



empowering young people to
own their economic success®

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

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Georgia Social Studies Standards

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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 Georgia Content Standards and Grade Level Expectations for social studies as well as the Common Core State Standards in English/Language Arts and mathematics.

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

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

JA Elementary School Programs

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

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

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

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

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

[*JA Our Nation*](#)[®] provides practical information about businesses' need for individuals who can meet the demands of the job market, including high-growth, high-demand jobs locally and globally.

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

For *JA BizTown*, refer to the Capstone Correlations Report.

JA Ourselves

Session Details	Academic Standards	Common Core English Language Arts	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 be able to:</p> <ul style="list-style-type: none"> ▪ Identify personal interests ▪ Consider the factors that determine their choices ▪ Define money 	<p>SSKE4 The student will explain that people must make choices because they cannot have everything they want.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Writing W.K.1-2,8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.2</p>
<p>Session Two: Do I Need What I Want?</p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the difference between needs and wants ▪ Create a simple chart 	<p>SSKE4 The student will explain that people must make choices because they cannot have everything they want.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Literature RL.K.1,4 RL.K.7</p> <p>Speaking and Listening SL.K.1-3 SL.K.6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.3</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the role of money in society ▪ Identify jobs they can do to earn money 	<p>SSKE2 The student will explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries.</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>Session Four: A Penny Saved</p> <p>Students are introduced to the concept of saving.</p> <p>Objectives: The students will be able to:</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>SSKE3 b. Identify various forms of U.S. money (coins, currency).</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>

JA Ourselves

Session Details	Academic Standards	Core English Language Arts	Core Math
<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 be able to:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving ▪ Organize a chronological sequence of events 	<p>SSKE3 The student will explain how money is used to purchase goods and services.</p> <p>SSKH3 The student will correctly use words and phrases related to chronology and time to explain how things change.</p> <p>SSKCG2 The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.1,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: All Kinds of Families</p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p>Objectives:</p> <p>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>Information Processing Skills</p> <p>1. Compare similarities and differences.</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>SS1E2 The student will explain that people have to make choices about goods and services because of scarcity.</p> <p>SS1E4 The student will describe the costs and benefits of personal spending and saving choices.</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>SS1E1 The student will identify goods that people make and services that people provide for each other.</p> <p>SS1E3 The student will describe how people are both producers and consumers.</p> <p>Map and Globe Skills</p> <p>1. Use cardinal directions.</p> <p>6. Use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1-2 SL.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 5-8</p>

JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Jobs All Around the Neighborhood</p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p>Objectives:</p> <p>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>Information Processing Skills</p> <p>11. Draw conclusions and make generalizations.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.6-7</p> <p>Writing W.1.5</p> <p>Speaking & Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>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>SS1E1 The student will identify goods that people make and services that people provide for each other.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7</p> <p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>2</p> <p>4</p> <p>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>Map and Globe Skills 6. Use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps.</p>	<p>RI.2.1 RI.2.4 -5 RF.2.3-4 SL.2.1-4 L.2.1-6</p>	<p>NA</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>Information Processing Skills 11. Draw conclusions and make generalizations. 12. Analyze graphs and diagrams.</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>Maps and Globe Skills 8. Draw conclusions and make generalizations based on information from maps.</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>SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.</p>	<p>RF.2.3 W.2.7-8 SL.2.1-4 SL.2.6 L.2.1</p>	<p>NA</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>SS2E2 The student will identify ways in which goods and services are allocated.</p> <p>SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.</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	Academic 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>Map and Globe Skills</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps.</p> <p>6. Use map key/legend to acquire information from historical, physical, political, resource, product and economic maps.</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2 ^{ELO} W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p>Session Two: 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>SS3E3 a. Describe the interdependence of consumers and producers of goods and services.</p> <p>b. Describe how goods and services are allocated by price in the marketplace.</p> <p>SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.</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>SS3E4 The student will describe the costs and benefits of personal spending and saving choices.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-2 4-8</p>

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

JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: 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>SS3E4 The student will describe the costs and benefits of personal spending and saving choices.</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>Information Processing Skills</p> <p>9. Construct charts and tables. 15. Determine the adequacy and/or relevancy of information.</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 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Be an Entrepreneur Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying their own entrepreneurial traits.</p> <p>Objectives:</p> <p>The students will be able to:</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>Information Processing Skills 11. Draw conclusions and make generalizations.</p>	<p>Reading for Information RI.4.1-2 RI.4.4 RI.4.7 Reading Foundations RF.4.3-4 Speaking and Listening SL.4.1 SL.4.3 Language L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4-7</p>
<p>Session Two: Resources–Tools for Entrepreneurs Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define natural, human, and capital resources ▪ Describe how products and services use resources 	<p>Map skills 6. Use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps. 8. Draw conclusions and make generalizations based on information from maps.</p>	<p>Reading for Information RI.4.4 RI.4.7 Reading Foundations RF.4.3-4 Writing W.4.2 W.4.8 Speaking and Listening SL.4.1-5 Language L.4.3-4 L.4.1-6</p>	<p>Mathematical Practices 1-2 4-8</p>
<p>Session Three: Hot Dog Stand Game Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p>Objectives:</p> <p>The students will be able to:</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>Social Studies SS4E1 b. Explain how price incentives affect people’s behavior and choices. SS4E2 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.</p>	<p>Reading for Information RI.4.2-4 RI.4.7 Reading Foundations RF.4.3-4 Speaking and Listening SL.4.1 SL.4.3 Language L.4.1 L.4.3-6</p>	<p>NBT 4.4 NF.4.7 Mathematical Practices 1-7</p>

JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Entrepreneurs Solve Problems Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate the problem-solving process ▪ Identify the potential risks and rewards in making business decisions 	<p>Information Processing Skills 3 Identify issues and/or problems and alternative solutions</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>Session Five: Entrepreneurs Go Global Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p>Objectives:</p> <p>The students will be able to:</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>Social Studies SS4E1c. Describe how specialization improves standards of living. d. Explain how voluntary exchange helps both buyers and sellers. e. Describe how trade promotes economic activity.</p> <p>Information Processing Skills 7. Interpret timelines.</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	Common Core English Language Arts	Common Core Math
<p>Session One: Free to Choose Your Work or Business</p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the characteristics of a free market economy ▪ Explain how pricing guides economic decisions 	<p>SS5E.1.b. Explain how price incentives affect people’s behavior and choices.</p> <p>SS5E.1d Explain how voluntary exchange helps both buyers and sellers.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</p>
<p>Session Two: Innovation Nation</p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p>Objectives:</p> <p>The students will be able to:</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>SS5E.1c. Describe how specialization improves standards of living.</p> <p>SS5E.1 e. Describe how trade promotes economic activity.</p> <p>SS5E.3 c. Describe how entrepreneurs take risks to develop new goods and services to start a business.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Examine career groupings and the skills necessary for a variety of careers. 	<p>SS5E.3 b. Describe how people earn income by selling their labor to businesses.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Numbers Base Ten CC.2.1.5.B.2</p>

JA Our Nation

Session Details	Academic Standards	Common Core English Language Arts	Common Core Math
<p>Session Four: Get and Keep the Job!</p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Identify the soft skills wanted by today’s employers 	<p>SS5E.3 b. Describe how people earn income by selling their labor to businesses.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Discuss why businesses specialize and trade Define opportunity cost 	<p>SS5G2 The student will explain the reasons for the spatial patterns of economic activities.</p> <p>SS5E.1 a. Describe opportunity costs and their relationship to decision-making across time.</p> <p>SS5E.1 e. Describe how trade promotes economic activity.</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>NA</p>
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Identify three basic ways businesses are organized. 	<p>SS5E.2 b. Describe the private business function in producing goods and services.</p>	<p>Speaking and Listening SL.5.1-4</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:</p> <p>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 SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.</p> <p>Grade 4 SS3E4 The student will describe the costs and benefits of personal spending and saving choices.</p> <p>Grade 5 SS5E2.a. Describe the household function in providing resources and consuming goods and services.</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:</p> <p>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 SS3E3 a. Describe the interdependence of consumers and producers of goods and services. b. Describe how goods and services are allocated by price in the marketplace.</p> <p>Grade 4 SS4E1d. Explain how voluntary exchange helps both buyers and sellers.</p> <p>Grade 5 SS5E1.d. Explain how voluntary exchange helps both buyers and sellers. SS5E2.b. Describe the private business function in producing goods and services. SS5E3c. Describe how entrepreneurs take risks to develop new goods and services to start a business.</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:</p> <p>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>Information Processing Skills</p> <p>9. Construct charts and tables. 11. Draw conclusions and make generalizations.</p> <p>Grade 3 SS5E3 a .Describe how competition, markets, and prices influence people’s behavior.</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 4.NF.4.7</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-2 4-8</p>

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

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 4 SS3E4 The student will describe the costs and benefits of personal spending and saving choices.</p> <p>Grade 5 SS5E2 c. Describe the bank function in providing checking accounts, savings accounts, and loans.</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 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>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 SS3E3 c. Explain that some things are made locally, some elsewhere in the country, and some in other countries. d. Explain that most countries create their own currency for use as money</p> <p>Grade 4 SS4E1 e. Describe how trade promotes economic activity.</p> <p>Grade 5 SS5E1 e. Describe how trade promotes economic activity.</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>