



**A Correlation between
Common Core State Standards,
California Content Standards and Grade Level
Expectations and
Junior Achievement Programs**

Updated February 2018
California Revised Social Studies Framework
Common Core State Standards Included

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
www.ja.org

Overview

In this document, Junior Achievement programs are correlated to the California Content Standards and Grade Level Expectations for social studies and the newly drafted Social Studies Framework for grades K-5 as well as the Common Core State Standards in English/ Language Arts and Mathematics.

Junior Achievement programs offer a multidisciplinary approach – connecting information across social studies disciplines such as economics, geography, history, government, and civics while incorporating mathematical concepts and reasoning and language arts skills.

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.

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

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

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

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

[*JA Our Nation*](#)[®] provides practical information about 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.

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

JA Ourselves

Session Details	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Identify personal interests. Consider the factors that determine their choices. Define money. 	<p>K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p>	<p>Reading Foundational Skills RF.K.1-3</p> <p>Writing W.K.1-2 W.K.8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening Sl.K.1-3 Sl.K.5-6</p> <p>Language L.K.4 L.K.6</p>	<p>Counting and Cardinality CC.K.4</p>
<p>Session Two: Do I Need What I Want?</p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Explain the difference between needs and wants. Create a simple chart. 	<p>Economic Literacy Understand the basic economic problems confronting all societies.</p> <p><i>Social Science Framework</i> <i>Economics</i> Students begin to understand how people make economic choices based both on incentives and resource scarcity.</p>	<p>Reading Foundational Skills RF.K.1-3</p> <p>Literature RL.K.1 RL.K.4,7</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.K.4-6</p> <p>Measurement and Data MD.K.1,3</p>
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives: 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>K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p> <p>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p> <p>K.4.1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.</p> <p><i>Social Science Framework</i> <i>Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</p>	<p>Reading Foundational Skills RF.K.1-4</p> <p>Writing W.K.2 W.K.8</p> <p>Literature RL.K.1-4 RL.K.7,9,10</p> <p>Speaking and Listening Sl.K.1-6</p> <p>Language L.K.4 L.K.-6</p>	<p>Counting and Cardinality CC.K.1 CC.K.3-5</p>

JA Ourselves

Session Details	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Four: A Penny Saved</p> <p>Students are introduced to the concept of saving.</p> <p>Objectives:</p> <p>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>Economic Literacy Understand the basic economic goals, performance, and problems of our society.</p> <p><i>Social Science Framework</i> <i>Economics</i></p> <p>Explain why people save and invest.</p> <p>Explain the role of banks and other financial institutions in the economy.</p>	<p>Reading Foundational Skills RF.K.1-4</p> <p>Literature RL.K.1-4 RL.K.4,7</p> <p>Speaking and Listening SL.K.1-6 SL.K.6</p>	<p>Counting and Cardinality CC.K.4-6</p> <p>Measurement and Data MD.K.1-,3</p> <p>Operations and Algebraic Thinking OA.K.1</p>
<p>Session Five: A Penny Shared</p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving. ▪ Organize a chronological sequence of events. 	<p>K.1.2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p> <p>K.5 Students put events in temporal order.</p>	<p>Reading Foundational Skills RF.K.1-4</p> <p>Writing W.K.1,8</p> <p>Literature RL.K.1-4 RI.K.7,9,10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4-5a L.K.6</p>	<p>Counting and Cardinality CC.K.4-6</p>

JA Our Families

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: All Kinds of Families</p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Begin to understand the similarities and differences between families ▪ Recognize the importance of businesses in neighborhoods 	<p>1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</p> <p>1.5.1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population</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 & 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>Session Two: Money for Needs and Wants</p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the difference between needs and wants ▪ Explain that families must earn money for the things they need and want 	<p>1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <p>1.6. 1.Understand the concept of exchange and the use of money to purchase goods and services.</p> <p><i>Social Science Framework Economics</i> Students begin to understand how people make economic choices based both on incentives and resource scarcity</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 & 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>
<p>Session Three: Businesses All Around the Neighborhood</p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, goods, and services ▪ Interpret map symbols ▪ Identify the goods or services businesses provide 	<p>1.6.2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p> <p><i>Social Science Framework Economics</i> Students learn about their place in the economy. Explain how people earn incomes.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1,3,4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1,2,4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 5-8</p>

JA Our Families

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Four: Jobs All Around the Neighborhood</p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the jobs people do ▪ Analyze their own skills to determine ways they can support family members 	<p>1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.</p> <p><i>Social Science Framework</i> <i>Economics</i></p> <p>Students learn about their place in the economy. Explain how people earn incomes.</p>	<p>Reading Foundations RF.1.1-4 Reading for Information RI.1.6-7 Writing W.1.5 Speaking & Listening SL.1.1-2 SL.1.4-5 Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 1-2 4-5 7-8</p>
<p>Session Five: A New Business</p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>1.6. 1.Understand the concept of exchange and the use of money to purchase goods and services.</p> <p>Social Science Framework Economics [Students] learn about different resources needed to produce goods and services.</p>	<p>Reading Foundations RF.1.1-4 Reading for Information RI.1.1,3,4 RI.1.6-7 RI.1.10 Writing W.1.2,5,8 Speaking & Listening SL.1.1-2 SL.1.4 Language L.1.1,2,4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7 Measurement and Data 1.MD.C.4 Mathematical Practices 2 4 7 8</p>

JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: People in a Community Working Together</p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p>Objectives: 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. 	<p>2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</p> <p><i>Social Science Framework</i> <i>Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</p>	<p>RI.2.1 RI.2.4 -5 RF.2.3-4 SL.2.1-4 L.2.1-6</p>	
<p>Session Two: Sweet “O” Donuts</p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p>Objectives: 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. 	<p>2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.</p> <p>2.4.1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.</p> <p>2.4.3. Understand how limits on resources affect production and consumption (what to produce and what to consume).</p> <p><i>Social Science Framework</i> <i>Economics</i> Learn about different resources needed to produce goods and services.</p>	<p>RI.2.3-4 RI.2.7 RF.2.3-4 W.2.2 SL.2.1-6 L.2.1-6</p>	<p>OA.2.1 NBT.2.1-2.2 MD.2.7</p>
<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: The students will:</p> <ul style="list-style-type: none"> ▪ Locate businesses and identify government careers. ▪ Explain how taxation supports government services. 	<p><i>Social Science Framework</i> <i>Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</p>	<p>RI.2.1 RI.2.4-5 RF.2.3-4 SL.2.1-4 L.2.1-6</p>	<p>OA.2.1 MD.2.7</p>

JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>The Session Four: Let's Vote!</p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p>Objectives: 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. 	<p>2.3 Students explain governmental institutions and practices in the United States and other countries.</p> <p><i>Social Science Framework</i> <i>Civics and Government</i> Examine the roles and responsibilities of people in their immediate community and grow to understand the roles and responsibilities of government at different levels.</p> <p>Understand how all people in a community or society participate in a democracy and interact with each other responsibly.</p> <p>Use deliberative processes when making decisions as a group.</p>	<p>RF.2.3 W.2.7-8 SL.2.1-4 SL.2.6 L.2.1</p>	
<p>Session Five: Money Moves in a Community</p> <p>Students learn about money and how it moves through a community.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify coins and money terms. ▪ Describe how money flows through a community's economy. 	<p>2.4. 2.Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.</p> <p><i>Social Science Framework</i> <i>Economics</i> Students need to understand how individuals, businesses, governments, and societies use human, physical, and natural resources.</p>	<p>RL.2.4 RF.2.3 SL.2.1-4 L.2.1-6</p>	<p>OA.2.1 NBT.2.1-2.2 MD.2.7</p>

JA Our City

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: The Business Zone</p> <p>Students demonstrate an understanding of the different zones used in city planning and use the information to organize various businesses and industries within a city.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize and name two city zones. ▪ Describe the goods or services provided by businesses in a city. 	<p>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2^{ELO} W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1,3,6</p> <p>Language L.3.1,3,4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p>Session Two: Money Matters in a City</p> <p>Students examine the importance of money to a city</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Give an example of how taxes help a city. ▪ Practice counting money and solving word problems. 	<p>3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p> <p>3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>
<p>Session Three: Money on the Move</p> <p>Students learn how people earn income to pay for the goods and services sold in a city.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define income and jobs. ▪ Name two ways people pay for goods and services. 	<p>3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p> <p><i>Social Science Framework Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</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.3.1,3,4</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	Common Core ELA	Common Core Math
<p>Session Four: My Bank Account</p> <p>Students manage a personal bank account as if employed by and living in a city.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Pick from a list a reason for using a money ledger. ▪ Explain how banks and credit unions help cities. 	<p>3.5 1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</p> <p><i>Social Science Framework</i> <i>Economics</i> Explain why people save and invest. Explain the role of banks and other financial institutions in the economy.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8 OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Open for Business</p> <p>The students develop an understanding of how entrepreneurs provide a healthy economy within a city.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define consumer, producer, and entrepreneur. ▪ Explain what a business plan is used for 	<p>3.4. 2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p><i>Social Science Framework</i> <i>Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</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</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

JA Our Region

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: Be an Entrepreneur?</p> <p>Students explore well-known businesses, their origins, and the traits common to the entrepreneurs who started them.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the impact entrepreneurs have on a community or a region. ▪ Apply traits common to successful entrepreneurs to their own skills and abilities. 	<p><i>Social Science Framework</i> <i>Economics</i> Learn about different resources needed to produce goods and services.</p>	<p>W.4.2 W.4.8 SL.4.1 L.4.1 L.4.3 L.4.4</p>	<p>NA</p>
<p>Session Two: Resources: Tools for Entrepreneurs</p> <p>Students are introduced to resources and how entrepreneurs use resources to offer products and services in a region.</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. ▪ Analyze products and services that can be offered by using resources. 	<p>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions (in California).</p> <p>4.1.5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p> <p>Chronological and Spatial Thinking 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map’s or globe’s legend, scale, and symbolic representations.</p>	<p>W.4.8 SL.4.1 L.4.1 L.4.3 L.4.4</p>	<p>NA</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><i>Social Science Framework</i> <i>Economics</i> Learn about different resources needed to produce goods and services.</p> <p>Understand how individuals, businesses, governments, and societies use human, physical, and natural resources.</p> <p>Explain how people earn incomes.</p>	<p>RI.4.1 RF.4.4 SL.4.1 L.4.1 L.4.3 L.4.4</p>	<p>4.NBT.4 4.NBT.5</p>

JA Our Region

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Four: Entrepreneurs are Problem Solvers!</p> <p>Students journey through the complex world of business problem solving by weighing potential risks and rewards and tracking the outcome of their choices.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Apply the business problem-solving process. ▪ Recognize that there are potential risks and rewards to business decisions. 	<p>Historical Interpretation 4. Students conduct cost-benefit analyses of historical and current events.</p> <p><i>Social Science Framework Civics and Government</i> Understand how all people in a community or society participate in a democracy and interact with each other responsibly. Use deliberative processes when making decisions as a group.</p>	<p>RF.4.4 W.4.8 SL.4.1 SL.4.4 L.4.1 L.4.3 L.4.4</p>	<p>NA</p>
<p>Session Five: Entrepreneurs Go Global</p> <p>Students demonstrate the supply chain through a hands-on manufacturing and trade experience.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the interdependence of resource providers, businesses, and consumers. ▪ Apply the supply chain to a manufacturing example. 	<p>Chronological and Spatial Thinking 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>Economic Literacy Understand the international economic system.</p> <p><i>Social Science Framework Economics</i> [Students] learn about capitalism and begin to learn about their place in the economy.</p>	<p>SL.4.1 L.4.1 L.4.3 L.4.4</p>	<p>NA</p>

JA Our Nation

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: Free to Choose Your Work or Business</p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p>Objectives: 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>Economic Literacy Understand comparative economic systems.</p> <p><i>Social Science Framework</i> <i>Economics</i> [Students] learn about capitalism and begin to learn about their place in the economy.</p>	<p>Reading for Informational Text RI.5.1-2 RI.5.4,7</p> <p>Reading: Foundational Skills RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 S.5.6</p> <p>Language L.5.1 L.5.3-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</p>
<p>Session Two: Innovation Nation</p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p>Objectives: 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>Chronological and Spatial Thinking 3.Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>Historical Interpretation 3. Students identify and interpret the multiple causes and effects of historical events.</p> <p><i>Social Science Framework</i> <i>Economics</i> Students understand how individuals, businesses, governments, and societies use human, physical, and natural resources.</p>	<p>Reading for Informational Text RI.5.1-2 RI.5.4,7</p> <p>Reading: Foundational Skills RF.5.3-4</p> <p>Writing WS.5.2,4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1 L.5.3-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.7</p>

JA Our Nation

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<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>Historical Interpretation</p> <p>2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p> <p><i>Social Science Framework Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</p>	<p>Reading for Informational Text RI.5.1-2 RI.5.4,7</p> <p>Reading: Foundational Skills 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 NBT.5.6-7</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>Historical Interpretation</p> <p>4. Students conduct cost-benefit analyses of historical and current events.</p> <p><i>Social Science Framework Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</p>	<p>Reading for Informational Text RI.5.1-2 RI.5.4,7</p> <p>Reading: Foundational Skills RF.5.3-4</p> <p>Writing WS.5.2,4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6 L.5.1 L.5.3-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</p>
<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>Chronological and Spatial Thinking</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a place and analyze how relative advantages or disadvantages can change over time.</p> <p>Economic Literacy Understand the international economic system.</p>	<p>Reading for Informational Text RI.5.1-2 RI.5.4,7</p> <p>Reading: Foundational Skills 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>NA</p>

JA Our Nation

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<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>Historical Interpretation</p> <p>4. Students conduct cost-benefit analyses of historical and current events.</p>	<p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1,5</p>	<p>NA</p>

JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: The Money Garden</p> <p>Students Explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> Identify the role of money in everyday life. Explain the benefits of using a savings account. 	<p>Grade 3</p> <p>3.4.2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p> <p><i>Social Science Framework</i> <i>Economics</i> They learn about capitalism and begin to learn about their place in the economy.</p>	<p>Grade 3 RI.3.1,3,4,6 RF.3.3-4 SL.3.1,6 L.3.1,4,6</p> <p>Grade 4 RI.4.3,4,6 RF.4.3-4 SL.4.1,2 L.4.1,4,6</p> <p>Grade 5 RI.5.3,5 RF.5.3-4 SL.5.1 L.5.14,6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Two: Create a Business</p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> Define business, goods, and services Identify businesses they would like to start that align with their personal interests and skills Appreciate their own roles as entrepreneurs in affecting their community and their world 	<p>Grade 3</p> <p>3.5.1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</p> <p>3.5.4. Discuss the relationship of students' "work" in school and their personal human capital.</p> <p><i>Social Science Framework</i> <i>Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</p>	<p>Grade 3 RI.3.2,3,4 RF.3.3-4 SL.3.1-3,6 L.3.1-6</p> <p>Grade 4 RI.4.1-8 RF.4.3-4 SL.4.1,2,5 L.4.1-6</p> <p>Grade 5 RI.5.2,4,7 RF.5.3-4 SL.5.1-2 L.5.1-5,6</p>	<p>Numbers Base Ten 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Three: Build a Business</p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> Identify the basic steps for building a small business Develop a basic business plan 	<p>Grade 3</p> <p>3.4.2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p> <p><i>Social Science Framework</i> <i>Economics</i> Students understand how individuals, businesses, governments, and societies use human, physical, and natural resources.</p>	<p>Grade 3 RI.3.2-6 RF.3.3-4 W.3.2,-4 SL.3.1,5,6 L.3.1-5,6</p> <p>Grade 4 RI.4.2-5,7 RF.4.3-4 W.4.2,4,8 SL.4.1 L.4.1-4,6</p> <p>Grade 5 RI.5.3,4,7 RF.5.3-4 W.5.2,4 SL.5.1 L.5.1-5,6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5</p> <p>Mathematical Practices 1-2 4-8</p>

JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Run a Business</p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain why financial institutions lend money ▪ Explain decision making and the traits of trustworthy borrowers ▪ Record and track financial gains and losses 	<p>Grade 3</p> <p>3.4.2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p> <p><i>Social Science Framework Economics</i></p> <p>Explain why people save and invest.</p> <p>Explain the role of banks and other financial institutions in the economy.</p>	<p>Grade 3 RI.3.1,-5,7 RF.3.3-4 SL.3.1-3,6 L.3.4,6</p> <p>Grade 4 RI.4.4,5,7 RF.4.3-4 SL.4.1-3,5 L.4.3,4,6</p> <p>Grade 5 RI.5.3,4,7 RF.5.3-4 SL.5.1-3 L.5.1-4,6</p>	<p>Numbers Base Ten 3.NBT.2.2</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explore reasons why businesses import and export goods ▪ Describe the economic considerations related to selling in a global market ▪ Define opportunity cost 	<p>Grade 3</p> <p>3.5.2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.</p>	<p>Grade 3 RI.3.1,3-7 RF.3.3-4 W.3.3 SL.3.1,2,6 L.3.1-5,6</p> <p>Grade 4 RI.4.1,3,4,5,7 W.4.3,4 SL.4.1,2 L.4.1-4,6</p> <p>Grade 5 RI.5.1,3,4,7 RF.5.3-4 W.5.3,4 SL.5.1-3 L.5.1-4,6</p>	<p>NA</p>