money Moves in a Community

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

**Objectives:**

- Students will:
  - Identify coins and money terms.
  - Describe how money flows through a community’s economy.

**North Carolina Guidance Standards**

- NCES.RED.SE.3.1 - Use oral and written communication skills to share information with others.

**Common Core ELA**

- 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

**Common Core Math**

- Operations and Algebraic Thinking
- OA.2.1
- Numbers Base Ten
- NBT.2.1-2
- NBT.2.5
- Measurement and Data
- MD.2.7
- MD.2.9
- Mathematical Practices
- 1-2
- 5-7
### Session Details

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<th>Session One: Communities at Work</th>
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</thead>
</table>
| Students are introduced to the idea of a community and discover what types of workers help make their community strong. Students will: | North Carolina Guidance Standards  
NCES.RED.SE.2 - Understand the relationship between self and others in the broader world  
EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success. | 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 |
| • 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. | |

| Session Two: People at Work | North Carolina Guidance Standards  
NCES.EEE.C.1.2 - Use creative strategies to achieve academic, personal, social, and professional goals.  
NCES.RED.CR.2.1 - Explore the activities performed and skills used in various occupations. | ELA  
Reading  
RL.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 |
| Students experience working in the community to earn a paycheck and produce goods and services. Students will: | | MATH  
2.OA 1  
2.md. 10 |
| • 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. | | |
<table>
<thead>
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<th>Session Details</th>
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</table>
| **Session Three: Money at Work**  
Students learn how people use money to buy goods and services they want and need for personal or business purposes.  
Students will:  
- Match coin and dollar values.  
- Describe the role of banks in an economy.  
- Recognize the price of goods and services in the local market.  
- Describe how money flows through a community’s economy.  
- Collaborate and communicate to make exchanges of money for goods or services.  
- Summarize how money is spent on goods and services related to businesses | 2.E.1 Understand how the availability of resources impacts economic decisions.  
North Carolina Guidance Standards  
NCES.RED.SE.2 - Understand the relationship between self and others in the broader world | ELA  
Reading  
RI.2.1  
RI.2.3-2.5  
RI. 2.7  
RF. 2.3-2.4  
Writing  
W.2.2  
W.2.8  
Speaking and Listening  
SL. 2.1-2.4  
SL. 2.6  
Language  
L.2.1-2.6  
**MATH**  
2.md.8 |
| **Session Four: Votes Count**  
Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.  
Students will:  
- Use reason and logic to assess and analyze problems.  
- Use empathy and observation skills to express community wants and needs.  
- Generate solutions to a problem using brainstorming techniques.  
- Identify and propose a creative solution to a community problem.  
- Recognize that community members have a responsibility to get involved to help meet a community’s needs. | 2.C&G.1 Understand how freedom, equality, and democracy contribute to the government of America  
2.B.1 Understand how values and beliefs shape culture in America.  
2.C&G.1.1 Explain how principles of democracy have shaped the government of America. | ELA  
Reading  
RL.2.1  
RL.2.6  
RI.2.1  
RI.2.3-2.6  
RI.2.8  
RF. 2.3-2.4  
Writing  
W. 2.1  
W. 2.7-2.8  
Speaking and Listening  
SL. 2.1-2.4  
Language  
L.2.1-2.6  
EEE.C.1.1 Create strategies for solving problems that have been problems for some time.  
EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.  
EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions. |
### 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.

#### Social Studies and North Carolina Guidance Essential Standards

2.C&G.1 Understand how freedom, equality, and democracy contribute to the government of America.

North Carolina Guidance Standards

- NCES.RED.SE.2 - Understand the relationship between self and others in the broader world
- EEE.C.1.1 Create strategies for solving problems that have been problems for some time.
- EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.
- EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.

#### Common Core

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### 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.

#### North Carolina Guidance Standards

- EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.

#### ELA

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<td>▪ Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</td>
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<td>3.E.1.1 Explain how entrepreneurship develops local communities.</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.

**Objectives:**

- 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.

**North Carolina Guidance Standards**

<table>
<thead>
<tr>
<th>NCES.RED.SE.2</th>
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<tbody>
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<td>NCES.RED.SE.3</td>
<td>Use communication strategies effectively for a variety of purposes and audiences.</td>
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<tr>
<td>NCES.RED.CR.4.1</td>
<td>Recognize how to interact and work cooperatively in teams and groups</td>
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**Common Core ELA**

- 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

**Common Core Math**

- 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.

**Objectives:**

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

**North Carolina Guidance Standards**

| NCES.RED.CR.4.1 | Recognize how to interact and work cooperatively in teams and groups. |

**Common Core ELA**

- 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
  - L.3.3
  - L.3.4

**Common Core Math**

- Operations in Algebra
  - OA.3.8
- Numbers Base Ten
  - NBT.3.2
- Mathematical Practices
  - 1-7

*ELO* - Indicates a skill best supported by an Extended Learning Opportunity
<table>
<thead>
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<th>Common Core ELA</th>
<th>Common Core Math</th>
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</table>
| **Session One: Be an Entrepreneur** | 4.E.1 Understand how economic decisions and resources affect the economy of North Carolina.  
**North Carolina Guidance Standards**  
EI.C.2.1 Use analytical strategies appropriately in the areas of career planning, course selection, and career transitions | Reading for Information  
RI.4.1-2  
RI.4.4  
RI.4.7  
Reading Foundations  
RF.4.3-4  
Speaking and Listening  
SL.4.1  
SL.4.3  
Language  
L.4.3-4  
L.4.6 | Mathematical Practices  
1-2  
4-7 |
| **Session Two: Resources–Tools for Entrepreneurs** | 4.E.1 Understand how economic decisions and resources affect the economy of North Carolina.  
**North Carolina Guidance Standards**  
EI.SE.2.1 Exemplify respect for individual and cultural differences.  
EI.SE.2.2 Understand the importance of dependability, productivity, and initiative when working with others  
EI.C.1 Use creative strategies to make decisions and solve problems. | Reading for Information  
RI.4.4  
RI.4.7  
Reading Foundations  
RF.4.3-4  
Writing  
W.4.2  
W.4.8  
Speaking and Listening  
SL.4.1-5  
Language  
L.4.3-4  
L.4.1-6 | Mathematical Practices  
1-2  
4-8 |
| **Session Three: Hot Dog Stand Game** | North Carolina Essential Standards  
NCES.RED.CR.3.2 - Recognize that a positive attitude toward work and learning affects future life success.  
NCES.RED.CR.2.1 - Explore the activities performed and skills used in various occupations | Reading for Information  
RI.4.2-4  
RI.4.7  
Reading Foundations  
RF.4.3-4  
Speaking and Listening  
SL.4.1  
SL.4.3  
Language  
L.4.1  
L.4.3-6 | NBT 4.4  
NF.4.7  
Mathematical Practices  
1-7 |
### Session Four: Entrepreneurs Solve Problems

Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.

**Objectives:**

Students will:

- Demonstrate the problem-solving process
- Identify the potential risks and rewards in making business decisions

### North Carolina Guidance Standards

- EI.SE.2.1 Exemplify respect for individual and cultural differences.
- EI.SE.2.2 Understand the importance of dependability, productivity, and initiative when working with others.
- EI.C.1 Use creative strategies to make decisions and solve problems.
- EI.C.2 Use analytical strategies to understand situations and make appropriate decisions.

### Common Core ELA

- Reading for Information
  - RI.4.1
  - RI.4.3-4
  - RI.4.7
- Reading Foundations
  - RF.4.3-4
- Writing
  - W.4.2
  - W.4.8
- Speaking and Listening
  - SL.4.1-2
  - SL.4.4
- Language
  - L.4.1
  - L.4.3-4
  - L.4.6

### Common Core Math

- Mathematical Practices
  - 1-2
  - 4
  - 6-7

### Session Five: Entrepreneurs Go Global

Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.

**Objectives:**

Students will:

- Apply the supply chain to a manufacturing example
- Explain how resource providers, businesses, and consumers are interdependent

### North Carolina Guidance Standards

- 4.E.1 Understand how economic decisions and resources affect the economy of North Carolina.

### Common Core ELA

- Reading for Information
  - RI.4.3-4
  - RI.4.7
- Reading Foundations
  - RF.4.3-4
- Speaking and Listening
  - SL.4.1-4
- Language
  - L.4.1
  - L.4.3-4
  - L.4.6

### Common Core Math

- NA
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<tr>
<td><strong>Session One: Free to Choose Your Work or Business</strong></td>
<td>5.E.1 Understand how economic decisions have impacted the United States in terms of consequence, growth, and trade.</td>
<td>Reading for Information RI.5.1-2 RI.5.4 RI.5.7 Reading Foundations RF.5.3-4 Speaking and Listening SL.5.1-4 SL.5.6 Language L.5.1-5</td>
<td>Operations and Algebraic Thinking CC.2.2.5.A.1 Numbers Base Ten CC.2.1.5.B.2</td>
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</table>
| Students are introduced to the nation’s free market system and how it supports businesses and careers. | **North Carolina Guidance Standards**  
NCES.EEE.C.1.2 - Use creative strategies to achieve academic, personal, social, and professional goals.  
NCES.RED.CR.2.1 - Explore the activities performed and skills used in various occupations. | | |
| **Objectives:** | | | |
| Students will: | | | |
| ▪ Identify the characteristics of a free market economy | | | |
| ▪ Explain how pricing guides economic decisions | | | |
| **Session Two: Innovation Nation** | 5.E.1.1 Explain factors that led to economic growth and decline within the United States at various times in history.  
5.E.1.2 Compare economic decisions in terms of benefits and consequences. | 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 |
| Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income. | **North Carolina Guidance Standards**  
NCES.RED.C.1 - Use creative strategies to make decisions and solve problems | | |
| **Objectives:** | | | |
| Students will: | | | |
| ▪ Define entrepreneur and entrepreneurship | | | |
| ▪ Describe resources and how entrepreneurs use them | | | |
| ▪ Explore STEM skills and the process of innovation | | | |
| **Session Three: Career Quest** | **North Carolina Guidance Standards**  
EI.CR.1 Understand the meaning and importance of career self-awareness and career goals.  
NCES.RED.SE.3 - Use communication strategies effectively for a variety of purposes and audiences. | | Numbers Base Ten CC.2.1.5.B.2 |
<p>| Students learn about career clusters. | | | |
| <strong>Objectives:</strong> | | | |
| Students will: | | | |
| ▪ Examine career groupings and the skills necessary for a variety of careers. | | | |</p>
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| **Session Four: Get and Keep the Job!** Students examine important work-readiness and behavioral skills needed for career success. | **North Carolina Guidance Standards**
Ei.CR.1 Understand the meaning and importance of career self-awareness and career goals.
NCES.RED.SE.3 - Use communication strategies effectively for a variety of purposes and audiences. | 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 Five: Global Connections** Students explore how the United States is connected to the global economy. | 5.E.1.4 Summarize the role of trade between the United States and other countries. **North Carolina Guidance Standards**
NCES.RED.SE.2 - Understand the relationship between self and others in the broader world | 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 | NA |
| **Optional Supplement: Business Organization** Students examine entrepreneurship, free enterprise, and business organization. | **North Carolina Guidance Standards**
NCES.RED.SE.2 - Understand the relationship between self and others in the broader world
NCES.RED.CR.2.1 - Explore the activities performed and skills used in various occupations. | Speaking and Listening SL.5.1-4 Language L.5.1-5 | NA |
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<td><strong>Session One: The Money Garden</strong>&lt;br&gt;Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest. <strong>Objectives:</strong> Students will:&lt;br&gt;▪ Identify the role of money in everyday life&lt;br&gt;▪ Explain the benefits of using a savings account</td>
<td><strong>North Carolina Guidance Standards</strong>&lt;br&gt;NCES.RED.SE.2 - Understand the relationship between self and others in the broader world&lt;br&gt;NCES.RED.C.1 - Use creative strategies to make decisions and solve problems</td>
<td>Reading for Information&lt;br&gt;RI.3.1&lt;br&gt;RI.3.3-4&lt;br&gt;RI.3.6&lt;br&gt;Reading Foundations&lt;br&gt;RF.3.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.3.1&lt;br&gt;SL.3.6&lt;br&gt;Language&lt;br&gt;L.3.1&lt;br&gt;L.3.4&lt;br&gt;L.3.6</td>
<td>Numbers Base Ten&lt;br&gt;3.NBT.2.2&lt;br&gt;3.NBT.3.3&lt;br&gt;4.NBT.4&lt;br&gt;5.NBT.5&lt;br&gt;5.NBT.7&lt;br&gt;Mathematical Practices&lt;br&gt;1-8</td>
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<td><strong>Session Two: Create a Business</strong>&lt;br&gt;Students learn about the ways in which people's interests and skills can help them identify small businesses they can start. <strong>Objectives:</strong> Students will:&lt;br&gt;▪ Define business, goods, and services&lt;br&gt;▪ Identify businesses they would like to start that align with their personal interests and skills&lt;br&gt;▪ Appreciate their own roles as entrepreneurs in affecting their community and their world</td>
<td>3.E.1.1 Explain how entrepreneurship develops local communities.&lt;br&gt;<strong>North Carolina Guidance Standards</strong>&lt;br&gt;EL.CR.1 Understand the meaning and importance of career self-awareness and career goals.&lt;br&gt;NCES.RED.SE.2 - Understand the relationship between self and others in the broader world&lt;br&gt;NCES.RED.C.1 - Use creative strategies to make decisions and solve problems</td>
<td>Reading for Information&lt;br&gt;RI.3.2-4&lt;br&gt;RI.3.6&lt;br&gt;Reading Foundations&lt;br&gt;RF.3.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.3.1-3&lt;br&gt;SL.3.6&lt;br&gt;Language&lt;br&gt;L.3.1-4&lt;br&gt;L.3.6</td>
<td>Numbers Base Ten&lt;br&gt;3.NBT.3.3&lt;br&gt;4.NBT.4&lt;br&gt;4.NBT.5&lt;br&gt;5.NBT.5&lt;br&gt;5.NBT.7&lt;br&gt;Mathematical Practices&lt;br&gt;1-8</td>
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<td><strong>Session Three: Build a Business</strong>&lt;br&gt;Students identify the fundamental steps for starting a small business and develop a basic business plan. <strong>Objectives:</strong> Students will:&lt;br&gt;▪ Identify the basic steps for building a small business&lt;br&gt;▪ Develop a basic business plan</td>
<td><strong>North Carolina Guidance Standards</strong>&lt;br&gt;NCES.RED.CR.2.1 - Explore the activities performed and skills used in various occupations.&lt;br&gt;NCES.RED.SE.2 - Understand the relationship between self and others in the broader world&lt;br&gt;NCES.RED.C.1 - Use creative strategies to make decisions and solve problems</td>
<td>Reading for Information&lt;br&gt;RI.3.2-6&lt;br&gt;Reading Foundations&lt;br&gt;RF.3.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.3.1&lt;br&gt;SL.3.6&lt;br&gt;Language&lt;br&gt;L.3.1-4&lt;br&gt;L.3.6</td>
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<td><strong>Session Four: Run a Business</strong>&lt;br&gt;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>North Carolina Guidance Standards</strong>&lt;br&gt;NCES.RED.CR.2.1 - Explore the activities performed and skills used in various occupations.&lt;br&gt;NCES.RED.SE.2 - Understand the relationship between self and others in the broader world&lt;br&gt;NCES.RED.C.1 - Use creative strategies to make decisions and solve problems</td>
<td>Reading for Information&lt;br&gt;RI.3.1-5&lt;br&gt;RI.3.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.3.3-4&lt;br&gt;Writing&lt;br&gt;W.3.2-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.3.1-3&lt;br&gt;SL.3.6&lt;br&gt;Language&lt;br&gt;L.3.4&lt;br&gt;L.3.6</td>
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</table>
| **Session Five: Global Success**<br>The students explore the opportunities and challenges of global markets. | 3.E.1 Understand how economic decisions and resources affect the local economy. | Reading for Information<br>RI.3.1<br>RI.3.3-7<br>Reading Foundations<br>RF.3.3-4<br>Writing<br>W.3.3<br>Speaking and Listening<br>SL.3.1-2<br>SL.3.6<br>Language<br>L.3.1-4<br>L.3.6 | NA | **ELO**- Indicates a skill best supported by an Extended Learning Opportunity
## JA Career Exploration Fair K-2

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<td><strong>Pre-JA Career Exploration Fair Session: A Job to Do!</strong>&lt;br&gt;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.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;Students will:&lt;li&gt;Define careers.&lt;li&gt;Examine the jobs of family members.&lt;li&gt;Identify jobs within the community.</td>
<td>1.C&amp;G.1.1 Exemplify ways individuals and groups play a role in shaping communities.</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>&lt;br&gt;Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;Students will:&lt;li&gt;Observe speakers and the tools they use.&lt;li&gt;Identify the variety of careers people have in the community and how each job requires specific skills.&lt;li&gt;Express ideas and questions concerning the jobs people have.</td>
<td>1.C&amp;G.1.1 Exemplify ways individuals and groups play a role in shaping communities.</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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<tr>
<td><strong>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</strong>&lt;br&gt;Students reflect on their JA Career Exploration Fair experience.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;Students will:&lt;li&gt;Begin to identify a future career interest.</td>
<td>North Carolina Guidance Standards&lt;br&gt;EEE. CR.2.1 Identify personal preferences and interests that influence career choice and success.&lt;br&gt;EEE.CR.2.2 Exemplify (give examples of) how personal preferences and interests influence career choice and 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;Language&lt;br&gt;L 4&lt;br&gt;L 5&lt;br&gt;L 6</td>
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<tr>
<td>Session Descriptions</td>
<td>North Carolina Guidance Essential Standards</td>
<td>Common Core ELA</td>
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<tr>
<td>Pre-JA Career Exploration Fair Session: A Job for Everyone</td>
<td>North Carolina Guidance Standards</td>
<td>Foundation Skills</td>
</tr>
<tr>
<td>Students reflect on their interests and skills as they consider future careers.</td>
<td>EI.CR.1 Understand the meaning and importance of career self-awareness and career goals.</td>
<td>RF 3 RF 4</td>
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<tr>
<td></td>
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<td>Speaking and Listening</td>
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<td>SL 1 SL 6</td>
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<td>Language</td>
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<td>L 4 L 5 L 6</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>▪ Define careers.</td>
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<tr>
<td>▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace.</td>
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<tr>
<td>▪ Construct new understandings connected to prior knowledge.</td>
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<tr>
<td>The Day of the Fair</td>
<td>North Carolina Guidance Standards</td>
<td>Foundation Skills</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>EI.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.</td>
<td>RF 3 RF 4</td>
</tr>
<tr>
<td></td>
<td>EI.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.</td>
<td>Speaking and Listening</td>
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<td>SL 1 SL 3 SL 5 SL 6</td>
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<td>Language</td>
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<td>L 4 L 5 L 6</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>▪ Observe speakers and the tools they use.</td>
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<td>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</td>
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<tr>
<td>▪ Express how jobs require specific interests and skills.</td>
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<td>▪ Examine how school skills apply to career paths.</td>
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<tr>
<td>Post-JA Career Exploration Fair Activity: Someday I’ll Be…</td>
<td>North Carolina Guidance Standards</td>
<td>Foundation Skills</td>
</tr>
<tr>
<td>Students reflect on their JA Career Exploration Fair experience.</td>
<td>EI.CR.1 Understand the meaning and importance of career self-awareness and career goals.</td>
<td>RF 3 RF 4</td>
</tr>
<tr>
<td></td>
<td>EI.CR.2.2 Demonstrate knowledge about the changing workplace and its relationship to your interests, abilities, and aptitudes.</td>
<td>Writing</td>
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<td></td>
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<td>W.4 W.5 W.6</td>
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<tr>
<td>Students will:</td>
<td></td>
<td>Language</td>
</tr>
<tr>
<td>▪ Prepare a personal interest “resume.”</td>
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<td>L 4 L 5 L 6</td>
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<tr>
<td>Session Descriptions</td>
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<tr>
<td>Before the Event</td>
<td>North Carolina Guidance Standards</td>
<td>Foundational Skills</td>
</tr>
<tr>
<td>Students prepare questions for the speaker to answer.</td>
<td>EI.CR.1 Understand the meaning and importance of career self-awareness and career goals.</td>
<td>RF 1</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>EEE.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.</td>
<td>RF 2</td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>RF 3</td>
</tr>
<tr>
<td>- Identify skills and interests</td>
<td>North Carolina Guidance Standards</td>
<td>RF 4</td>
</tr>
<tr>
<td>- Explain how the speaker’s job helps people in the community</td>
<td>EEE.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td></td>
<td>North Carolina Guidance Standards</td>
<td>SL 1</td>
</tr>
<tr>
<td>Speaker Day: Invite a Career Speaker to Class</td>
<td>EEE.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.</td>
<td>SL 6</td>
</tr>
<tr>
<td>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</td>
<td>Foundational Skills RF 1</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>RF 2</td>
</tr>
<tr>
<td>Students will:</td>
<td>North Carolina Guidance Standards</td>
<td>RF 3</td>
</tr>
<tr>
<td>- Listen to a career speaker.</td>
<td>EEE.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.</td>
<td>RF 4</td>
</tr>
<tr>
<td>- Express how jobs require specific interests and skills.</td>
<td>Speaking and Listening SL 1</td>
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<tr>
<td>- Examine how interests and skills apply to careers.</td>
<td>SL 6</td>
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<td></td>
<td>North Carolina Guidance Standards</td>
<td>Language L 4</td>
</tr>
<tr>
<td>After the Event</td>
<td>EEE.CR.2 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.</td>
<td>L 5</td>
</tr>
<tr>
<td>Students reflect on what they learned during their preparation and the speaker event.</td>
<td>Foundational Skills RF 1</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>North Carolina Guidance Standards</td>
<td>RF 2</td>
</tr>
<tr>
<td>Students will:</td>
<td>EEE.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.</td>
<td>RF 3</td>
</tr>
<tr>
<td>- Recognize career clusters.</td>
<td>North Carolina Guidance Standards</td>
<td>RF 4</td>
</tr>
<tr>
<td>- Identify careers that relate to personal interests and skills.</td>
<td>EEE.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.</td>
<td>Writing W.4</td>
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<td>W.5</td>
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<td>W.6</td>
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