



empowering young people to
own their economic success®

**A Correlation:
WISCONSIN
Academic Standards and
Junior Achievement
Elementary School Programs**

Updated November 2021
[Wisconsin 2018 Revised Social Studies Standards](#)
[Family and Consumer Science](#)
[Personal Financial Lite](#)

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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 Wisconsin Academic Standards for Social Studies; Personal Financial Literacy; the (WCCTS) Family and Consumer Science; as well as Common Core English Language Arts (ELA) and Common Core Mathematics.

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

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

JA Elementary School Programs

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

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

[*JA Our 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 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 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)

JA Ourselves

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify personal interests ▪ Consider the factors that determine their choices ▪ Define money 	<p>Economics</p> <p>SS.Econ1.b.2 Predict a person’s change in behavior in response to different potential rewards.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Writing W.K.1-2,8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.2</p>
<p>Session Two: Do I Need What I Want?</p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the difference between needs and wants ▪ Create a simple chart 	<p>Economics</p> <p>SS.Econ1.a.1 Differentiate between a “want” and a “need”.</p> <p>SS.Econ1.b.2 Predict a person’s change in behavior in response to different potential rewards.</p> <p>Personal Financial Literacy</p> <p>FM2.c.e Identify external influences (e.g., peers, family, or community) that may affect what someone wants.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Literature RL.K.1,4 RL.K.7</p> <p>Speaking and Listening SL.K.1-3 SL.K.6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.3</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the role of money in society ▪ Identify jobs they can do to earn money 	<p>Economics</p> <p>SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>SS.Econ3.b.1 Categorize types of money (e.g., coins, bills), and explain why money is used.</p> <p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.</p> <p>Personal Financial Literacy</p> <p>EE1.b.e Identify ways people earn money.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.2,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

JA Ourselves

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: A Penny Saved</p> <p>Students are introduced to the concept of saving.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of saving money ▪ Identify a savings goal ▪ Identify a place where people save money 	<p>Economics</p> <p>SS.Econ3.b.1 Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save.</p> <p>Personal Financial Literacy</p> <p>MM1.b.e Identify that there are three ways you can use money - save, [spend, and give.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Literature RL.K.1-4</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p>Session Five: A Penny Shared</p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving ▪ Organize a chronological sequence of events 	<p>Economics</p> <p>SS.Econ4.d.1 Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.1,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: All Kinds of Families</p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Begin to understand the similarities and differences between families ▪ Recognize the importance of businesses in neighborhoods 	<p>Behavioral Sciences</p> <p>SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments.</p> <p>SS.BH2.a.K-1 Describe how groups of people are alike and different.</p> <p>SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.</p>	<p>Reading Literature</p> <p>RI.1.1</p> <p>RI.1.3-4</p> <p>RI.1.7,9,10</p> <p>Reading Foundations</p> <p>RF.1.1-4</p> <p>Writing</p> <p>W.1.2,5,8</p> <p>Speaking & Listening</p> <p>SL.1.1-2</p> <p>SL.1.4-5</p> <p>Language</p> <p>L.1.1-2</p> <p>L.1.4</p>	<p>Mathematical Practices</p> <p>8</p>
<p>Session Two: Money for Needs and Wants</p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the difference between needs and wants ▪ Explain that families must earn money for the things they need and want 	<p>Economics</p> <p>SS.Econ1.a.1 Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country.</p>	<p>Reading for Information</p> <p>RI.1.1</p> <p>RI.1.3-4</p> <p>RI.1.6-7</p> <p>RI.1.10</p> <p>Reading Foundations</p> <p>RF.1.1-4</p> <p>Speaking & Listening</p> <p>SL.1.1-2</p> <p>SL.1.4</p> <p>Language</p> <p>L.1.1</p> <p>L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>
<p>Session Three: Businesses All Around the Neighborhood</p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, goods, and services ▪ Interpret map symbols ▪ Identify the goods or services businesses provide 	<p>Economics</p> <p>SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>Geography</p> <p>SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, [photographs, and other representations.]</p> <p>SS.Geog2.a.K-1 Analyze where and why people live in certain places.</p>	<p>Reading Foundations</p> <p>RF.1.1-4</p> <p>Reading for Information</p> <p>RI.1.1</p> <p>RI.1.3-4</p> <p>RI.1.6-7</p> <p>RI.1.10</p> <p>Writing</p> <p>W.1.2,5,8</p> <p>Speaking & Listening</p> <p>SL.1.1-2</p> <p>SL.1.4</p> <p>Language</p> <p>L.1.1-2</p> <p>L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>5-8</p>

JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Jobs All Around the Neighborhood</p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the jobs people do ▪ Analyze their own skills to determine ways they can support family members 	<p>Economics</p> <p>SS.Econ2.b.2 Define product market and categorize prices of products in a local market.</p> <p>SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.</p> <p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.6-7</p> <p>Writing W.1.5</p> <p>Speaking & Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 1-2 4-5 7-8</p>
<p>Session Five: A New Business</p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>Economics</p> <p>SS.Econ4.a.2Hypothesize how a good gets to the local community market.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7</p> <p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 2-4 7-8</p>

JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: People in a Community Working Together</p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Behavioral Science</p> <p>SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments.</p> <p>SS.BH2.a.K-1 Describe how groups of people are alike and different.</p> <p>SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.</p> <p>Economics</p> <p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.</p> <p>Geography</p> <p>SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.</p> <p>SS.Geog4.a.2 Categorize characteristics of the local community.</p>	<p>Reading Literature RL.2.1 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Geometry G.2.2</p> <p>Mathematical Practices 4</p>
<p>Session Two: Sweet “O” Donuts</p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Economics</p> <p>SS.Econ1.b.2 Predict a person’s change in behavior in response to different potential rewards.</p> <p>SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.</p> <p>WCCTS Career Development</p> <p>CD1.c.3.e: Demonstrate cooperative behavior in groups.</p> <p>CD4.a.1.e: Identify behaviors that demonstrate self-discipline, self- worth, positive attitude and integrity.</p>	<p>Reading Foundations RF.2.3-4</p> <p>Writing W.2.2</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7</p>

JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Three: Business and Government Jobs</p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Locate businesses and identify government careers. ▪ Explain how taxation supports government services. 	<p>Behavioral Science SS.BH2.a.K-1 Describe how groups of people are alike and different.</p> <p>Economics SS.Econ4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.</p> <p>Geography SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.</p> <p>Personal Financial Literacy MM2.b.e Recognize that items of value, including money, can be earned and exchanged for goods and services.</p> <p>WCCTS Career Development CD2.b.1.e: Set realistic expectations for work and achievement.</p>	<p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Mathematical Practices 1-2 4-5 8</p>
<p>The Session Four: Let's Vote!</p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Apply a decision-making process. ▪ Recognize voting as a way responsible citizens act and contribute to meet a community's needs. 	<p>Economics SS.Econ4.d.1 Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).</p> <p>WCCTS CD1.d.1.e: Define what a decision is and how decisions can be made. 4C1.a.1.e: Recognize that there can be multiple ways to solve a problem. 4C2.a.2.e: Explain problems, decisions and opportunities faced by individuals and communities.</p> <p>Political Science SS.PS3.a.1 Describe and explain the effect an action has on members of a group. Express an opinion and vote on a topic in their lives.</p>	<p>Reading Foundations RF.2.3</p> <p>Writing W.2.2 W.2.7-8</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1</p>	<p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 2 4</p>

JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Five: Money Moves in a Community</p> <p>Students learn about money and how it moves through a community.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify coins and money terms. ▪ Describe how money flows through a community's economy. 	<p>Economics</p> <p>SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>SS.Econ2.b.2 Define product market and categorize prices of products in a local market.</p> <p>SS.Econ3.a.1 Identify the cost of everyday goods.</p> <p>S.Econ3.b.1 Categorize types of money (e.g., coins, bills), and explain why money is used.</p>	<p>Reading Literature RL.2.1 RL.2.4 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.3 -5 RI.7</p> <p>Reading Foundations RF.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 1-2 5-7</p>

JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Earn, Save, Spend, and Donate</p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the four choices we have with money. ▪ Define deposits and withdrawals. 	<p>Economics</p> <p>S.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or non-renewable).</p> <p>SS.Econ3.b.5 Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.</p> <p>Geography</p> <p>SS.Geog1. b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2^{ELO} W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p>Session Two: Invisible Money</p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define goods and services. ▪ Explain how people spend money. ▪ Recognize methods of payment and whether they are readily visible or invisible. 	<p>Economics</p> <p>SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services.</p> <p>SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.</p> <p>SS.Econ3.b.5 Describe the role of money, banking and savings n everyday life including why people borrow money [and the role of interest]</p> <p>Personal Financial Literacy</p> <p>PFL.CD2.a.m Differentiate between cash, check, credit card, and debit card.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>
<p>Session Three: How Do I Become an Entrepreneur?</p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, producer, and consumer. ▪ Explain the need for a business plan. ▪ Discuss the ways in which entrepreneurs help a city. 	<p>Economics</p> <p>SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.</p> <p>WCCTS</p> <p>4C1.a.1.e: Recognize that there can be multiple ways to solve a problem.</p> <p>4C1.a.2.e: Explain how human needs and desires drive innovation.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-2 4-8</p>

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

JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Money Choices Make the City Go Round</p> <p>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.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Economics</p> <p>SS.Econ1.b.4 Infer potential incentives in a real-world situation.</p> <p>SS.Econ4.b.4-5 Assess the role of economic institutions (e.g., banks, government) in helping individuals and society.</p> <p>SS.Econ4.c.5 Discuss reasons a government taxes people.</p> <p>Personal Financial Literacy</p> <p>PFL.S11.c.i Explain how people make spending and saving choices to meet personal savings goals.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8 OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Let’s Build a City</p> <p>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.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe how personal choices make a city a good place to live, work, play, and go to school. 	<p>Economics</p> <p>SS.Econ4.b.4-5 Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).</p> <p>Geography</p> <p>SS.Geog1.a.4 -5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)</p> <p>SS.Geog2.d.4-5 Summarize positive and negative factors of cities.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1,3,4</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Be an Entrepreneur</p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the impact entrepreneurs have on a region ▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities 	<p>Economics</p> <p>SS.Econ1.b.4 Infer potential incentives in a real-world situation.</p> <p>WCCTS</p> <p>4C1.a.2e: Explain how human needs and desires drive innovation.</p> <p>4C1.b.1.e: Recognize that an individual’s background and experiences influence their perspective of problems and solutions.</p> <p>CD1.a.1.e: Identify individual likes and dislikes related to utilizing skills and abilities.</p> <p>MF8.a: Describe the role and function of entrepreneurship.</p>	<p>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4-7</p>
<p>Session Two: Resources–Tools for Entrepreneurs</p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define natural, human, and capital resources ▪ Describe how products and services use resources 	<p>Economics</p> <p>S.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or non-renewable).</p> <p>SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.</p> <p>Geography</p> <p>SS.Geog3.a.5 Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.</p>	<p>Reading for Information RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-5</p> <p>Language L.4.3-4 L.4.1-6</p>	<p>Mathematical Practices 1-2 4-8</p>

JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session Three: Hot Dog Stand Game</p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Economics</p> <p>SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.</p> <p>SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.</p>	<p>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</p>	<p>NBT 4.4 NF.4.7 Mathematical Practices 1-7</p>

JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Entrepreneurs Solve Problems</p> <p>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.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate the problem-solving process ▪ Identify the potential risks and rewards in making ▪ business decisions 	<p>Economics SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.</p> <p>Personal Financial Literacy PFL.SI2.c.m Identify factors that influence financial investment planning (e.g., age, income, liabilities, assets, goals, family size, or risk tolerance).</p> <p>WCCTS 4C1.a.1.e: Recognize that there can be multiple ways to solve a problem. 4C2.a.2.e: Explain problems, decisions and opportunities faced by individuals and communities.</p>	<p>Reading for Information RI.4.1 RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-2 SL.4.4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4 6-7</p>
<p>Session Five: Entrepreneurs Go Global</p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Apply the supply chain to a manufacturing example ▪ Explain how resource providers, businesses, and consumers are interdependent 	<p>Economics SS.Econ4.a.3 Trace the chain of supply for a needed product.</p> <p>Personal Financial Literacy PFL.FM2.c.i Explain ways financial decisions are influenced by external factors.</p> <p>Geography SS.Geog1.a.4 -5 Summarize how location (absolute and relative) affects people, places, and environment.. SS.Geog3.a.5 Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level. SS.Geog3.b.4 Classify various ways that people and countries depend on one another.</p>	<p>Reading for Information RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1-4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>

JA Our Nation

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Free to Choose Your Work or Business</p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the characteristics of a free market economy ▪ Explain how pricing guides economic decisions 	<p>Economics</p> <p>SS.Econ1.b.4 Infer potential incentives in a real world situation.</p> <p>SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision.</p> <p>SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.</p> <p>Personal Financial Literacy</p> <p>PFL.FM2.c.i Explain ways financial decisions are influenced by external factors.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</p>
<p>Session Two: Innovation Nation</p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur and entrepreneurship ▪ Describe resources and how entrepreneurs use them ▪ Explore STEM skills and the process of innovation 	<p>Economics</p> <p>SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services.</p> <p>WCCTS</p> <p>4C1.a.4.m: Analyze elements of a problem to develop creative solutions.</p> <p>4C1.b.6.m: Explain how multiple people and perspectives can improve an existing product or process better than an individual.</p> <p>4C3.b.4.m: Use idea generating practices as part of a group.</p> <p>CD2.b.3.e: Explore local and regional labor market and job growth information.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Examine career groupings and the skills necessary for a variety of careers. 	<p>Personal Financial Literacy</p> <p>PFL.EE1.b.m Evaluate specific examples of intrinsic and extrinsic rewards for a specific career (e.g., salary, flexibility, family time, or goodwill). Compare and contrast employment choices based on intrinsic and extrinsic factors (e.g., salary, flexibility, family time, or goodwill).</p> <p>WCCTS</p> <p>CD1.a.1.e: Identify individual likes and dislikes related to utilizing skills and abilities.</p> <p>CD1.c.3.e: Demonstrate cooperative behavior in groups.</p> <p>CD3.a.1.e: Locate, evaluate and interpret career information.</p> <p>CD3.a.2.e: Discuss and explain behaviors and decisions that reflect interests, likes and dislikes.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Numbers Base Ten CC.2.1.5.B.2</p>

JA Our Nation

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Get and Keep the Job!</p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the soft skills wanted by today's employers 	<p>Personal Financial Literacy</p> <p>PFL.EE2.a.i Assess different types of jobs, based on the skills associated with each job. Interpret career information.</p> <p>WCCTS</p> <p>CD3.a.3.e: Give examples of positive personal characteristics.</p> <p>CD3.b.1.e: Describe why people work and how aspects of the work environment affect lifestyle.</p> <p>CD4.a.1.e: Identify behaviors that demonstrate self-discipline, self-worth, positive attitude and integrity.</p> <p>CD4.a.2.e: Describe positive work-qualities typically desired in each of the career cluster's pathways.</p> <p>CD4.b.1.e: Identify the qualities employers may seek in a candidate.</p>	<p>Reading for Information</p> <p>RI.5.1-2</p> <p>RI.5.4</p> <p>RI.5.7</p> <p>Reading Foundations</p> <p>RF.5.3-4</p> <p>Writing</p> <p>WS.5.2</p> <p>WS.5.4</p> <p>Speaking and Listening</p> <p>SL.5.1-4</p> <p>SL.5.6</p> <p>Language</p> <p>L.5.1-5</p>	<p>Operations and Algebraic Thinking</p> <p>CC.2.2.5.A.1</p> <p>Numbers Base Ten</p> <p>CC.2.1.5.B.2</p>
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Discuss why businesses specialize and trade ▪ Define opportunity cost 	<p>Economics</p> <p>SS.Econ5.a.3 Compare and contrast specialization in two or more regions.</p> <p>Geography</p> <p>SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment.</p>	<p>Reading for Information</p> <p>RI.5.1-2</p> <p>RI.5.4</p> <p>RI.5.7</p> <p>Reading Foundations</p> <p>RF.5.3-4</p> <p>Speaking and Listening</p> <p>SL.5.1-4</p> <p>SL.5.6</p> <p>Language</p> <p>L.5.1-5</p>	<p>NA</p>
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify three basic ways businesses are organized. 	<p>NA</p>	<p>Speaking and Listening</p> <p>SL.5.1-4</p> <p>Language</p> <p>L.5.1,5</p>	<p>NA</p>

JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: The Money Garden</p> <p>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.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the role of money in everyday life ▪ Explain the benefits of using a savings account 	<p>Economics</p> <p>SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision.</p> <p>SS.Econ1.b.2 Predict a person’s change in behavior in response to different potential rewards.</p> <p>SS.Econ3.b.5 Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.</p> <p>Personal Financial Literacy</p> <p>PFL.S11.a.m Compare and contrast places that can be used to save money. Describe ways to decrease expenses in order to increase savings. Compare pay yourself first to living paycheck to paycheck. Explain why saving is a prerequisite to investing.</p>	<p>Reading for Information RI.3.1 RI.3.3-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1 L.3.4 L.3.4</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Two: Create a Business</p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Economics</p> <p>SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services.</p>	<p>Reading for Information RI.3.2-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Three: Build a Business</p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the basic steps for building a small business ▪ Develop a basic business plan 	<p>Economics</p> <p>SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.</p> <p>SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services.</p>	<p>Reading for Information RI.3.2-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NF.4.7</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-2 4-8</p>

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

JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Run a Business</p> <p>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.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain why financial institutions lend money ▪ Explain decision making and the traits of trustworthy borrowers ▪ Record and track financial gains and losses 	<p>Economics</p> <p>SS.Econ3.b.5 Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.</p>	<p>Reading for Information RI.3.1-5 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explore reasons why businesses import and export goods ▪ Describe the economic considerations related to selling in a global market ▪ Define opportunity cost 	<p>Economics</p> <p>SS.Econ4.e.3 Compare and contrast specialization in two or more regions.</p> <p>Geography</p> <p>SS.Geog3.b.4 Classify various ways that people and countries depend on one another.</p>	<p>Reading for Information RI.3.1 RI.3.3-7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.3</p> <p>Speaking and Listening SL.3.1-2 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	

JA Career Exploration Fair K-2

Session Descriptions	Academic Standards	Common Core ELA
<p>Pre-JA Career Exploration Fair Session: A Job to Do!</p> <p>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.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Examine the jobs of family members. ▪ Identify jobs within the community. 	<p>Personal Finance Literacy PFL.EE2.a.e Identify skills needed for different types of jobs. Discover the different skills associated with various job or career fields (e.g., what skills are needed to be a plumber, teacher, dentist, firefighter or store manager).</p> <p>Economics SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</p> <p>WCCTS CD3.b.1.e: Describe why people work and how aspects of the work environment affect lifestyle</p> <p>Inquiry Practices and Processes SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>Geography SS.Geog2.b.2 Explain why people have moved to and away from their community.</p>	<p>Foundational Skills RF 1 RF 2 RF 3</p> <p>Writing W 2 W 5 W 8</p> <p>Speaking and Listening SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>

JA Career Exploration Fair K-2

Session Descriptions	Academic Standards	Common Core ELA
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Personal Finance Literacy</p> <p>PFL.EE2.a.e Identify skills needed for different types of jobs. Discover the different skills associated with various job or career fields (e.g., what skills are needed to be a plumber, teacher, dentist, firefighter or store manager).</p> <p>Economics</p> <p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.</p> <p>WCCTS</p> <p>CD1.c.1.e: Identify when it is appropriate to listen and when it is appropriate to speak.</p> <p>CD2.b.3.e: Explore local and regional labor market and job growth information.</p> <p>CD3.a.1.e: Locate, evaluate and interpret career information</p> <p>Geography</p> <p>SS.Geog2.b.2 Explain why people have moved to and away from their community.</p> <p>History</p> <p>SS.Hist2.b.e Identify patterns of change to self, family, and community over time.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 4</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Begin to identify a future career interest. 	<p>Economics</p> <p>SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</p> <p>WCCTS</p> <p>CD1.a.1.e: Identify individual likes and dislikes related to utilizing skills and abilities.</p> <p>CD3.a.4.e: Identify career opportunities of interest; match personal interests and aptitudes.</p> <p>Geography</p> <p>SS.Geog2.b.2 Explain why people have moved to and away from their community.</p> <p>History</p> <p>SS.Hist2.b.e Identify patterns of change to self, family, and community over time.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>

JA Career Exploration Fair 3-5

Session Descriptions	Academic Standards	Common Core ELA
<p>Pre-JA Career Exploration Fair Session: A Job for Everyone</p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Inquiry Practices and Processes</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>Personal Finance Literacy</p> <p>PFL.EE2.a.i Assess different types of jobs, based on the skills associated with each job. Interpret career information.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Inquiry Practices and Processes</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>Personal Finance Literacy</p> <p>PFL.EE2.a.i Assess different types of jobs, based on the skills associated with each job. Interpret career information.</p> <p>Economics</p> <p>SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services.</p> <p>WCCTS</p> <p>CD1.c.1.e: Identify when it is appropriate to listen and when it is appropriate to speak.</p> <p>CD2.b.3.e: Explore local and regional labor market and job growth information.</p> <p>CD3.a.1.e: Locate, evaluate and interpret career information.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 3 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p>Post-JA Career Exploration Fair Activity: Someday I'll Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Prepare a personal interest "resume." ▪ Begin to identify a future career interest. 	<p>Personal Finance Literacy</p> <p>PFL.EE2.a.i Assess different types of jobs, based on the skills associated with each job. Interpret career information.</p> <p>WCCTS</p> <p>CD1.a.1.e: Identify individual likes and dislikes related to utilizing skills and abilities.</p> <p>CD3.a.4.e: Identify career opportunities of interest; match personal interests and aptitudes.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 6</p>

JA Career Speaker Series K-5

Session Descriptions	Academic Standards	Common Core ELA
<p>Before the Event</p> <p>Students prepare questions for the speaker to answer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests ▪ Explain how the speaker’s job helps people in the community 	<p>Economics</p> <p>SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</p> <p>Inquiry Practices and Processes</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>Personal Finance Literacy</p> <p>PFL.EE2.a.i Assess different types of jobs, based on the skills associated with each job. Interpret career information.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</p>
<p>Speaker Day: Invite a Career Speaker to Class</p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Listen to a career speaker. ▪ Express how jobs require specific interests and skills. ▪ Examine how interests and skills apply to careers. 	<p>Economics</p> <p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.</p> <p>WCCTS</p> <p>CD3.a.4.e:Identify career opportunities of interest; match personal interests and aptitudes.</p> <p>Inquiry Practices and Processes</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>Personal Finance Literacy</p> <p>PFL.EE2.a.i Assess different types of jobs, based on the skills associated with each job. Interpret career information.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 3 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</p>
<p>After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize career clusters. ▪ Identify careers that relate to personal interests and skills. 	<p>Economics</p> <p>SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</p> <p>SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services.</p> <p>WCCTS</p> <p>CD4.c.1.e:Recognize the appropriate behavior and communication skills necessary in adult interactions.</p> <p>CD3.b.1.e:Describe why people work and how aspects of the work environment affect lifestyle.</p> <p>Inquiry Practices and Processes</p> <p>SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>Personal Finance Literacy</p> <p>PFL.EE2.a.i Assess different types of jobs, based on the skills associated with each job. Interpret career information.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L 4 L 5 L 6</p>