

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



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[Colorado Social Studies 2020](#)

[Colorado Essential Skills](#)

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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 Colorado Academic Standards for Social Studies, developed 2020, and the Colorado Essential Skills, as well as Common Core standards for English Language Arts and Math for grades K-5. Note that with the Essential Skills, the Advanced Beginner and Strategic Learner levels have been used.

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

## JA Elementary School Learning Experiences

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

[JA Our Families](#)<sup>®</sup> 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](#)<sup>®</sup> 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](#)<sup>®</sup> 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](#)<sup>®</sup> 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](#)<sup>®</sup> 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](#)<sup>®</sup> 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](#)<sup>®</sup> 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](#)<sup>®</sup> is an event where students learn about a range of career options across multiple career clusters. (Grades K-5)

[JA Career Speakers Series](#)<sup>™</sup> 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	Social Studies Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session One: This or That? Make a Choice</b></p> <p>Students practice economics by making personal choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify personal interests</li> <li>▪ Consider the factors that determine their choices</li> <li>▪ Define money</li> </ul>	<p>SS.K.3.1 Explain how individuals make choices based on wants and needs.</p> <p>SS.K.5.1 Describe choices people make about how to use the money they earn.</p>	<p>Recognize that problems can be identified, and possible solutions can be created when making choices (<b>Critical Thinking and Analysis</b>)</p> <p>Make personal financial decisions based on spending options (<b>Self-Advocacy and Initiative</b>).</p> <p>Determine how to spend money depending on values and choices (<b>Self-Advocacy and Initiative</b>).</p> <p>Demonstrate curiosity, imagination, and eagerness to learn more (<b>Creativity and Innovation</b>).</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><b>Session Two: Do I Need What I Want?</b></p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the difference between needs and wants</li> <li>▪ Create a simple chart</li> </ul>	<p>SS.K.3.1 Explain how individuals make choices based on wants and needs</p> <p>SS.K.5.1 Describe choices people make about how to use the money they earn.</p>	<p>Recognize that problems can be identified, and possible solutions can be created when making choices (<b>Critical Thinking and Analysis</b>)</p> <p>Make personal financial decisions based on spending options (<b>Self-Advocacy and Initiative</b>).</p> <p>Determine how to spend money depending on values and choices (<b>Self-Advocacy and Initiative</b>).</p> <p>Demonstrate curiosity, imagination, and eagerness to learn more (<b>Creativity and Innovation</b>).</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>

# JA Ourselves

Session Details	Social Studies Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session Three: A Penny Earned</b></p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the role of money in society</li> <li>Identify jobs they can do to earn money</li> </ul>	<p>SS.K.5.1 Describe choices people make about how to use the money they earn.</p>	<p>Make personal financial decisions based on spending options (<b>Self-Advocacy and Initiative</b>).</p> <p>Determine how to spend money depending on values and choices (<b>Self-Advocacy and Initiative</b>).</p> <p>Demonstrate curiosity, imagination, and eagerness to learn more (<b>Creativity and Innovation</b>).</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>
<p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the importance of saving money</li> <li>Identify a savings goal</li> <li>Identify a place where people save money</li> </ul>	<p>N/A</p>	<p>N/A</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><b>Session Five: A Penny Shared</b></p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the importance of giving</li> <li>Organize a chronological sequence of events</li> </ul>	<p>SS.1.1.1 Ask questions and discuss ideas about patterns and chronological order of events from the past.</p>	<p>Recognize and describe cause-and-effect relationships and patterns from the past (<b>Critical Thinking and Analysis</b>).</p> <p>Demonstrate curiosity about patterns from the past (<b>Creativity and Innovation</b>).</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 Details	Social Studies Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session One: All Kinds of Families</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to understand the similarities and differences between families</li> <li>▪ Recognize the importance of businesses in neighborhoods</li> </ul>	<p>SS.1.2.2 Describe the characteristics of a community and how they are influenced by the environment.</p>	<p>Identify and reflect upon personal connections to one or more families within the community (<b>Social Awareness</b>).</p> <p>Make observations and draw conclusions about the relationship between groups of people and their surroundings (<b>Social Awareness</b>).</p>	<p>Reading Literature RI.1.1 RI.1.3-4 RI.1.7,9,10</p> <p>Reading Foundations RF.1.1-4</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 8</p>
<p><b>Session Two: Money for Needs and Wants</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the difference between needs and wants</li> <li>▪ Explain that families must earn money for the things they need and want</li> </ul>	<p>SS.1.3.1 Understand that individuals work in different types of jobs to earn an income.</p> <p>SS.1.5.1 Plan how to spend, share, and save money.</p>	<p>Ask questions to learn more about careers and other life pursuits (<b>Career Awareness</b>).</p> <p>Demonstrate an understanding of cause and effect related to personal decisions such as jobs (<b>Self-Awareness</b>).</p> <p>Consider how to earn, spend, share, and save money knowing funds in any scenario are limited (<b>Critical Thinking and Analysis</b>).</p> <p>Determine different choices they can make with their money and how those choices may affect others (<b>Critical Thinking and Analysis</b>).</p>	<p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Reading Foundations RF.1.1-4</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 4-5 7-8</p>

# JA Our Families

Session Details	Social Studies Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session Three: Businesses All Around the Neighborhood</b></p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, goods, and services</li> <li>▪ Interpret map symbols</li> <li>▪ Identify the goods or services businesses provide</li> </ul>	<p>SS.1.2.1 Use geographic terms and tools to describe places and spaces.</p> <p>SS.1.2.2 Describe the characteristics of a community and how they are influenced by the environment.</p> <p>SS.1.3.1 Understand that individuals work in different types of jobs to earn an income.</p>	<p>Identify key attributes of a variety of geographic tools. For example: Globes, maps, and GPS (<b>Data Literacy</b>).</p> <p>Find information using geographic technologies (<b>Critical Thinking and Analysis</b>).</p> <p>Identify and reflect upon personal connections to one or more families within the community (<b>Social Awareness</b>).</p> <p>Make observations and draw conclusions about the relationship between groups of people and their surroundings (<b>Social Awareness</b>).</p> <p>Ask questions to learn more about careers and other life pursuits (<b>Career Awareness</b>).</p> <p>Demonstrate an understanding of cause and effect related to personal decisions such as jobs (<b>Self-Awareness</b>).</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 &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 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>
<p><b>Session Four: Jobs All Around the Neighborhood</b></p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the jobs people do</li> <li>▪ Analyze their own skills to determine ways they can support family members</li> </ul>	<p>SS.1.3.1 Understand that individuals work in different types of jobs to earn an income.</p>	<p>Ask questions to learn more about careers and other life pursuits (<b>Career Awareness</b>).</p> <p>Demonstrate an understanding of cause and effect related to personal decisions such as jobs (<b>Self-Awareness</b>).</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 &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>

# JA Our Families

Session Details	Social Studies Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session Five: A New Business</b></p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</li> </ul>	N/A	N/A	<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 &amp; Listening SL.1.1-2</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 Details	Social Studies Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session One: People in a Community Working Together</b></p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe a community.</li> <li>State how people contribute to and benefit from a community.</li> <li>Identify the variety of jobs in a community and how each requires specific skills.</li> </ul>	<p>SS.2.1.2 Describe how people of various cultures influence neighborhoods and communities over time.</p>	<p>Recognize and describe cause-and-effect relationships and patterns in everyday experiences (<b>Critical Thinking and Analysis</b>).</p> <p>Recognize and describe patterns within and between neighborhoods and communities (<b>Critical Thinking and Analysis</b>).</p> <p>Investigate to make observations and draw conclusions about neighborhoods and communities (<b>Critical Thinking and Analysis</b>).</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><b>Session Two: Sweet “O” Donuts</b></p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define the terms produce, product, production, goods, and services.</li> <li>Apply innovation to the production process.</li> <li>Explain that people in a community earn money by performing work.</li> </ul>	<p>SS.2.3.1 Explain how scarcity of resources means individuals may not have access to the goods and services they want or need.</p>	<p>Demonstrate an understanding of cause and effect related to personal decisions (<b>Critical Thinking and Analysis</b>).</p> <p>Recognize problems that arise from scarcity and their respective solutions (<b>Critical Thinking and Analysis</b>).</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>
<p><b>Session Three: Business and Government Jobs</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Locate businesses and identify government careers.</li> <li>Explain how taxation supports government services.</li> </ul>	<p>SS.2.2.1 Use geographic terms and tools to locate and describe spatial patterns and places.</p>	<p>Identify key attributes of a variety of geographic tools. For example: Globes, maps, and a compass rose (<b>Data Literacy</b>).</p> <p>Find information using geographic technologies. For example: GPS and satellite imagery (<b>Critical Thinking and Analysis</b>).</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>



# JA Our Community

Session Details	Social Studies Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>The Session Four: Let's Vote!</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply a decision-making process.</li> <li>▪ Recognize voting as a way responsible citizens act and contribute to meet a community's needs.</li> </ul>	<p>SS.2.4.1 Investigate ways in which ideas and actions can improve communities.</p>	<p>Identify and reflect upon personal connections to community systems (<b>Civic Engagement</b>).</p> <p>Model positive behaviors for others (<b>Civic Engagement</b>).</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>
<p><b>Session Five: Money Moves in a Community</b></p> <p>Students learn about money and how it moves through a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify coins and money terms.</li> <li>▪ Describe how money flows through a community's economy.</li> </ul>	<p>SS.2.3.1 Explain how scarcity of resources means individuals may not have access to the goods and services they want or need.</p>	<p>Demonstrate an understanding of cause and effect related to personal decisions (<b>Critical Thinking and Analysis</b>).</p> <p>Recognize problems that arise from scarcity and their respective solutions (<b>Critical Thinking and Analysis</b>).</p> <p>Identify key attributes of a variety of geographic tools. For example: Globes, maps, and a compass rose (<b>Data Literacy</b>).</p> <p>Find information using geographic technologies. For example: GPS and satellite imagery (<b>Critical Thinking and Analysis</b>).</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 Community 2.0

Session Details	Social Studies Standards	Essential Skills	Common Core ELA and Math
<p><b>Session One: Communities at Work</b></p> <p>Students are introduced to the idea of a community and discover what types of workers help make their community strong.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Define and describe a community.</li> <li>Identify the variety of jobs in a community.</li> <li>Locate jobs and businesses on a community map.</li> <li>Apply listening and focused attention skills</li> <li>Describe how different jobs require different skills.</li> <li>State how people contribute to and benefit from a community.</li> </ul>	<p>SS.2.1.2 Describe how people of various cultures influence neighborhoods and communities over time.</p> <p>SS.2.2.1 Use geographic terms and tools to locate and describe spatial patterns and places.</p>	<p>Recognize and describe cause-and-effect relationships and patterns in everyday experiences (<b>Critical Thinking and Analysis</b>).</p> <p>Recognize and describe patterns within and between neighborhoods and communities (<b>Critical Thinking and Analysis</b>).</p> <p>Investigate to make observations and draw conclusions about neighborhoods and communities (<b>Critical Thinking and Analysis</b>).</p>	<p><b>ELA</b></p> <p>Reading RL.2.1 RI.2.1 RI.2.3-2.7 RF. 2.3-2.4</p> <p>Writing W. 2.1-2.2 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>
<p><b>Session Two: People at Work</b></p> <p>Students experience working in the community to earn a paycheck and produce goods and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Define the terms business, produce, goods, and services.</li> <li>Explain how people earn income.</li> <li>Describe how goods are made using skills and knowledge.</li> <li>Collect, record, and interpret data using digital tools.</li> </ul>	<p>SS.2.3.1 Explain how scarcity of resources means individuals may not have access to the goods and services they want or need.</p>	<p>Demonstrate an understanding of cause and effect related to personal decisions (<b>Critical Thinking and Analysis</b>).</p> <p>Recognize problems that arise from scarcity and their respective solutions (<b>Critical Thinking and Analysis</b>).</p>	<p><b>ELA</b></p> <p>Reading RI.2.3-2.7 RF. 2.3-2.4</p> <p>Speaking and Listening SL. 2.2-2.3 SL. 2.6</p> <p>Language L.2.1-2.6</p> <p><b>MATH</b> 2.OA 1 2.md. 10</p>

# JA Our Community 2.0

Session Details	Social Studies Standards	Essential Skills	Common Core ELA and Math
<p><b>Session Three: Money at Work</b></p> <p>Students learn how people use money to buy goods and services they want and need for personal or business purposes.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Match coin and dollar values.</li> <li>• Describe the role of banks in an economy.</li> <li>• Recognize the price of goods and services in the local market.</li> <li>• Describe how money flows through a community's economy.</li> <li>• Collaborate and communicate to make exchanges of money for goods or services.</li> <li>• Summarize how money is spent on goods and services related to businesses</li> </ul>	<p>SS.2.3.1 Explain how scarcity of resources means individuals may not have access to the goods and services they want or need.</p> <p>SS.2.5.1 Investigate the costs and benefits to make informed financial decisions.</p>	<p>Demonstrate an understanding of cause and effect related to personal decisions (<b>Critical Thinking and Analysis</b>).</p> <p>Recognize problems that arise from scarcity and their respective solutions (<b>Critical Thinking and Analysis</b>).</p> <p>Identify key attributes of a variety of geographic tools. For example: Globes, maps, and a compass rose (<b>Data Literacy</b>).</p> <p>Find information using geographic technologies. For example: GPS and satellite imagery (<b>Critical Thinking and Analysis</b>).</p> <p>Identify consequences (positive and negative) of a financial decision (<b>Critical Thinking and Analysis</b>).</p> <p>Understand how to reduce risk depending on the financial choices they make (<b>Critical Thinking and Analysis</b>).</p> <p>Demonstrate an understanding of cause and effect related to different financial decisions (<b>Critical Thinking and Analysis</b>).</p>	<p><b>ELA</b></p> <p>Reading RI.2.1 RI.2.3-.2.5 RI. 2.7 RF. 2.3-2.4</p> <p>Writing W.2.2 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p> <p><b>MATH</b> 2.md.8</p>

# JA Our Community 2.0

Session Details	Social Studies Standards	Essential Skills	Common Core ELA and Math
<p><b>Session Four: Votes Count</b></p> <p>Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use reason and logic to assess and analyze problems.</li> <li>• Use empathy and observation skills to express community wants and needs.</li> <li>• Generate solutions to a problem using brainstorming techniques.</li> <li>• Identify and propose a creative solution to a community problem.</li> <li>• Recognize that community members have a responsibility to get involved to help meet a community’s needs.</li> </ul>	<p>SS.2.4.1 Investigate ways in which ideas and actions can improve communities.</p>	<p>Identify and reflect upon personal connections to community systems (<b>Civic Engagement</b>).</p> <p>Model positive behaviors for others (<b>Civic Engagement</b>).</p>	<p><b>ELA</b> Reading RL.2.1 RL.2.6 RI.2.1 RI.2.3-.2.6 RI.2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W. 2.7-2.8</p> <p>Speaking and Listening SL. 2.1-2.4</p> <p>Language L.2.1-2.6</p>
<p><b>Session Five: Making Choices</b></p> <p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Define taxes.</li> <li>• Identify government jobs.</li> <li>• Explain why community members pay taxes.</li> <li>• Recognize how government services support the community.</li> <li>• Recognize that many viewpoints must be considered when making decisions for the community.</li> <li>• Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change.</li> </ul>	<p>SS.2.4.2 Explain the roles and characteristics of people who govern different communities.</p>	<p>Compare attitudes and beliefs as an individual to others (<b>Social Awareness</b>).</p> <p>Appropriately express a range of emotions to communicate personal ideas/needs (<b>Self-Management</b>).</p>	<p><b>ELA</b> Reading RL.2.1 RL.2.6 RI.2.1 RI 2.3-2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>

# JA Our Community 2.0

Session Details	Social Studies Standards	Essential Skills	Common Core ELA and Math
<p><b>Session Six: Crack the Code (Optional)</b></p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Describe the digital skills and knowledge required to produce certain goods and services.</li> <li>Recognize digital tools and computer skills.</li> <li>Use simple programming language and knowledge to complete tasks.</li> <li>Define code as the language computers use.</li> </ul>	N/A	N/A	<p><b>ELA</b></p> <p>Reading            RL.2.1            RI.2.1            RI 2.3-2.4            RI.2.7            RF. 2.3-2.4</p> <p>Writing            W. 2.7</p> <p>Speaking and Listening            SL. 2.1-2.4            SL. 2.6</p> <p>Language            L.2.1-2.6</p>

# JA Our City

Session Descriptions	Social Studies Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session One: Earn, Save, Spend, and Donate</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the four choices we have with money.</li> <li>▪ Define deposits and withdrawals.</li> </ul>	<p>SS.3.3.1. Explain how producers and consumers exchange goods and services in different ways.</p> <p>SS.3.5.1. Apply economic reasoning skills to make informed personal financial decisions.</p>	<p>Recognize how members of a community rely on each other through exchanging goods and services, considering personal exchange behaviors (<b>Civic Engagement</b>).</p> <p>Identify and explain the perspectives of all parties participating in an exchange (<b>Global and Cultural Awareness</b>).</p> <p>Use a variety of strategies to achieve a financial goal, such as buying a new toy (<b>Critical Thinking and Analysis</b>).</p> <p>Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities that will help reach a financial goal (<b>Creativity and Innovation</b>).</p> <p>Set goals and develop strategies to remain focused on learning and reaching financial goals (<b>Perseverance and Resilience</b>).</p> <p>Recognize how members of a community rely on each other, considering personal contributions as applicable, when creating and completing a plan to reach a financial goal (<b>Collaboration and Teamwork</b>).</p> <p>Demonstrate an understanding of cause and effect related to personal decisions they make regarding reaching a financial goal (<b>Critical Thinking and Analysis</b>).</p> <p>Articulate task requirements and identify deadlines when developing a plan to meet a financial goal (<b>Self-Management</b>).</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2<sup>ELO</sup> W.3.7-8<sup>ELO</sup></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>

# JA Our City

Session Descriptions	Social Studies Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session Two: Invisible Money</b></p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define goods and services.</li> <li>▪ Explain how people spend money.</li> <li>▪ Recognize methods of payment and whether they are readily visible or invisible.</li> </ul>	<p>SS.3.3.1. Explain how producers and consumers exchange goods and services in different ways.</p>	<p>Recognize how members of a community rely on each other through exchanging goods and services, considering personal exchange behaviors (<b>Civic Engagement</b>).</p> <p>Identify and explain the perspectives of all parties participating in an exchange (<b>Global and Cultural Awareness</b>).</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8<sup>ELO</sup></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><b>Session Three: How Do I Become an Entrepreneur?</b></p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, producer, and consumer.</li> <li>▪ Explain the need for a business plan.</li> <li>▪ Discuss the ways in which entrepreneurs help a city.</li> </ul>	<p>SS.3.1.2. Identify how people in the past influence the development and interaction of different communities or regions.</p> <p>SS.3.3.1. Explain how producers and consumers exchange goods and services in different ways.</p>	<p>Recognize how members of a community rely on each other and interact to influence the development of their communities (<b>Civic Engagement</b>).</p> <p>Recognize how members of a community rely on each other through exchanging goods and services, considering personal exchange behaviors (<b>Civic Engagement</b>).</p> <p>Identify and explain the perspectives of all parties participating in an exchange (<b>Global and Cultural Awareness</b>).</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>

# JA Our City

Session Descriptions	Social Studies Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session Four: Money Choices Make the City Go Round</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the importance of money in everyday life.</li> <li>▪ Describe how money flows through a city's economy.</li> <li>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</li> </ul>	<p>SS.3.3.1. Explain how producers and consumers exchange goods and services in different ways.</p>	<p>Recognize how members of a community rely on each other through exchanging goods and services, considering personal exchange behaviors (<b>Civic Engagement</b>).</p> <p>Identify and explain the perspectives of all parties participating in an exchange (<b>Global and Cultural Awareness</b>).</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><b>Session Five: Let's Build a City</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe how personal choices make a city a good place to live, work, play, and go to school.</li> </ul>	<p>SS.3.2.1. Use geographic tools to develop spatial thinking skills.</p> <p>SS.3.3.1. Explain how producers and consumers exchange goods and services in different ways.</p>	<p>Articulate the most effective geographic tools to access information needed for developing spatial thinking (<b>Critical Thinking and Analysis</b>).</p> <p>Recognize how members of a community rely on each other through exchanging goods and services, considering personal exchange behaviors (<b>Civic Engagement</b>).</p> <p>Identify and explain the perspectives of all parties participating in an exchange (<b>Global and Cultural Awareness</b>).</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>

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



# JA Our Region

Session Details	Academic Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session One: Be an Entrepreneur</b></p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the impact entrepreneurs have on a region</li> <li>Apply traits that are common to successful entrepreneurs to their own skills and abilities</li> </ul>	<p>SS.4.3.1. Explain how people respond to positive and negative incentives.</p>	<p>Set goals and develop strategies which take into account positive and negative incentives in order to remain focused on learning goals <b>(Perseverance and Resilience)</b>.</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><b>Session Two: Resources–Tools for Entrepreneurs</b></p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define natural, human, and capital resources</li> <li>Describe how products and services use resources</li> </ul>	<p>SS.4.3.1. Explain how people respond to positive and negative incentives.</p> <p>SS.4.2.1. Use geographic tools to research and answer questions about [Colorado] geography.</p>	<p>Set goals and develop strategies which take into account positive and negative incentives in order to remain focused on learning goals <b>(Perseverance and Resilience)</b>.</p> <p>Articulate the most effective tools to access information about the geography [of Colorado] <b>(Media Literacy)</b>.</p> <p>Ask questions to develop further understanding about the geography and development [of Colorado ] <b>(Critical Thinking and Analysis)</b>.</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>
<p><b>Session Three: Hot Dog Stand Game</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Track the revenue and expenses of a business</li> <li>Identify the fundamental tasks required to run a business</li> <li>Explain the importance of keeping an accurate account of a business’s financial information</li> </ul>	<p>SS.4.3.1. Explain how people respond to positive and negative incentives.</p>	<p>Set goals and develop strategies which take into account positive and negative incentives in order to remain focused on learning goals <b>(Perseverance and Resilience)</b>.</p>	<p>Reading for Information RI.4.2-4 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.4.1 L.4.3-6</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>

# JA Our Region

Session Details	Academic Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session Four: Entrepreneurs Solve Problems</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the problem-solving process</li> <li>▪ Identify the potential risks and rewards in making business decisions</li> </ul>	<p>SS.4.5.1. Determine the opportunity cost when making a choice.</p>	<p>Make connections between information gathered and personal experiences to apply and/or test solutions when making a purchase (<b>Self-Advocacy and Initiative</b>).</p> <p>Regulate one’s emotions, thoughts, and behaviors in different situations when making a purchase (<b>Self-Management</b>).</p> <p>Ask questions to develop further personal understanding of how to make informed purchases (<b>Critical Thinking and Analysis</b>).</p>	<p>Reading for Information RI.4.1 RI.4.3-4 RI.4.7 Reading Foundations RF.4.3-4 Writing W.4.2 W.4.8 Speaking and Listening SL.4.1-2 SL.4.4 Language L.4.1 L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4 6-7</p>
<p><b>Session Five: Entrepreneurs Go Global</b></p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply the supply chain to a manufacturing example</li> <li>▪ Explain how resource providers, businesses, and consumers are interdependent</li> </ul>	<p>SS.4.2.2. Examine the relationship between the physical environment and its effect on human activity.</p>	<p>Define the problems faced by people [in Colorado] because of the physical environment they encountered (<b>Critical Thinking and Analysis</b>).</p>	<p>Reading for Information RI.4.3-4 RI.4.7 Reading Foundations RF.4.3-4 Speaking and Listening SL.4.1-4 Language L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>

# JA Our Nation

Session Details	Academic Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session One: Free to Choose Your Work or Business</b></p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the characteristics of a free market economy</li> <li>▪ Explain how pricing guides economic decisions</li> </ul>	<p>SS.5.4.1 Construct an understanding of the foundations, rights, and responsibilities of citizenship in the United States.</p>	<p>Recognize how members of a community rely on each other through a variety of ways when creating rules and norms (<b>Collaboration and Teamwork</b>).</p> <p>Connect knowledge of the foundations of citizenship in the United States to personal ideas/understandings (<b>Civic Engagement</b>).</p>	<p>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</p>	<p>Operations and Algebraic Thinking OA.5.2 Numbers Base Ten NBT.5.6-7</p>
<p><b>Session Two: Innovation Nation</b></p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur and entrepreneurship</li> <li>▪ Describe resources and how entrepreneurs use them</li> <li>▪ Explore STEM skills and the process of innovation</li> </ul>	<p>SS.5.3.1. Explain how patterns of trade shaped the development of Early America.</p> <p>SS.5.4.1 Construct an understanding of the foundations, rights, and responsibilities of citizenship in the United States.</p>	<p>Investigate to form hypotheses, make observations, and draw conclusions about the development of the systems of exchange in the United States (<b>Critical Thinking and Analysis</b>).</p> <p>Recognize how members of a community rely on each other through trade and exchange (<b>Civic Engagement</b>).</p> <p>Recognize how members of a community rely on each other through a variety of ways when creating rules and norms (<b>Collaboration and Teamwork</b>).</p> <p>Connect knowledge of the foundations of citizenship in the United States to personal ideas/understandings (<b>Civic Engagement</b>).</p>	<p>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</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1 Numbers Base Ten CC.2.1.5.B.2</p>

# JA Our Nation

Session Details	Academic Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session Three: Career Quest</b> Students learn about career clusters.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	N/A	<p>Recognize personal characteristics, preferences, thoughts, and strengths and pursue opportunities to engage and learn interests (<b>Initiative/Self Direction</b>)</p> <p>Ask questions and learn more about careers and other life pursuits and connect careers and other life pursuits to personal interest. (<b>Career Awareness</b>)</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>
<p><b>Session Four: Get and Keep the Job!</b> Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the soft skills wanted by today's employers</li> </ul>	N/A	<p>Articulate personal strengths and challenges using different forms of communication to express oneself and consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery and expression. (<b>Communication</b>)</p> <p>Compare attitudes and beliefs as an individual to others and identify and explain multiple perspectives (cultural, global) when exploring events, ideas and issues. (<b>Global/Cultural Awareness</b>)</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><b>Session Five: Global Connections</b> Students explore how the United States is connected to the global economy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Discuss why businesses specialize and trade</li> <li>Define opportunity cost</li> </ul>	SS.5.3.1. Explain how patterns of trade shaped the development of Early America.	<p>Investigate to form hypotheses, make observations, and draw conclusions about the development of the systems of exchange in the United States (<b>Critical Thinking and Analysis</b>).</p> <p>Recognize how members of a community rely on each other through trade and exchange (<b>Civic Engagement</b>).</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>	NA

# JA Our Nation

Session Details	Academic Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify three basic ways businesses are organized.</li> </ul>	N/A	N/A	Speaking and Listening SL.5.1-4 Language L.5.1,5	NA

# JA More than Money

Session Descriptions	Academic Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session One: The Money Garden</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the role of money in everyday life</li> <li>▪ Explain the benefits of using a savings account</li> </ul>	<p>SS.3.3.1.Explain how producers and consumers exchange good and services in different ways.</p> <p>SS.5.5.1 Examine how individuals use financial institutions to manage personal finances.</p> <p>6.3.2 (PFL) a. Differentiate between saving and investing</p> <p>b. Give examples of how saving and investing can improve financial well-being</p>	<p>Recognize how members of a community rely on each other through exchanging goods and services, considering personal exchange behaviors (<b>Civic Engagement</b>).</p> <p>Identify and explain the perspectives of all parties participating in an exchange (<b>Global and Cultural Awareness</b>)</p> <p>.Make connections between information gathered and personal experiences to apply and/or test solutions when choosing a financial institution or financial product (<b>Adaptability and Flexibility</b>).</p> <p>Express one’s own emotions, thoughts, and values and identify how they influence behavior when making decisions regarding choosing a financial institution or financial product (<b>Self-Awareness</b>).</p> <p>Ask questions to develop further personal understanding when choosing financial institutions and financial products (<b>Self-Advocacy and Initiative</b>).</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><b>Session Two: Create a Business</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define business, goods, and services</li> <li>▪ Identify businesses they would like to start that align with their personal interests and skills</li> <li>▪ Appreciate their own roles as entrepreneurs in affecting their community and their world</li> </ul>	<p>SS.3.3.1.Explain how producers and consumers exchange good and services in different ways.</p> <p>SS.4.3.1. Explain how people respond to positive and negative incentives.</p>	<p>Recognize how members of a community rely on each other through exchanging goods and services, considering personal exchange behaviors (<b>Civic Engagement</b>).</p> <p>Identify and explain the perspectives of all parties participating in an exchange (<b>Global and Cultural Awareness</b>)</p> <p>Set goals and develop strategies which take into account positive and negative incentives in order to remain focused on learning goals (<b>Perseverance and Resilience</b>).</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>

# JA More than Money

Session Descriptions	Academic Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session Three: Build a Business</b></p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the basic steps for building a small business</li> <li>▪ Develop a basic business plan</li> </ul>	<p>SS.3.3.1.Explain how producers and consumers exchange good and services in different ways.</p> <p>SS.3.5.1. Create a plan to meet a financial goal.</p>	<p>Recognize how members of a community rely on each other through exchanging goods and services, considering personal exchange behaviors (<b>Civic Engagement</b>).</p> <p>Identify and explain the perspectives of all parties participating in an exchange (<b>Global and Cultural Awareness</b>)</p> <p>Use a variety of strategies to achieve a financial goal, such as buying a new toy (<b>Critical Thinking and Analysis</b>).</p> <p>Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities that will help reach a financial goal (<b>Creativity and Innovation</b>).</p> <p>Set goals and develop strategies to remain focused on learning and reaching financial goals (<b>Perseverance and Resilience</b>).</p> <p>Recognize how members of a community rely on each other, considering personal contributions as applicable, when creating and completing a plan to reach a financial goal (<b>Collaboration and Teamwork</b>).</p> <p>Demonstrate an understanding of cause and effect related to personal decisions they make regarding reaching a financial goal (<b>Critical Thinking and Analysis</b>).</p> <p>Articulate task requirements and identify deadlines when developing a plan to meet a financial goal (<b>Self-Management</b>).</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>

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Session Descriptions	Academic Standards	Essential Skills	Common Core ELA	Common Core Math
<p><b>Session Four: Run a Business</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain why financial institutions lend money</li> <li>▪ Explain decision making and the traits of trustworthy borrowers</li> <li>▪ Record and track financial gains and losses</li> </ul>	<p>SS.4.3.1. Explain how people respond to positive and negative incentives.</p> <p>PFL 5. 3.2 a. Identify different financial institutions</p> <p>b. Identify the products and services of financial institutions to include but not limited to: checking accounts, savings accounts, investments, and loans</p>	<p>Set goals and develop strategies which take into account positive and negative incentives in order to remain focused on learning goals (<b>Perseverance and Resilience</b>).</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</p> <p>1-8</p>
<p><b>Session Five: Global Success</b></p> <p>The students explore the opportunities and challenges of global markets.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explore reasons why businesses import and export goods</li> <li>▪ Describe the economic considerations related to selling in a global market</li> <li>▪ Define opportunity cost</li> </ul>	<p>SS.3.3.1.Explain how producers and consumers exchange good and services in different ways.</p> <p>SS.4.3.1. Explain how people respond to positive and negative incentives.</p>	<p>Recognize how members of a community rely on each other through exchanging goods and services, considering personal exchange behaviors (<b>Civic Engagement</b>).</p> <p>Identify and explain the perspectives of all parties participating in an exchange (<b>Global and Cultural Awareness</b>)</p> <p>Set goals and develop strategies which take into account positive and negative incentives in order to remain focused on learning goals (<b>Perseverance and Resilience</b>).</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>	<p>NA</p>

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



# JA Career Exploration Fair K-2

Session Descriptions	Social Studies Standards	Essential Skills	Common Core ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job to Do!</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Examine the jobs of family members.</li> <li>▪ Identify jobs within the community.</li> </ul>	N/A	<p>Recognize how personal actions have had a positive or negative impact on others with feedback as needed. (<b>Collaboration and Teamwork</b>)</p> <p>Articulate personal strengths and challenges using different forms of communication to express oneself. (<b>Communication</b>)</p> <p>Recognize and describe cause-and-effect relationships and patterns in everyday experiences (<b>Inquiry and Analysis</b>)</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W 2 W 5 W 8</p> <p>Speaking and Listening</p> <p>SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</p>
<p><b>The Day of the Fair</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express ideas and questions concerning the jobs people have.</li> </ul>	N/A	<p>Articulate task requirements and identify deadlines. (<b>Task and Time Management</b>)</p> <p>Appropriately express a range of emotions to communicate personal ideas/needs and ask questions to develop further personal understanding. (<b>Self-Advocacy</b>)</p> <p>Ask questions and learn more about careers and other life pursuits. (<b>Career Awareness</b>)</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Speaking and Listening</p> <p>SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5</p>
<p><b>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to identify a future career interest.</li> </ul>	N/A	<p>Recognize personal characteristics, preferences, thoughts and strengths and pursue opportunities to engage and learn interests. (<b>Initiative and Self-direction</b>)</p> <p>Handle impulses and behavior with minimal direction. (<b>Personal Responsibility</b>)</p> <p>Recognize emotional response to ideas that differ from one's own and regulate reactions to differing perspectives. (<b>Adaptability and Flexibility</b>)</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L 4 L 5 L 6</p>

# JA Career Exploration Fair 3-5

Session Descriptions	Social Studies Standards	Essential Skills	Common Core ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job for Everyone</b></p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace.</li> <li>▪ Construct new understandings connected to prior knowledge.</li> </ul>	N/A	<p>Recognize how personal actions have had a positive or negative impact on others with feedback as needed and recognize how members of a community rely on each other, considering personal contributions as applicable. <b>(Collaboration and Teamwork)</b></p> <p>Articulate personal strengths and challenges using different forms of communication to express oneself. <b>(Communication)</b></p> <p>Recognize and describe cause-and-effect relationships and patterns in everyday experiences and investigate to form hypotheses, make observations and draw conclusions. <b>(Inquiry and Analysis)</b></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><b>The Day of the Fair</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how school skills apply to career paths.</li> </ul>	N/A	<p>Articulate task requirements and identify deadlines and develop and utilize basic task and time-management strategies effectively. <b>(Task and Time Management)</b></p> <p>Ask questions and learn more about careers and other life pursuits and connect careers and other life pursuits to personal interest. <b>(Career Awareness)</b></p> <p>Appropriately express a range of emotions to communicate personal ideas/needs and ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></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><b>Post-JA Career Exploration Fair Activity: Someday I'll Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Prepare a personal interest "resume."</li> <li>▪ Begin to identify a future career interest.</li> </ul>	N/A	<p>Recognize personal characteristics, preferences, thoughts and strengths, pursue opportunities to engage and learn interests, and apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative and Self-direction)</b></p> <p>Handle impulses and behavior with minimal direction ... and discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></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	Social Studies Standards	Essential Skills	Common Core ELA
<p><b>Before the Event</b></p> <p>Students prepare questions for the speaker to answer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify skills and interests</li> <li>Explain how the speaker’s job helps people in the community</li> </ul>	N/A	<p>Recognize how personal actions have had a positive or negative impact on others with feedback as needed. <b>(Collaboration and Teamwork)</b></p> <p>Articulate personal strengths and challenges using different forms of communication to express oneself. <b>(Communication)</b></p> <p>Recognize and describe cause-and-effect relationships and patterns in everyday experiences <b>(Inquiry and Analysis)</b></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><b>Speaker Day: Invite a Career Speaker to Class</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Listen to a career speaker.</li> <li>Express how jobs require specific interests and skills.</li> <li>Examine how interests and skills apply to careers.</li> </ul>	N/A	<p>Recognize how personal actions have had a positive or negative impact on others with feedback as needed. <b>(Collaboration and Teamwork)</b></p> <p>Articulate personal strengths and challenges using different forms of communication to express oneself. <b>(Communication)</b></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><b>After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize career clusters.</li> <li>Identify careers that relate to personal interests and skills.</li> </ul>	N/A	<p>Articulate task requirements and identify deadlines and develop and utilize basic task and time-management strategies effectively. <b>(Task and Time Management)</b></p> <p>Ask questions and learn more about careers and other life pursuits and connect careers and other life pursuits to personal interest. <b>(Career Awareness)</b></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>