



**A Correlation between
Common Core State Standards,
Missouri Content Standards and
Junior Achievement Elementary Programs**

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Common Core State Standards Included
Missouri Revised Social Studies Standards
Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
www.ja.org

Overview

Junior Achievement programs reinforce the value of workforce readiness, entrepreneurship, and financial literacy while providing opportunities to develop cross-disciplinary knowledge and skills. This multidisciplinary approach helps students connect information 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 elementary school programs are correlated to the Missouri Learning Expectations for K-12 Social Studies for grades K-5 as well as the Common Core State Standards in English/ Language Arts and Mathematics.

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 storybook characters in read-aloud and hands-on activities to introduce the role people play in an economy. Through engaging, volunteer-led activities, young students learn about individual choices, money, the importance of saving and giving, and the value of work.....Page 3

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.....Page 4

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.....Page 6

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.....Page 9

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.....Page 10

JA Our Nation[®] provides practical information about the need for employees who can meet the demands of the 21st century job market, particularly high-growth, high-demand jobs. By program's end, students will understand the skills, especially in science, technology, engineering, and math that will make their futures brighter.....Page 12

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.....Page 13

JA Ourselves

Session Details	MO Social Studies and Career Guidance	Common Core ELA	Common Core Math
<p>Session One: This or That? Make a Choice Students practice economics by making personal choices.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Identify personal interests. Consider the factors that determine their choices. Define money. 	<p>SS.2.C Describe why groups need to make decisions and how those decisions are made in families and classrooms.</p> <p>SS4.A. Describe examples of opportunity cost within your family and school.</p> <p>SS5. B. Apply positional words to locations within the classroom</p>	<p>RL.K.1-4 RL.K.7 RL.K.9-10 RI.K.1-4 RI.K.7-10 SL.K.1-6 L.K.4-6</p>	NA
<p>Session Two: Do I Need What I Want? Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Explain the difference between needs and wants. Create a simple chart. 	<p>SS 4.A Describe examples of needs and wants within your family and school.</p> <p>SS 7.B Use visual tools to communicate information.</p>	<p>RL.K.1-4 RL.K.7 RL.K.9-10 RI.K.1-4 RI.K.7-10 SL.K.1-6 L.K.4-6</p>	<p>K.CC.4-6 K.MD.1-3</p>
<p>Session Three: A Penny Earned Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives: The 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>PS 1.B Identify personal roles in the family.</p> <p>PS 3.C Identify different life changes or events.</p> <p>CD.7.C Recognize that all work is important.</p> <p>CD.8.A Identify roles and responsibilities of family members in the world of work.</p>	<p>RL.K.1-4 RL.K.7 RL.K.9-10 RI.K.1-4 RI.K.7-10 SL.K.1-6 L.K.4-6</p>	NA
<p>Session Four: A Penny Saved Students are introduced to the concept of saving.</p> <p>Objectives: The 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>AD 4.A Identify and follow classroom and school routines.</p> <p>AD 4.B Identify work habits necessary for school success.</p>	<p>RL.K.1-4 RL.K.7 RL.K.9-10 RI.K.1-4 RI.K.7-10 SL.K.1-6 L.K.4-6</p>	<p>K.CC.4-6 K.MD.1-3</p>
<p>Session Five: A Penny Shared Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Explain the importance of giving. Organize a chronological sequence of events. 	<p>2.C Identify feelings of others.</p> <p>PS 1.C Identify character traits needed for different situations.</p>	<p>RL.K.1-4 RL.K.7 RL.K.9-10 RI.K.1-4 RI.K.7-10 SL.K.1-6 L.K.4-6</p>	NA

JA Our Families

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies
<p>Session One: Our Families</p> <p>The students discover how families are alike and different and how they can work together to make where they live a better place.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Understand the similarities and differences between families. Recognize the importance of individuals and families as part of neighborhoods. <p>Concepts: family, interdependence, job, work</p> <p>Skills: analyzing information, drawing, following directions, listening responsively, matching</p>	RL.1.7 RL.1.10 RF.1.4 W.1.2 SL.1.1-5 L.1.1 L.1.4	<p>Mathematical Practices</p> 8	1.A, B 7.A
<p>Session Two: Our Families' Needs and Wants</p> <p>Students become aware that all families need food, clothing, and shelter to live. They begin to understand and distinguish needs from wants.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Categorize needs and wants. Describe the difference between a need and a want. <p>Concepts: economic incentives, family, scarcity, wants and needs</p> <p>Skills: decision making, differentiating, following directions, listening responsively</p>	RI.1.7 RI.1.10 RF.1.2 RF.1.4 W.1.2 SL.1.1 SL.1.2 L.1.1 L.1.4	1.MD.C.4 <p>Mathematical Practices</p> 1-2 5-8	4.A 6.A
<p>Session Three: Our Families' Jobs</p> <p>The students examine the jobs family members have, including operating their own businesses, and the ways people earn money to provide for a family's needs and wants.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Define the terms job, business, and entrepreneur. Identify the jobs people do. Analyze their own skills to determine ways they can support family members. <p>Concepts: business, economic incentives, employment, family, human resources, income, jobs, skills</p> <p>Skills: analyzing information, drawing, following directions, making observations</p>	SL.1.1-5 L.1.1 L.1.4-6	<p>Mathematical Practices</p> 1-2 5-8	4.A

JA Our Families

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies
<p>Session Four: Finding Our Families' Needs and Wants</p> <p>The students use the Floor Map to locate businesses throughout the neighborhood. They also identify locations for new entrepreneurial businesses, along with the goods or services these businesses will provide.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Interpret map symbols. ▪ Identify the goods or services businesses provide. <p>Concepts: business, economic institutions, key, map, scarcity, symbol, wants and needs</p> <p>Skills: decision making, following directions, map reading, recognizing and interpreting symbols</p>	<p>RI.1.7 SL.1.1 SL.1.4--5 L.1.1 L.1.4</p>	<p>Mathematical Practices</p> <p>2 4-5 7-8</p>	<p>4.A 5.A 6.A 7.A</p>
<p>Session Five: Paying for Our Families' Needs and Wants</p> <p>Students become entrepreneurs and start their own businesses.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want. <p>Concepts: earning, job, money, skill, spending, wants and needs, work</p> <p>Skills: analyzing information, following directions, listening responsively</p>	<p>SL.1.1-5 L.1.1 L.1.4</p>	<p>1.OA.1,5 1.NBT.C4</p> <p>Mathematical Practices</p> <p>2 4 7-8</p>	<p>4.A 6.A</p>

JA Our Community

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies
<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>The 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. 	RI.2.1 RI.2.4 RI.2.5 RF.2.3 RF.2.4 SL.2.1 SL.2.2 SL.2.3 SL.2.4 L.2.1 L.2.3 L.2.4 L.2.5 L.2.6	G.2.2 Mathematical Practices 4	4.A 5.A,F 7.A,B
<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>The 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. 	RI.2.3 RI.2.4 RI.2.7 RF.2.3 RF.2.4 W.2.2 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	OA.2.1 NBT.2.1 NBT.2.2 NBT.2.5 MD.2.7 MD.2.9 Mathematical Practices 1-2 4 6	4.A 7.A,B
<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>The students will:</p> <ul style="list-style-type: none"> Locate businesses and identify government careers. Explain how taxation supports government services. 	RI.2.1 RI.2.4 RI.2.5 RF.2.3 RF.2.4 SL.2.1 SL.2.2 SL.2.3 SL.2.4 L.2.1 L.2.3 L.2.4 L.2.5 L.2.6	OA.2.1 Mathematical Practices 1-2 4-5 8	1.B-C 2.C 4.A,C 5.A,E 7.A,B,E

JA Our Community

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies
<p>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>The 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. 	RF.2.3 W.2.7 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	MD.2.7 MD.2.9 Mathematical Practices 2 4	1.B-D 6.B 7.E
<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>The students will:</p> <ul style="list-style-type: none"> Identify coins and money terms. Describe how money flows through a community's economy. 	RL.2.4 RF.2.3 SL.2.1 SL.2.2 SL.2.3 SL.2.4 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	OA.2.1 NBT.2.1 NBT.2.2 NBT.2.5 MD.2.7 MD.2.9 Mathematical Practices 1-2 5-7	4.A 5.A,E 7.A,B

JA Our City

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies
<p>Session One: A Place Where People Live, Work, and Play</p> <p>Students identify the different zones used in city planning and apply the information to organize businesses.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Identify the zones found within a city. Describe the goods and services provided by businesses. Match local businesses to specific city zones. <p>Concepts: business, city, city planner, economic development, jobs, volunteer, zones (business, farming, industry, residential, multipurpose)</p> <p>Skills: applying information, drawing, following directions, making observations, mapping information, teamwork</p>	RI.3.1 RI.3.5 RF.3.3 RF.3.4 W.3.7-8 SL.3.1-3 L.3.1 L.3.3 L.3.4	3.NBT.A.2 3.MD.B.4 3.MD.C.5 Mathematical Practices 1-2 4-8	2.A 4.A 5.A, E, F 7.A,B
<p>Session Two: A Place Where People Spend Money</p> <p>Students examine the importance of money to a city and how people use different methods to pay for goods and services.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Explain the importance of money in a city, including the role of taxes. Understand the differences between needs and wants. Examine the different ways that people pay for goods and services. <p>Concepts: blueprint, careers, jobs, quality, scale construction, quality, skills, zone</p> <p>Skills: decision making, interpreting directions, mathematical interpretation and computation, teamwork, understanding and using scales</p>	RI.3.1 RI.3.5 RF.3.3-4 SL.3.1-3 W.3.7-8 L.3.1 L.3.3 L.3.4	3.OA.D.8 Mathematical Practices 1-2 4-6 8	1.A 4.C 5.A, 7.A,B
<p>Session Three: A Place Where People Bank</p> <p>Students see the contributions of financial institutions to a city and how those institutions help businesses and people achieve their economic goals.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Summarize the contribution of financial institutions to a city. Manage a personal bank account. <p>Concepts: consume, consumer, entrepreneur, produce, producer, zone</p> <p>Skills: compiling data, conducting research, following directions, developing ideas, decision making, reading and interpreting data, role playing</p>	W.3.7 SL.3.1-3 SL.3.6 L.3.1 L.3.3 L.3.4	3.OA.D.8 Mathematical Practices 1-2 4-8	1.A 4.B 7.A

JA Our City

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies
<p>Session Four: A Place Where People Dine</p> <p>Students learn the role of an entrepreneur by exploring the process involved in starting one type of business, a restaurant. They learn how businesses promote a healthy economy within a city.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Define consumer, producer, and entrepreneur. Explore the role of a business owner by operating a business. Apply money management strategies to a business account. <p>Concepts: ATM, bank, bank teller, business, check, checking account, deposit, money</p> <p>Skills: developing ideas, generating topics for writing, organizing writing, responding to oral and written presentations, teamwork</p>	<p>RI.3.5 W.3S.2 W.3.7 SL.3.1-3 SL.3.6 L.3.1 L.3.3 L.3.4</p>	<p>3.NBT.A.2</p> <p>Mathematical Practices</p> <p>1-4 6 8</p>	<p>1.A 4.A,C 7.A,B</p>
<p>Session Five: A Place Where People Communicate</p> <p>The students learn the importance of news media to the financial well-being of a city.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Explain the role of the news media in a city. Describe how news is delivered in various formats, including print, electronic, and human sources. Recognize the importance of the news media and technology in a community <p>Concepts: business, city, communication, Five W's, headline, news, zone</p> <p>Skills: listening responsively, mathematical interpretation and computation, role playing, teamwork</p>	<p>RF.3.1 RF.3.3-4 W.3.2 SL.3.1-3 SL.3.6 L.3.1 L.3.3 L.3.4</p>	<p>Mathematical Practices</p> <p>3-5</p>	<p>1.A 4.D 6.D 7.A,B,C,E</p>

JA Our Region

Session Details	MO Revised Social Studies 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 identify their own entrepreneurial traits.</p> <p>Objectives: The 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>4.7.B. Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.</p>	<p>RI.4.1-2 RI.4.4 RI.4.7 RF.4.3-4 SL.4.1 SL.4.3 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 use this information, working in teams to create new businesses.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Define natural, human, and capital resources. Describe how products and services use resources. 	<p>4.4. A Distinguish among natural, capital and human resources. 4.5. C Identify and compare physical characteristics of specific regions within the nation. 5.7.A Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.</p>	<p>RI.4.4 RI.4.7 RF.4.3-4 W.4.2 W.4.8 SL.4.1-5 L.4.3-4 L.4.1-6</p>	<p>Mathematical Practices 1-2 4-8</p>
<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: The 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>4.4.A Explain the relationship between profit and loss in economic decisions.</p>	<p>RI.4.2-4 RI.4.7 RF.4.3-4 SL.4.1 SL.4.3 L.4.1 L.4.3-6</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>
<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: The 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>4.4.A Explain the relationship between profit and loss in economic decisions. 4.6.B Apply constructive processes or methods for resolving conflicts.</p>	<p>RI.4.1 RI.4.3-4 RI.4.7 RF.4.3-4 W.4.2 W.4.8 SL.4.1-2 SL.4.4 L.4.1 L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4 6-7</p>

JA Our Region

Session Details	Missouri Revised Social Studies Standards	Common Core ELA	Common Core Math
<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: The 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>4.5.E Analyze how changes in communication and transportation technologies affect people’s lives.</p>	<p>RI.4.3-4 RI.4.7 RF.4.3-4 SL.4.1-4 L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>

JA Our Nation

Session Details	MO Revised Social Studies Standards and Career Development	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: The students will:</p> <ul style="list-style-type: none"> Identify the characteristics of a free market economy. Explain how pricing guides economic decisions. 	<p>SS 4.A Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation’s past, present and future.</p>	<p>RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1 L.5.3-5</p>	<p>OA.5.2 NBT.5.6 NBT.5.7</p> <p>Mathematical Practices 1-2 4-7</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: The 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>PS1.C Demonstrate personal characteristics of a contributing member of the school community.</p> <p>PS 2.A Exhibit mutual respect and compromise in relationships.</p>	<p>RI.5.1-2 RI.5.4,7 RF.5.3-4 WS.5.2,4 SL.5.1-6 L.5.1-5</p>	<p>OA.5.2 NBT.5.7</p> <p>Mathematical Practices 1-2 4-8</p>
<p>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Examine career groupings and the skills necessary for a variety of careers. 	<p>PS 2.B. Demonstrate respect for individuals within diverse groups.</p> <p>CD 7.C Describe the contributions of a CD variety of jobs in the community.</p> <p>CD 8.A Compare and contrast the roles and responsibilities of workers within the six (6) career paths.</p> <p>CD 8.B Compare and contrast the training and educational requirements for a variety of careers.</p>	<p>RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1-5</p>	<p>NBT.5.6 NBT.5.7</p> <p>Mathematical Practices 1-7</p>
<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: The students will:</p> <ul style="list-style-type: none"> Identify the soft skills wanted by today’s employers. 	<p>CD 7.A Compare interests and strengths with those of workers in the global community.</p> <p>CD 9.A Apply personal, ethical, and work habit skills needed for success in any school or work environment.</p>	<p>RI.5.1-2 RI.5.4,7 RF.5.3-4 WS.5.2,4 SL.5.1-6 L.5.1-5</p>	<p>NBT.5.6 NBT.5.7</p> <p>Mathematical Practices 1-2 4 6-7</p>

JA Our Nation

Session Details	MO Revised Social Studies Standards and Career Development	Common Core ELA	Common Core Math
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Discuss why businesses specialize and trade. ▪ Define opportunity cost. 	<p>SS 5.A Use geographic sources to acquire information, answer questions and solve problems.</p> <p>SS 5.E Evaluate how changes in communication and transportation technologies affect people’s lives.</p> <p>SS 7.B Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.</p>	<p>RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1 L.5.3-5</p>	<p>NA</p>
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify three basic ways businesses are organized. 	<p>CD 8.A Compare and contrast the roles and responsibilities of workers within the six (6) career paths.</p>	<p>SL.5.1-6 L.5.1 L.5.5</p>	<p>NA</p>

JA More than Money

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies
<p>Session One: Money in the Bank Students manage a bank account.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> identify the role of money in everyday life explain the benefits of a personal bank account <p>Concepts: bank account, deposit, earn, income, interest, money, register, savings, withdrawal</p> <p>Skills: active listening, completing forms, math computation, following directions, working in groups</p>	<p>RI.3.1-9 W.3.2,6-8 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 W.4.1,4 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 W.5.2,4 SL.5.1-4,6 L.5.1-4</p>	<p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p>	<p>Grade 3 1.B</p> <p>Grade 4 4.B, D 6.B</p> <p>Grade 5 4.A, C 7.B</p>
<p>Session Two: A Sense of Worth Students identify characteristics of a positive work ethic and manage a bank account.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> identify several characteristics of a positive work ethic distinguish between working for someone and self-employment identify ways to earn income through jobs or a small business practice personal money-management skills through business and ethical decision making <p>Concepts: business, employee, entrepreneur, income, job skills, mentor, money management, role model, self-employed, work ethic</p> <p>Skills: active listening, comparing and contrasting, completing forms, math computation, drawing, following directions, matching and classifying, working in groups</p>	<p>RI.3.1-9 W.3.2,6-8 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 W.4.1,4 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 W.5.2,4 SL.5.1-4,6 L.5.1-4</p>	<p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p>	<p>Grade 3 1.B</p> <p>Grade 4 4.B, D 6.B</p> <p>Grade 5 4.A, C 6.B 7.B</p>
<p>Session Three: Balancing Act Students connect personal interests to possible business opportunities and manage a bank account</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> match personal skills with jobs and self-employment understand market research identify ways to share, save, and spend personal income practice personal money management skills practice making sound, personal financial choices discuss ways to evenly share, save, and spend money <p>Concepts: interests, market research, money management, skills</p> <p>Skills: basic math, charting data, comparing and contrasting, deductive reasoning, following written and verbal instructions, working in groups, self-assessment, taking turns, vocabulary building</p>	<p>RI.3.1-9 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 SL.5.1-4,6 L.5.1-4</p>	<p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p>	<p>Grade 3 1.B</p> <p>Grade 4 4.A, B, D 6.B</p> <p>Grade 5 4.A, C 7.B</p>

JA More than Money

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies
<p>Session Four: Building a Business</p> <p>Students develop a business plan and calculate business costs.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Define the basic steps in planning and starting a business Calculate operating expenses and income for a small business Develop a basic business plan based on their job skills and interests <p>Concepts: business plan, competition, estimate, expense, profit, start-up cost</p> <p>Skills: basic math, comparing and contrasting, deductive reasoning, problem-solving, reading and following directions, taking turns, vocabulary building</p>	<p>RI.3.1-9 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 SL.5.1-4,6 L.5.1-4</p>	<p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p>	<p>Grade 3 1.B</p> <p>Grade 4 4.B, D 6.B</p> <p>Grade 5 4.A, C 7.B</p>
<p>Session Five: Get SMART</p> <p>Students apply the SMART decision-making process and manage a bank account.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Practice using the SMART system to make consumer decisions Identify the difference between personal and business spending Manage money by making SMART business and consumer decisions Apply the problem-solving steps needed to own and operate a business <p>Concepts: business consumer, money management, personal consumer</p> <p>Skills: basic math, comparing and contrasting, deductive reasoning, evaluating data, problem-solving, reading and following directions, role-playing</p>	<p>RI.3.1-9 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 SL.5.1-4,6 L.5.1-4</p>	<p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p>	<p>Grade 3 1.B 4.B</p> <p>Grade 4 4.B, D 6.B</p> <p>Grade 5 4.A, C 7.B</p>
<p>Session Six: What's the Catch?</p> <p>During recognize deceptive advertising practices and manage a bank account.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize deceptive advertising Apply money management skills in a simulated business Record and track financial gains and losses in a simulated business Promote business through advertising Practice sound financial choices and cooperative decision-making skills Apply the steps necessary to own and operate a small business <p>Concepts: advertisement, deceptive, money management</p> <p>Skills: basic math, comparing and contrasting, critical thinking, evaluating data, mind-mapping, problem-solving, reading and following directions, teamwork</p>	<p>RI.3.1-9 W.3.2,6-8 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 W.4.1,4 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 W.5S.2,4 SL.5.1-4,6 L.5.1-4</p>	<p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p>	<p>Grade 3 1.B</p> <p>Grade 4 4.B, D 6.B</p> <p>Grade 5 4.A, C 7.B, E</p>