A Correlation:
NORTH CAROLINA
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 North Carolina Social Studies standards for grades K-5. When Extended Learning Opportunities within the curriculum directly support an academic standard 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)
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Social Studies Standards</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.C.1.1 Explain similarities in self and others. | 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.1-2  
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 Explain how families have needs and wants.  
K.G.2.2 Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.). | 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 Explain how families have needs and wants.  
K.E.1.2 Explain how jobs help people meet their needs and wants.  
K.C&G.1.1 Exemplify positive relationships through fair play and friendship. | 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 |
### Session Details

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<tr>
<td><strong>Session Four: A Penny Saved</strong>&lt;br&gt;Students are introduced to the concept of saving.</td>
<td>K.E.1.1 Explain how families have needs and wants.</td>
<td>Reading Foundations RF.K.1-4&lt;br&gt;Literature RL.K.1-4&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&lt;br&gt;Measurement and Data CC.2.4.K.A.4</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;Students will:</td>
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<tr>
<td>▪ Explain the importance of saving money&lt;br&gt;▪ Identify a savings goal&lt;br&gt;▪ Identify a place where people save money</td>
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<tr>
<td><strong>Session Five: A Penny Shared</strong>&lt;br&gt;Students are introduced to storybook characters and their plans to earn money for a worthy cause.</td>
<td>K.H.1.1 Explain how people change over time (self and others).&lt;br&gt;K.C&amp;G.1.1 Exemplify positive relationships through fair play and friendship.</td>
<td>Reading Foundations RF.K.1-4&lt;br&gt;Writing W.K.1,8&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</td>
<td>Counting and Cardinality CC.2.1.K.A.1-3</td>
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<td><strong>Objectives:</strong>&lt;br&gt;Students will:</td>
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<tr>
<td>▪ Explain the importance of giving&lt;br&gt;▪ Organize a chronological sequence of events</td>
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<tr>
<td><strong>Session One: All Kinds of Families</strong>&lt;br&gt;The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</td>
<td>1. C&amp;G.1.2 Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc.).&lt;br&gt;1. C.1 Understand the diversity of people in the local community.</td>
<td>Reading Literature RI.1&lt;br&gt;RI.1.3-4&lt;br&gt;RI.1.7,9,10&lt;br&gt;Reading Foundations RF.1.1-4&lt;br&gt;Writing W.1.2,5,8&lt;br&gt;Speaking &amp; Listening SL.1.1-2&lt;br&gt;SL.1.4-5&lt;br&gt;Language L.1.1-2&lt;br&gt;L.1.4</td>
<td><strong>Mathematical Practices</strong>&lt;br&gt;8</td>
</tr>
<tr>
<td><strong>Session Two: Money for Needs and Wants</strong>&lt;br&gt;Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</td>
<td>1. E.1.1 Summarize the various ways in which people earn and use money for goods and services.&lt;br&gt;1. E.1.2 Identify examples of goods and services in the home, school and community.</td>
<td>Reading for Information RI.1&lt;br&gt;RI.1.3-4&lt;br&gt;RI.1.6-7&lt;br&gt;RI.1.10&lt;br&gt;Reading Foundations RF.1.1-4&lt;br&gt;Speaking &amp; Listening SL.1.1-2&lt;br&gt;SL.1.4&lt;br&gt;Language L.1.1&lt;br&gt;L.1.4</td>
<td><strong>Measurement and Data</strong>&lt;br&gt;1.MD.C.4&lt;br&gt;<strong>Mathematical Practices</strong>&lt;br&gt;1-2&lt;br&gt;4-5&lt;br&gt;7-8</td>
</tr>
<tr>
<td><strong>Session Three: Businesses All Around the Neighborhood</strong>&lt;br&gt;Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</td>
<td>1. G.1 Use geographic representations, terms and technologies to process information from a spatial perspective.&lt;br&gt;1. G.2 Understand how humans and the environment interact within the local community.</td>
<td>Reading Foundations RF.1.1-4&lt;br&gt;Reading for Information RI.1&lt;br&gt;RI.1.3-4&lt;br&gt;RI.1.6-7&lt;br&gt;RI.1.10&lt;br&gt;Writing W.1.2,5,8&lt;br&gt;Speaking &amp; Listening SL.1.1-2&lt;br&gt;SL.1.4</td>
<td><strong>Measurement and Data</strong>&lt;br&gt;1.MD.C.4&lt;br&gt;<strong>Mathematical Practices</strong>&lt;br&gt;1-2&lt;br&gt;5-8</td>
</tr>
</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

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<tr>
<td>1. G.2 Understand how humans and the environment interact within the local community.</td>
<td>Reading Foundations RF.1.1-4</td>
<td>Mathematical Practices 1-2</td>
</tr>
<tr>
<td>1. E.1.2 Identify examples of goods and services in the home, school and community.</td>
<td>Reading for Information RI.1.6-7</td>
<td>4-5</td>
</tr>
<tr>
<td>1. C&amp;G.1.2 Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc.).</td>
<td>Writing W.1.5</td>
<td>7-8</td>
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<td>1.</td>
<td>Speaking &amp; Listening SL.1.1-2</td>
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<td>Language L.1.1-2</td>
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<td>L.1.4</td>
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</tbody>
</table>

## 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

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<tr>
<td>1. E.1.2 Identify examples of goods and services in the home, school and community.</td>
<td>Reading Foundations RF.1.1-4</td>
<td>Operations in Algebra OA. 1 ELO OA. 6-7</td>
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<tr>
<td></td>
<td>Reading for Information RI.1.1</td>
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<td>RI.1.3-4</td>
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<td>RI.1.6-7</td>
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<td>RI.1.10</td>
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<td></td>
<td>Writing W.1.2,5,8</td>
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<td>Speaking &amp; Listening SL.1.1-2</td>
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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 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.

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<td>2. G.1.1 Interpret maps of the school and community that contain symbols, legends and cardinal directions.</td>
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<td>2. G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).</td>
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**Common Core ELA**
- Reading Literature RL.2.1 RL.2.7
- Reading for Information RL.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

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

### Session Two: Sweet “O” Donuts

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

**Objectives:**

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

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<td>2. E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers.</td>
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<td>2. E.1.2 Explain the roles and impact producers and consumers have on the economy.</td>
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</table>

**Common Core ELA**
- Reading Foundations RF.2.3-4
- Writing W.2.2
- Speaking and Listening SL.2.1-6
- Language L.2.1-6

**Common Core Math**
- Operations and Algebraic Thinking OA.2.1
- Numbers Base Ten NBT.2.1-2
- Measurement and Data MD.2.7

### 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.

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**Common Core ELA**
- Reading for Information RL.2.1 RL.2.4 -5 RL.7
- Reading Foundations RF.2.3-4
- Speaking and Listening SL.2.1-4
- Language L.2.1-6

**Common Core Math**
- Operations and Algebraic Thinking OA.2.1
- Mathematical Practices 1-2 4-5 8
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<tr>
<td><strong>The Session Four: Let’s Vote!</strong></td>
<td>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</td>
<td>2. C&amp;G.2.2 Explain why it is important for citizens to participate in their community.</td>
<td>Reading Foundations RF.2.3 Writing W.2.2 W.2.7-8 Speaking and Listening SL.2.1-6 Language L.2.1</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>Students will:</td>
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<tr>
<td>▪ Apply a decision-making process.</td>
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<tr>
<td>▪ Recognize voting as a way responsible citizens act and contribute to meet a community’s needs.</td>
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<tr>
<td><strong>Session Five: Money Moves in a Community</strong></td>
<td>Students learn about money and how it moves through a community.</td>
<td>2. E.1.5 Explain how money is used for saving, spending, borrowing and giving.</td>
<td>Reading Literature RL.2.1 RL.2.4 RL.2.7 Reading for Information RL.2.1 RL.2.3 -5 RL.7 Reading Foundations RF.2.3 Speaking and Listening SL.2.1-4 Language L.2.1-6</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>▪ Identify coins and money terms.</td>
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<tr>
<td>▪ Describe how money flows through a community’s economy.</td>
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</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.

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<td>2. G.1.1 Interpret maps of the school and community that contain symbols, legends and cardinal directions.</td>
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<td>2. G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).</td>
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**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.

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<td>2. E.1.2 Explain the roles and impact producers and consumers have on the economy.</td>
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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.

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<td>2. E.1.5 Explain how money is used for saving, spending, borrowing and giving.</td>
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<td>2. E.1.6 Summarize the role of financial institutions relative to savings</td>
</tr>
</tbody>
</table>

### 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.

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<td>2. C&amp;G.2.2 Explain why it is important for citizens to participate in their community.</td>
</tr>
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</table>
### 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>2. E.1.5 Explain how money is used for saving, spending, borrowing and giving.</td>
<td></td>
<td>ELA Reading RL.2.1 RL.2.6 RI.2.1 RI 2.3-2.8 RF. 2.3-2.4 Writing W. 2.1 W.2.8 Speaking and Listening SL. 2.1-2.4 SL. 2.6 Language L.2.1-2.6</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></td>
<td>NA</td>
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</table>
## Session Descriptions

### Session One: Earn, Save, Spend, and Donate

Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.

**Objectives:**

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

#### Social Studies Standards

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<td>4.E.2.1 Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life.</td>
<td>Reading for Information RI.3.4-5</td>
</tr>
<tr>
<td>4.E.2.2 Explain how scarcity of personal financial resources affects the choices people make based on their wants and needs.</td>
<td>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</td>
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### 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.

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<td>4.E.2.1 Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life.</td>
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<tr>
<td>4.E.2.2 Explain how scarcity of personal financial resources affects the choices people make based on their wants and needs.</td>
<td>Reading Foundations RF.3.3-4 Writing W.3.7-8 ELO Speaking and Listening SL.3.1 SL.3.6 Language L.3.1 L.3.3 L.3.4</td>
</tr>
</tbody>
</table>

### Session Three: How Do I Become an Entrepreneur?

When entrepreneurs create businesses, they help keep cities alive and healthy.

**Objectives:**

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

#### Social Studies Standards

<table>
<thead>
<tr>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.E.2.1 Explain why people become entrepreneurs.</td>
<td>Reading for Information RI.3.1-5</td>
</tr>
<tr>
<td>3.E.2.2 Give examples of entrepreneurship in various regions of our state.</td>
<td>Reading Foundations RF.3.3-4 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.1 L.3.3-4</td>
</tr>
</tbody>
</table>

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

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

**Objectives:**

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

<table>
<thead>
<tr>
<th>Social Studies Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. E.2.1 Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life.</td>
<td>Reading for Information RL.3.1 RI.3.3-6</td>
<td>Operations in Algebra OA.3.8 OA.3.9</td>
</tr>
<tr>
<td>4. E.2.2 Explain how scarcity of personal financial resources affects the choices people make based on their wants and needs.</td>
<td>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>Numbers Base Ten NBT.3.2 Mathematical Practices 1-8</td>
</tr>
</tbody>
</table>

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

**Objectives:**

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

<table>
<thead>
<tr>
<th>Social Studies Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. G.1.1 Find absolute and relative locations of places within the local community and region</td>
<td>Reading for Information RL.3.1 RI.3.3-6</td>
<td>Operations in Algebra OA.3.8</td>
</tr>
<tr>
<td>3. G.1.4 Explain how the movement of goods, people and ideas impact the community.</td>
<td>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>Numbers Base Ten NBT.3.2 Mathematical Practices 1-7</td>
</tr>
<tr>
<td>Session Details</td>
<td>Social Studies Standards</td>
<td>Common Core ELA</td>
</tr>
<tr>
<td>-----------------</td>
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<td>-----------------</td>
</tr>
</tbody>
</table>
| **Session One: Be an Entrepreneur**  
Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.  
**Objectives:**  
Students will:  
- Recognize the impact entrepreneurs have on a region  
- Apply traits that are common to successful entrepreneurs to their own skills and abilities  
  
4. G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.  
4. E.1.4 Explain the impact of entrepreneurship on the economy of North Carolina.  
  
| 3. G.1.4 Explain how the movement of goods, people and ideas impact the community.  
4. G.1.2 Explain the impact that human activity has on the availability of natural resources in North Carolina.  
5. C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.  
  
| 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**  
Students are introduced to resources and, working in teams, use this information to create new businesses.  
**Objectives:**  
Students will:  
- Define natural, human, and capital resources  
- Describe how products and services use resources  
  
| 4. E.1.1 Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity and entrepreneurship.  
4. E.1.2 Understand how scarcity and choice in a market economy impact business decisions.  
  
| 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.4.4  
L.4.6  
  
| Mathematical Practices  
1-2  
4-7  
  |
| **Session Three: Hot Dog Stand Game**  
Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.  
**Objectives:**  
Students will:  
- Track the revenue and expenses of a business  
- Identify the fundamental tasks required to run a business  
- Explain the importance of keeping an accurate account of a business’s financial information  
  
| 4. E.1.1 Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity and entrepreneurship.  
4. E.1.2 Understand how scarcity and choice in a market economy impact business decisions.  
  
| 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.4.4  
L.4.6  
  
| Mathematical Practices  
1-2  
4-7  
  |
## JA Our Region

### Session Details | Social Studies Standards | Common Core ELA | Common Core Math
---|---|---|---
### 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

| 4. E.1.1 Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity and entrepreneurship. |
| Reading for Information RI.4.1 RI.4.3-4 RI.4.7 |

### 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

| 4. E.1.1 Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity and entrepreneurship. |
| Reading for Information RI.4.3-4 RI.4.7 |

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<table>
<thead>
<tr>
<th>Session Details</th>
<th>Social Studies Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: Free to Choose Your Work or Business</strong>&lt;br&gt;Students are introduced to the nation’s free market system and how it supports businesses and careers.&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;▪ Identify the characteristics of a free market economy&lt;br&gt;▪ Explain how pricing guides economic decisions</td>
<td>5. E.1 Understand how a market economy impacts life in the United States.</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 OA.5.2 Numbers Base Ten NBT.5.6-7</td>
</tr>
<tr>
<td><strong>Session Two: Innovation Nation</strong>&lt;br&gt;Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;▪ Define entrepreneur and entrepreneurship&lt;br&gt;▪ Describe resources and how entrepreneurs use them&lt;br&gt;▪ Explore STEM skills and the process of innovation</td>
<td>5. E.1.2 Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States.</td>
<td>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</td>
<td>Operations and Algebraic Thinking CC.2.2.5.A.1 Numbers Base Ten CC.2.1.5.B.2</td>
</tr>
<tr>
<td><strong>Session Three: Career Quest</strong>&lt;br&gt;Students learn about career clusters.&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;▪ Examine career groupings and the skills necessary for a variety of careers.</td>
<td>NA</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>Numbers Base Ten CC.2.1.5.B.2</td>
</tr>
<tr>
<td>Session Descriptions</td>
<td>Social Studies Standards</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
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</tr>
<tr>
<td>Session Four: Get and Keep the Job!</td>
<td>Students examine important work-readiness and behavioral skills needed for career success.</td>
<td>5. C&amp;G.2.4 Explain why civic participation is important in the United States.</td>
<td></td>
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<tr>
<td>Students will:</td>
<td>Students will:</td>
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<tr>
<td>• Identify the soft skills wanted by</td>
<td>• Identify the soft skills wanted by today’s employers</td>
<td></td>
<td></td>
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<tr>
<td>today’s employers</td>
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<tr>
<td>Session Five: Global Connections</td>
<td>Students explore how the United States is connected to the global economy.</td>
<td>5. E.1.1 Summarize the role of international trade between the United States and other countries through Reconstruction.]</td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td>Students will:</td>
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<td></td>
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<tr>
<td>• Discuss why businesses specialize</td>
<td>• Discuss why businesses specialize and trade</td>
<td></td>
<td></td>
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<tr>
<td>and trade</td>
<td>• Define opportunity cost</td>
<td></td>
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</tr>
<tr>
<td>Optional Supplement: Business</td>
<td>Students examine entrepreneurship, free enterprise, and business organization.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Students examine entrepreneurship, free enterprise, and business organization.</td>
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<tr>
<td>Students will:</td>
<td>Students will:</td>
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<tr>
<td>• Identify three basic ways businesses are organized.</td>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session Descriptions</td>
<td>Social Studies Standards</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>-----------------</td>
</tr>
</tbody>
</table>
| **Session One: The Money Garden** | 4. E.2.1 Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life.  
4. E.2.2 Explain how scarcity of personal financial resources affects the choices people make based on their wants and needs.  
5. E.2.2 Evaluate the costs and benefits of spending, borrowing and saving. | Reading for Information  
RL.3.1  
RL.3.3-4  
RI.3.6  
Reading Foundations  
RF.3.3-4  
Speaking and Listening  
SL.3.1  
SL.3.6  
Language  
L.3.1  
L.3.4  
L.3.4 | Numbers Base Ten  
3.NBT.2.2  
3.NBT.3.3  
4.NBT.4  
5.NBT.5  
5.NBT.7 |
| 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. | Students will:  
- Identify the role of money in everyday life  
- Explain the benefits of using a savings account |  | Mathematical Practices 1-8 |
| **Objectives:** |  |  |  |
| **Students will:** |  |  |  |
|  |  |  |  |
| **Session Two: Create a Business** | 3. E.2.1 Explain why people become entrepreneurs.  
3. E.2.2 Give examples of entrepreneurship in various regions of our state.  
4. E.1.4 Explain the impact of entrepreneurship on the economy [of North Carolina.] | 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 | Numbers Base Ten  
3.NBT.3.3  
4.NBT.4  
5.NBT.5  
5.NBT.7 |
| Students learn about the ways in which people's interests and skills can help them identify small businesses they can start. | Students will:  
- 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 |  | Mathematical Practices 1-8 |
| **Objectives:** |  |  |  |
| **Students will:** |  |  |  |
|  |  |  |  |
| **Session Three: Build a Business** | 3. E.2.1 Explain why people become entrepreneurs.  
3. E.2.2 Give examples of entrepreneurship in various regions of our state.  
4. E.1.2 Understand how scarcity and choice in a market economy impact business decisions. | 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 | Numbers Base Ten  
3.NBT.2.2  
3.NBT.3.3  
4.NBT.4  
4.NF.4.7  
5.NBT.5  
5.NBT.7 |
| Students identify the fundamental steps for starting a small business and develop a basic business plan. | Students will:  
- Identify the basic steps for building a small business  
- Develop a basic business plan |  | Mathematical Practices 1-2  
4-8 |

*ELO- Indicates a skill best supported by an Extended Learning Opportunity*
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</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  | 4. E.1.2 Understand how scarcity and choice in a market economy impact business decisions.  
4. E.2.2 Explain how scarcity of personal financial resources affects the choices people make based on their wants and needs. | 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  
5.NBT.5  
5.NBT.7  
Mathematical Practices 1-8 |
| **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. G.1.4 Explain how the movement of goods, people and ideas impact the community.  
5. E.1.1 Summarize the role of international trade between the United States and other countries [through Reconstruction.]  
5. G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations. | 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 |
# JA Career Exploration Fair K-2

## Session Descriptions

### Pre-JA Career Exploration Fair Session: A Job to Do!

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.

**Objectives:**

**Students will:**
- Define careers.
- Examine the jobs of family members.
- Identify jobs within the community.

**Academic Standards:**
- K.E.1.2 Explain how jobs help people meet their needs and wants.
- K.C&G.1.1 Exemplify positive relationships through fair play and friendship.

**Common Core ELA:**
- Foundational Skills
  - RF 1
  - RF 2
  - RF 3
- Writing
  - W 2
  - W 5
  - W 8
- Speaking and Listening
  - SL 1
  - SL 3
  - SL 4
  - SL 5
  - SL 6
- Language
  - L 4
  - L 5
  - L 6

### The Day of the Fair

Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.

**Objectives:**

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

**Academic Standards:**
- 1. E.1.1 Summarize the various ways in which people earn and use money for goods and services.

**Common Core ELA:**
- Foundational Skills
  - RF 1
  - RF 2
  - RF 3
- Writing
  - W.4
  - W.5
  - W.6
- Speaking and Listening
  - SL 1
  - SL 3
  - SL 4
  - SL 5
  - SL 6
- Language
  - L 4
  - L 5
  - L 6

### Post-JA Career Exploration Fair Activity: I Think I Want to Be...

Students reflect on their JA Career Exploration Fair experience.

**Objectives:**

**Students will:**
- Begin to identify a future career interest.

**Academic Standards:**
- Foundational Skills
  - RF 1
  - RF 2
  - RF 3
- Writing
  - W.4
  - W.5
  - W.6
- Language
  - L 4
  - L 5
  - L 6
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-JA Career Exploration Fair</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session: A Job for Everyone</strong></td>
<td></td>
<td></td>
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<tr>
<td>Students reflect on their interests and skills as they consider future careers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Define careers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Construct new understandings connected to prior knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Day of the Fair</strong></td>
<td></td>
<td></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></td>
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</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
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<tr>
<td><strong>Students will:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Observe speakers and the tools they use.</td>
<td></td>
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<tr>
<td>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Express how jobs require specific interests and skills.</td>
<td></td>
<td></td>
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<tr>
<td>▪ Examine how school skills apply to career paths.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Post-JA Career Exploration Fair Activity: Someday I’ll Be...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students reflect on their JA Career Exploration Fair experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Prepare a personal interest “resume.”</td>
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<td></td>
</tr>
<tr>
<td>▪ Begin to identify a future career interest.</td>
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<td></td>
</tr>
</tbody>
</table>

**Foundational Skills**
RF 3
RF 4
Speaking and Listening
SL 1
SL 6
Language
L 4
L 5
L 6

**Writing**
W.4
W.5
W.6

**Language**
L 4
L 5
L 6
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before the Event</strong></td>
<td></td>
<td>Foundational Skills</td>
</tr>
<tr>
<td>Students prepare questions for the speaker to answer.</td>
<td>RF 1</td>
<td>RF 2</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>RF 3</td>
<td>RF 4</td>
</tr>
<tr>
<td>Students will:</td>
<td>Speaking and Listening</td>
<td>SL 1</td>
</tr>
<tr>
<td>• Identify skills and interests</td>
<td>SL 6</td>
<td>Language</td>
</tr>
<tr>
<td>• Explain how the speaker’s job helps people in the community</td>
<td>L 4</td>
<td>L 5</td>
</tr>
<tr>
<td></td>
<td>L 6</td>
<td></td>
</tr>
<tr>
<td><strong>Speaker Day: Invite a Career Speaker to Class</strong></td>
<td>Foundational Skills</td>
<td>RF 1</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>RF 2</td>
<td>RF 3</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>RF 4</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>Students will:</td>
<td>SL 1</td>
<td>SL 6</td>
</tr>
<tr>
<td>• Listen to a career speaker.</td>
<td>SL 3</td>
<td>Language</td>
</tr>
<tr>
<td>• Express how jobs require specific interests and skills.</td>
<td>SL 5</td>
<td>L 4</td>
</tr>
<tr>
<td>• Examine how interests and skills apply to careers.</td>
<td>SL 6</td>
<td>L 5</td>
</tr>
<tr>
<td></td>
<td>L 6</td>
<td>L 6</td>
</tr>
<tr>
<td><strong>After the Event</strong></td>
<td>Foundational Skills</td>
<td>RF 1</td>
</tr>
<tr>
<td>Students reflect on what they learned during their preparation and the speaker event.</td>
<td>RF 2</td>
<td>RF 3</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>RF 4</td>
<td>Writing</td>
</tr>
<tr>
<td>Students will:</td>
<td>Writing</td>
<td>W.4</td>
</tr>
<tr>
<td>• Recognize career clusters.</td>
<td>W.5</td>
<td>Language</td>
</tr>
<tr>
<td>• Identify careers that relate to personal interests and skills.</td>
<td>W.6</td>
<td>L 4</td>
</tr>
<tr>
<td></td>
<td>L 5</td>
<td>L 6</td>
</tr>
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<td>L 6</td>
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</tbody>
</table>