A Correlation:  
Indiana Academic Standards and 
Junior Achievement 
Elementary School Programs
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 Indiana Academic Standards for K-5 English Language Arts (ELA), mathematics and Social Studies, as well as Financial Literacy.

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

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.
## Session One: This or That? Make a Choice

Students practice economics by making personal choices.

**Objectives:**
- Identify personal interests
- Consider the factors that determine their choices
- Define money

**Human Systems**
- K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.

**Academic Standards:**
- Vocabulary
  - K.R.V.3.2
- Writing
  - K.W.1
  - K.W.2.2
  - K.W.3.1
- Speaking and Listening
  - K.SL.1
  - K.SL.2.1
  - K.SL.2.3
  - K.SL.3.1

**Common Core Math**
- NA

## 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.

**Objectives:**
- Explain the difference between needs and wants
- Create a simple chart

**Economics**
- K.4.1 Explain that people work to earn money to buy the things they want and need.

**Academic Standards:**
- Reading: Foundations
  - K.RF.3.1
- Literature
  - K.RL.1
  - K.RL.4.1
- Vocabulary
  - K.R.V.2.2
  - K.R.V.3.2
- Speaking And Listening
  - K.SL.1
  - K.SL.2.1
  - K.SL.2.3
  - K.SL.3.1

**Common Core Math**
- Number Sense
  - K.NS.5
  - K.NS.7
- Data Analysis
  - K.DA.1

## Session Three: A Penny Earned

Students are introduced to storybook characters and examine ways they can earn money.

**Objectives:**
- Describe the role of money in society
- Identify jobs they can do to earn money

**Roles of Citizens**
- K.2.4 Give examples of how to be a responsible family member and member of a group.

**Economics**
- K.4.1 Explain that people work to earn money to buy the things they want and need.
- K.4.4 Give examples of work activities that people do at home.

**Academic Standards:**
- Reading: Foundations
  - K.RF.2.1
  - K.RF.2.2
- Literature
  - K.RL.1
  - K.RL.2.1
  - K.RL.2.3
  - K.RL.4.1
- Vocabulary
  - K.R.V.3.2
- Writing
  - K.W.1
  - K.W.2.2
  - K.W.3.1

**Common Core Math**
- Number Sense
  - K.NS.1
  - K.NS.2
  - K.NS.5
- Geometry
  - K.G.1
## JA Ourselves

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Core English Language Arts</th>
<th>Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Four: A Penny Saved</strong>&lt;br&gt;Students are introduced to the concept of saving.</td>
<td><strong>Places and Regions</strong>&lt;br&gt;K.3.3 Locate and describe places in the school and community</td>
<td><strong>Reading:</strong> Foundations&lt;br&gt;K.RF.2.2&lt;br&gt;K.RF.3.1&lt;br&gt;<strong>Literature</strong>&lt;br&gt;K.RL.1&lt;br&gt;K.RL.2.1&lt;br&gt;<strong>Vocabulary</strong>&lt;br&gt;K.RV.3.2&lt;br&gt;<strong>Speaking And Listening</strong>&lt;br&gt;K.SL.1&lt;br&gt;K.SL.2.1&lt;br&gt;K.SL.2.3&lt;br&gt;K.SL.3.1&lt;br&gt;K.SL.4.1</td>
<td><strong>Number Sense</strong>&lt;br&gt;K.NS.4&lt;br&gt;K.NS.5&lt;br&gt;K.NS.7</td>
</tr>
<tr>
<td><strong>Session Five: A Penny Shared</strong>&lt;br&gt;Students are introduced to storybook characters and their plans to earn money for a worthy cause.</td>
<td><strong>Chronological Thinking</strong>&lt;br&gt;K.1.3 Identify and order events that takes place in a sequence.&lt;br&gt;<strong>Environment and Society</strong>&lt;br&gt;K.3.7 Recommend ways that people can improve their environment at home, in school, and in the neighborhood.</td>
<td><strong>Reading:</strong> Foundations&lt;br&gt;K.RF.2.1&lt;br&gt;K.RF.2.2&lt;br&gt;<strong>Literature</strong>&lt;br&gt;K.RL.1&lt;br&gt;K.RL.2.1&lt;br&gt;K.RL.2.3&lt;br&gt;K.RL.4.1&lt;br&gt;<strong>Vocabulary</strong>&lt;br&gt;K.RV.3.2&lt;br&gt;<strong>Writing</strong>&lt;br&gt;K.W.1&lt;br&gt;K.W.2&lt;br&gt;K.W.3.1&lt;br&gt;<strong>Speaking And Listening</strong>&lt;br&gt;K.SL.1&lt;br&gt;K.SL.2.1&lt;br&gt;K.SL.2.3&lt;br&gt;K.SL.3.1</td>
<td><strong>NA</strong></td>
</tr>
</tbody>
</table>
## Session Descriptions

### Session One: All Kinds of Families
The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.

**Objectives:**
- The students will be able to:
  - Begin to understand the similarities and differences between families
  - Recognize the importance of businesses in neighborhoods

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Indiana ELA</th>
<th>Indiana Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles of Citizens</td>
<td></td>
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<tr>
<td>1.2.3 Describe ways that individual actions can contribute to the common good of the classroom or community.</td>
<td>Key Ideas and Textual Support</td>
<td>Process Standards 8</td>
</tr>
<tr>
<td>Human Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.8 Compare cultural similarities and differences of various ethnic and cultural groups found in Indiana such as family traditions and customs, and traditional clothing and food.</td>
<td>Synthesis and Connection of Ideas</td>
<td></td>
</tr>
</tbody>
</table>

### Session Two: Money for Needs and Wants
Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.

**Objectives:**
- The students will be able to:
  - Describe the difference between needs and wants
  - Explain that families must earn money for the things they need and want

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Indiana ELA</th>
<th>Indiana Math</th>
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</thead>
<tbody>
<tr>
<td>Economics</td>
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</tr>
<tr>
<td>1.4.5 Explain that people have to make choices about goods and services because resources are limited in relation to people’s wants and needs.</td>
<td>Vocabulary Building</td>
<td></td>
</tr>
</tbody>
</table>

### Session Three: Businesses All Around the Neighborhood
Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.

**Objectives:**
- The students will be able to:
  - Define entrepreneur, goods, and services
  - Interpret map symbols
  - Identify the goods or services businesses provide

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Indiana ELA</th>
<th>Indiana Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places and Regions</td>
<td></td>
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<tr>
<td>1.3.3 Identify and describe the relative locations of places in the school setting.</td>
<td>Places and Regions</td>
<td></td>
</tr>
<tr>
<td>1.3.4 Identify and describe physical features and human features of the local community including home, school and neighborhood.</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4.1 Identify goods (tangible objects, such as food or toys, that can satisfy people’s wants and needs) that people use.</td>
<td>Discussion and Collaboration</td>
<td></td>
</tr>
<tr>
<td>1.4.3 Compare and contrast different jobs people do to earn income.</td>
<td>Process Standards 2 4 7</td>
<td></td>
</tr>
</tbody>
</table>
# JA Our Families

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Indiana ELA</th>
<th>Indiana Math</th>
</tr>
</thead>
</table>
| **Session Four: Jobs All Around the Neighborhood** Students learn that entrepreneurs create businesses, which provide jobs for families. | **Economics**  
1.4.3 Compare and contrast different jobs people do to earn income. | **Vocabulary Building**  
1.RV.1  
1.RV.2.2  
**Discussion and Collaboration**  
1.SL.1  
1.SL.2.1  
1.SL.2.3 | NA |
| **Objectives:** The students will be able to:  
• Identify the jobs people do  
• Analyze their own skills to determine ways they can support family members | | | |
| **Session Five: A New Business** Students think like entrepreneurs and help advertise a new business needed in the neighborhood. | **Economics**  
1.4.6 Explain that people exchange goods and services to get the things they want and need. | **Vocabulary Building**  
1.RV.1  
1.RV.2.2  
**Discussion and Collaboration**  
1.SL.1  
1.SL.2.1  
1.SL.2.3  
1.SL.2.5 | **Operations in Algebra**  
1.CA.1,2  
**Process Standards**  
2  
4  
7  
8 |
## JA Our Community

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>IN English Language Arts</th>
<th>IN Math</th>
</tr>
</thead>
</table>
| **Session One: People in a Community Working Together**  
Students learn what a community is and the variety of jobs that people have in a community.  
**Objectives:**  
The students will:  
• 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.  
**Geography**  
2.3.1 Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.  
**Economics**  
2.4.7 Define specialization and identify specialized jobs in the school and community.  
| **Reading Non-fiction**  
2.RN.2.1  
2.RN.3.1  
**Reading Foundations**  
2.RF.4.1  
**Speaking and Listening**  
2.SL.2.1  
2.SL.2.4  
2.SL.4.1  
**Vocabulary**  
2.RV.3.2 | **Process Standards**  
PS.4  
**Geometry**  
2.G.4 |  
| **Session Two: Sweet “O” Donuts**  
Students learn that workers who produce goods and services earn money for their work.  
**Objectives:**  
The students will:  
• 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.  
**Economics**  
2.4.4 Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.  
2.4.2 Identify productive resources used to produce goods and services in the community.  
| **Reading Non-fiction**  
2.RN.2.3  
**Reading Foundations**  
2.RF.4.1  
**Writing**  
2.W.3.2  
**Speaking and Listening**  
2.SL.2.1  
2.SL.2.4  
2.SL.4.1  
**Vocabulary**  
2.RV.3.2 | **Process Standards**  
PS.1  
PS.2  
PS.4  
PS.6  
**Number Sense**  
2.NS.1  
**Computation and Algebraic Thinking**  
2.CA.1  
2.CA.2  
**Measurement**  
2.M.7 |  
| **Session Three: Business and Government Jobs**  
Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.  
**Objectives:**  
The students will:  
• Locate businesses and identify government careers.  
• Explain how taxation supports government services.  
**Economics**  
2.4.3 Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.  
2.4.7 Define specialization and identify specialized jobs in the school and community.  
| **Reading Non-fiction**  
2.RN.2.1  
2.RN.3.1  
**Reading Foundations**  
2.RF.4.1  
**Speaking and Listening**  
2.SL.2.1  
2.SL.2.4  
2.SL.4.1  
**Vocabulary**  
2.RV.3.2 | **Process Standards**  
PS.1  
PS.2  
PS.4  
PS.5  
PS.7 |
# JA Our Community

<table>
<thead>
<tr>
<th>Session Details</th>
<th>IN Social Studies</th>
<th>IN English Language Arts</th>
<th>IN Math</th>
</tr>
</thead>
</table>
| **Session Four: Let’s Vote!**  
Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority. | Civics  
2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. | Reading  
Foundations 2.RF.4.1  
Speaking and Listening 2.SL.2.1 2.SL.2.4 2.SL.4.1  
Vocabulary 2.RV.3.2 | Process Standards  
PS.2  
PS.4  
Measurement 2.M.7 |

**Objectives:**  
The students will:  
- Apply a decision-making process.  
- Recognize voting as a way responsible citizens act and contribute to meet a community’s needs.

| **Session Five: Money Moves in a Community**  
Students learn about money and how it moves through a community. | Economics  
2.4.8 Explain why people trade for goods and services and explain how money makes trade easier. | Reading  
Foundations 2.RF.4.1  
Speaking and Listening 2.SL.2.1 2.SL.2.4 2.SL.4.1  
Vocabulary 2.RV.3.2 | Process Standards  
PS.1  
PS.2  
PS.5  
PS.6  
PS.7  
Number Sense 2.NS.1  
Computation and Algebraic Thinking 2.CA.1 2.CA.2  
Measurement 2.M.7 |

**Objectives:**  
The students will:  
- Identify coins and money terms.  
- Describe how money flows through community’s economy.
# JA Our City

## Session Descriptions

<table>
<thead>
<tr>
<th>Session One: The Business Zone</th>
<th>Academic Standards</th>
<th>Indiana ELA</th>
<th>Indiana Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td><strong>Geography</strong> 3.3.1 Use labels and symbols to locate and identify physical and political features on maps and/or globes. 3.3.10 Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.</td>
<td>Vocabulary Building 3.RV.2.1,5 3.RV.3.2  Comprehension 3.SL.3.1-2</td>
<td>Process Standards 5 7</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Economics</strong> 3.4.2 Give examples of goods and services provided by local business and industry. 3.4.3 Give examples of trade in the local community and explain how trade benefits both parties.</td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Recognize and name two city zones</td>
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<tr>
<td>• Describe the goods or services provided by businesses in a city</td>
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</tbody>
</table>

## Session Two: Money Matters in a City

<table>
<thead>
<tr>
<th>Session Two: Money Matters in a City</th>
<th>Academic Standards</th>
<th>Indiana ELA</th>
<th>Indiana Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students examine the importance of money to a city.</td>
<td><strong>Civics</strong> 3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.</td>
<td>Vocabulary Building 3.RV.1 3.RV.3.2 Discussion and Collaboration 3.SL.2.2 3.SL.2.3 3.SL.2.5</td>
<td>Computation 3.C.1 Process Standards 1-8</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Economics</strong> 3.4.2 Give examples of goods and services provided by local business and industry.</td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Give an example of how taxes help a city</td>
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<tr>
<td>• Practice counting money and solving word problems</td>
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## Session Three: Money on the Move

<table>
<thead>
<tr>
<th>Session Three: Money on the Move</th>
<th>Academic Standards</th>
<th>Indiana ELA</th>
<th>Indiana Math</th>
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</thead>
<tbody>
<tr>
<td>Students learn how people earn income to pay for the goods and services sold in a city.</td>
<td><strong>Economics</strong> 3.4.2 Give examples of goods and services provided by local business and industry. 3.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier. 3.4.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</td>
<td>Vocabulary Building 3.RV.1 Discussion and Collaboration 3.SL.2.1 3.SL.2.3 3.SL.2.5</td>
<td>Computation 3.C.1 Process Standards 1-8</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Define income and jobs</td>
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<tr>
<td>• Name two ways people pay for goods and services</td>
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## Session Four: My Bank Account

<table>
<thead>
<tr>
<th>Session Four: My Bank Account</th>
<th>Academic Standards</th>
<th>Indiana ELA</th>
<th>Indiana Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students manage a personal bank account as if employed by and living in a city.</td>
<td><strong>Economics</strong> 3.4.3 Give examples of trade in the local community and explain how trade benefits both parties. 3.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier. 3.4.9 Identify different ways people save their income and explain advantages and disadvantages of each.</td>
<td>Vocabulary Building 3.RV.1 3.RV.3.2 Discussion and Collaboration 3.SL.1 3.SL.2.1</td>
<td>Computation 3.C.1 Process Standards 1-8</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Pick from a list a reason for using a money ledger.</td>
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<tr>
<td>• Explain how banks and credit unions help cities.</td>
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</table>

## Session Five: Open for Business

<table>
<thead>
<tr>
<th>Session Five: Open for Business</th>
<th>Academic Standards</th>
<th>Indiana ELA</th>
<th>Indiana Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students develop an understanding of how entrepreneurs provide a healthy economy within a city.</td>
<td><strong>Economics</strong> 3.4.6 Explain that buyers and sellers interact to determine the prices of goods and services in markets.</td>
<td>Vocabulary Building 3.RV.1 3.RV.3.2 Discussion and Collaboration 3.SL.1 3.SL.2.1 3.SL.2.5</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Define consumer, producer, and entrepreneur.</td>
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<td></td>
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<tr>
<td>• Explain what a business plan is used for</td>
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*ELO- Indicates a skill best supported by an Extended Learning Opportunity*
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Indiana ELA</th>
<th>Indiana Math</th>
</tr>
</thead>
</table>
| **Session One: Be an Entrepreneur**  
Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying their own entrepreneurial traits. | **Economics**  
4.4.7 Identify entrepreneurs who have influenced Indiana and the local community.  
4.4.8 Define profit and describe how profit is an incentive for entrepreneurs.  
**Financial Literacy**  
FLE.2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income. | Key Ideas and Textual Support  
4.RN.2.1-2  
Vocabulary  
4.RV.3.2  
Speaking and Listening  
4.SL.2.1-5  
4.SL.3.2 | Process Standards  
1-2  
4-7 |
| **Objectives:**  
The students will be able to:  
• Recognize the impact entrepreneurs have on a region  
• Apply traits that are common to successful entrepreneurs to their own skills and abilities | | | |
| **Session Two: Resources–Tools for Entrepreneurs**  
Students are introduced to resources and, working in teams, use this information to create new businesses. | **Geography**  
4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions.  
4.3.13 Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.  
**Economics**  
4.4.1 Give examples of the kinds of goods* and services* produced in Indiana in different historical periods. | Key Ideas and Textual Support  
4.RN.3.1-2  
Vocabulary  
4.RV.2.1,5  
4.RV.3.2  
Writing  
4.W.3.2  
Speaking and Listening  
4.SL.2.1-5  
4.SL.3.1-2 | Algebraic Thinking:  
4.AT.1  
Process Standards  
1-2  
4-8 |
| **Objectives:**  
The students will be able to:  
• Define natural, human, and capital resources  
• Describe how products and services use resources in society | | | |
| **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. | **Economics**  
4.4.3 Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.  
4.4.4 Explain that prices change as a result of changes in supply and demand for specific products.  
**Financial Literacy**  
FLE.3.1 Demonstrate ability to use money management skills and strategies.  
FLE.3.2 Develop a system for keeping and using financial records. | Reading for Information  
RI.4.2-4  
RI.4.7  
Vocabulary  
4.RV.2.1,5  
4.RV.3.2  
Speaking and Listening  
4.SL.2.1-5  
4.SL.3.2 | Computation  
4.C.1  
Algebraic Thinking:  
4.AT.1  
Process Standards  
1-7 |
# Session Details

<table>
<thead>
<tr>
<th>Session Four: Entrepreneurs Solve Problems</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td><strong>Economics</strong> 4.4.4 Explain that prices change as a result of changes in supply and demand for specific products.</td>
<td>Key Ideas and Textual Support 4.RN.3.1-2  Vocabulary 4.RV.2.1,5  Writing 4.W.3.2  Speaking and Listening 4.SL.2.1-5  4.SL.3.1-2</td>
<td>Process Standards 1-2  4  6-7</td>
</tr>
</tbody>
</table>

**Objectives:**
- Demonstrate the problem-solving process
- Identify the potential risks and rewards in making business decisions

<table>
<thead>
<tr>
<th>Session Five: Entrepreneurs Go Global</th>
<th>Academic Standards</th>
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</thead>
<tbody>
<tr>
<td>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</td>
<td><strong>Geography</strong> 4.3.11 Examine Indiana’s international relationships with states and regions in other parts of the world.</td>
<td>Key Ideas and Textual Support 4.RN.3.1-2  Vocabulary 4.RV.2.1,5  Writing 4.W.3.2  Speaking and Listening 4.SL.2.1-5  4.SL.3.1-2</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Objectives:**
- Apply the supply chain to a manufacturing example
- Explain how resource providers, businesses, and consumers are interdependent
# JA Our Nation

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| **Session One: Free to Choose Your Work or Business** | Economics  
5.4.2 Summarize a market economy.  
5.4.7 Predict the effect of changes supply and demand on price. | Reading  
5.RN.2.1-2  
Vocabulary  
5.RV.1  
5.RV.2.1  
5.RV.3.2  
Writing  
5.W.5  
Speaking and Listening  
5.SL.1  
5.SL.2.1-5  
5.SL.3.1 | Operations and Algebraic Thinking  
CC.2.2.5.A.1  
Numbers Base Ten  
CC.2.1.5.B.2 |
| **Session Two: Innovation Nation** | Economics  
5.4.5 Explain how education and training, specialization and investment in capital resources increase productivity.  
**Financial Literacy**  
FLE.2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income. | Reading  
5.RN.2.1-3  
Vocabulary  
5.RV.1  
5.RV.2.1  
5.RV.3.2  
Writing  
5.W.3.2  
W.6.1  
Speaking and Listening  
5.SL.1  
5.SL.2.1-5  
5.SL.3.1  
5.SL.4.1-2 | Operations and Algebraic Thinking  
CC.2.2.5.A.1  
Numbers Base Ten  
CC.2.1.5.B.2 |
| **Session Three: Career Quest** | Economics  
5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.  
**Financial Literacy**  
FLE.2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income. | Reading  
5.RN.2.1-3  
Vocabulary  
5.RV.1  
5.RV.2.1  
5.RV.3.2  
Speaking and Listening  
5.SL.1  
5.SL.2.1-5 | Numbers Base Ten  
CC.2.1.5.B.2 |
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<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Four: Get and Keep the Job!</strong></td>
<td>Career, Education and Work</td>
<td>Vocabulary 5.RV.2.1</td>
<td>Operations and Algebraic Thinking CC.2.2.5.A.1</td>
</tr>
<tr>
<td>Students examine important work-readiness and behavioral skills needed for career success.</td>
<td>13.3.5.A: Explain how student attitudes and work habits transfer from the home and school to the workplace.</td>
<td>5.RV.3.2</td>
<td>Numbers Base Ten CC.2.1.5.B.2</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>13.3.5.B: Explain the importance of working cooperatively with others at both home and school to complete a task.</td>
<td>Writing 5.W.3.2</td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td>13.3.5.C: Identify effective group interaction strategies.</td>
<td>Speaking and Listening 5.SL.2.1-5</td>
<td></td>
</tr>
<tr>
<td>▪ Identify the soft skills wanted by today’s employers</td>
<td></td>
<td>5.SL.3.1</td>
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<td></td>
<td></td>
<td>5.SL.4.1 ELO</td>
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<tr>
<td><strong>Session Five: Global Connections</strong></td>
<td>NA</td>
<td>Reading 5.RN.2.1-3</td>
<td>NA</td>
</tr>
<tr>
<td>Students explore how the United States is connected to the global economy.</td>
<td></td>
<td>Vocabulary 5.RV.2.1</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>5.RV.3.2</td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td>Speaking and Listening 5.SL.2.1-5</td>
<td></td>
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<tr>
<td>▪ Discuss why businesses specialize and trade</td>
<td></td>
<td>5.SL.3.1</td>
<td></td>
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<tr>
<td>▪ Define opportunity cost</td>
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<tr>
<td><strong>Optional Supplement: Business Organization</strong></td>
<td>NA</td>
<td>Vocabulary 5.RV.2.1</td>
<td>NA</td>
</tr>
<tr>
<td>Students examine entrepreneurship, free enterprise, and business organization.</td>
<td></td>
<td>5.RV.3.2</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>Speaking and Listening 5.SL.2.1-5</td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td>5.SL.3.1</td>
<td></td>
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<tr>
<td>▪ Identify three basic ways businesses are organized.</td>
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</table>
# JA More than Money

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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</thead>
<tbody>
<tr>
<td><strong>Session One: The Money Garden</strong></td>
<td><strong>Financial Literacy</strong>&lt;br&gt;Standard 1: Financial Responsibility/Decision Making&lt;br&gt; Demonstrate management of individual and family finances by applying reliable information and systematic decision making.&lt;br&gt; Standard 6: Saving and Investing&lt;br&gt; Analyze saving and investing to build long-term financial security and wealth.&lt;br&gt; <strong>Social Studies Grades 3-5</strong>&lt;br&gt; 3.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier.&lt;br&gt; 3.4.9 Identify different ways people save their income and explain advantages and disadvantages of each.&lt;br&gt; 4.4.6 List the functions of money (and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.)&lt;br&gt; 4.4.10 Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.</td>
<td>Key Ideas and Textual Support&lt;br&gt; 3.RN.2.1&lt;br&gt; 3.RN.2.3&lt;br&gt; 3.RN.3.3&lt;br&gt; 4.RN.2.1,3&lt;br&gt; 5.RN.2.1&lt;br&gt; <strong>Vocabulary Building</strong>&lt;br&gt; 3.RV.2.1,5&lt;br&gt; 3.RV.2.3&lt;br&gt; 4.RV.2.1,5&lt;br&gt; 4.RV.3.1-2&lt;br&gt; 5.RV.2.5.3.2&lt;br&gt; <strong>Discussion and Collaboration</strong>&lt;br&gt; 3.SL.2.1,3&lt;br&gt; 4.SL.2.1,5&lt;br&gt; 5.SL.2.1-5</td>
<td>Number Sense&lt;br&gt; 3.NS.1&lt;br&gt; 4.NS.1.6&lt;br&gt; Computation&lt;br&gt; 3.C.1,5.6&lt;br&gt; 4.C.1&lt;br&gt; 4.C.4 ELA&lt;br&gt; Measurement&lt;br&gt; 3.M.4&lt;br&gt; 4.M.4&lt;br&gt; Process Standards&lt;br&gt; 1-2&lt;br&gt; 5-7</td>
</tr>
<tr>
<td><strong>Session Two: Create a Business</strong></td>
<td><strong>Financial Literacy</strong>&lt;br&gt;Standard 2: Relating Income and Careers&lt;br&gt; Analyze how education, income, career, and life choices relate to achieving financial goals.&lt;br&gt; <strong>Social Studies Grades 3-5</strong>&lt;br&gt; 3.4.2 Give examples of goods and services provided by local business and industry.</td>
<td>Key Ideas and Textual Support&lt;br&gt; 3.RN.2.1-3&lt;br&gt; 3.RN.3.3&lt;br&gt; 4.RN.2.1-3&lt;br&gt; 4.RN.3.1&lt;br&gt; 5.RN.2.1&lt;br&gt; 5.RN.3.1&lt;br&gt; <strong>Vocabulary Building</strong>&lt;br&gt; 3.RV.2.1,5&lt;br&gt; 3.RV.2.3&lt;br&gt; 4.RV.2.1,5&lt;br&gt; 4.RV.3.2&lt;br&gt; 5.RV.2.5.3.2&lt;br&gt; <strong>Discussion and Collaboration</strong>&lt;br&gt; 3.SL.2.1-4&lt;br&gt; 4.SL.2.1-4</td>
<td>Number Sense&lt;br&gt; 3.NS.1&lt;br&gt; 4.NS.1.6&lt;br&gt; Process Standards&lt;br&gt; 1</td>
</tr>
<tr>
<td><strong>Session Three: Build a Business</strong></td>
<td><strong>Financial Literacy</strong>&lt;br&gt;Standard 3: Planning and Money Management&lt;br&gt; Manage money effectively by developing financial goals and budgets.&lt;br&gt; <strong>Social Studies Grades 3-5</strong>&lt;br&gt; 3.4.3 Give examples of trade in the local community and explain how trade benefits both parties.&lt;br&gt; 4.4.3 Explain how both parties can benefit from trade and (give examples of how people in Indiana engaged in trade in different time periods.)</td>
<td>Key Ideas and Textual Support&lt;br&gt; 3.RN.2.1-2&lt;br&gt; 3.RN.3.3&lt;br&gt; 4.RN.2.1-2&lt;br&gt; 4.RN.3.1&lt;br&gt; 5.RN.2.1&lt;br&gt; 5.RN.3.1&lt;br&gt; <strong>Vocabulary Building</strong>&lt;br&gt; 3.RV.2.1,5&lt;br&gt; 3.RV.3.2&lt;br&gt; 4.RV.2.1,5&lt;br&gt; 4.RV.3.2&lt;br&gt; 5.RV.2.5.3.2&lt;br&gt; <strong>Writing</strong>&lt;br&gt; 3.W.3.2</td>
<td>Number Sense&lt;br&gt; 3.NS.1&lt;br&gt; 4.NS.1.6&lt;br&gt; Computation&lt;br&gt; 3.C.1,5.6&lt;br&gt; 4.C.1,2,4&lt;br&gt; 5.C.1.8&lt;br&gt; Algebraic Thinking&lt;br&gt; 3.AT.1-3&lt;br&gt; 4.AT.1-4&lt;br&gt; 5.AT.1,5&lt;br&gt; Measurement&lt;br&gt; 3.M.4&lt;br&gt; 4.M.4</td>
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</table>
**Session Descriptions**

<table>
<thead>
<tr>
<th>Session Four: Run a Business</th>
<th>Session Five: Global Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The students explore the opportunities and challenges of global markets.</td>
</tr>
</tbody>
</table>

**Objectives:**
The students will be able to:
- Explain why financial institutions lend money
- Explain decision making and the traits of trustworthy borrowers
- Record and track financial gains and losses

**Session Four: Run a Business**

**Financial Literacy**
Standard 2: Relating Income and Careers
Analyze how education, income, career, and life choices relate to achieving financial goals.
FLE.1.4 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income.
FLE.1.4 Make financial decision by systematically considering alternatives and consequences

**Social Studies Grades 3-5**
3.4.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.
4.4.8 Define profit and describe how profit is an incentive for entrepreneurs.

**Session Five: Global Success**

**Social Studies Grades 3-5**
3.3.10 Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.
3.4.1 Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs.
4.4.3 Explain how both parties can benefit from trade (and give examples of how people in Indiana engaged in trade in different time periods.)
4.4.5 Describe Indiana’s emerging global connections.
5.4.2 Summarize a market economy (and give examples of how the colonial and early American economy exhibited these characteristics.)

**Academic Standards**

<table>
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<tr>
<th>Academic Standards</th>
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<tbody>
<tr>
<td><strong>Financial Literacy</strong></td>
<td>Key Ideas and Textual Support</td>
<td></td>
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<tr>
<td>3.RN.1-2</td>
<td>3.RN.1-3</td>
<td>3.C.1,5,6</td>
</tr>
<tr>
<td>3.RN.3.1-3</td>
<td>Vocabulary Building</td>
<td>4.C.1,2,4</td>
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<tr>
<td>3.RV.1-2,5</td>
<td>3.RV.3.2</td>
<td>Algebraic Thinking</td>
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<tr>
<td>3.RV.3.1</td>
<td>4.RV.1,5</td>
<td>3.AT.1-3</td>
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<tr>
<td>4.RV.2,1,5</td>
<td>4.RV.3.2</td>
<td>4.AT.1-4</td>
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<tr>
<td>5.RV.1-2,5</td>
<td>5.RV.2,1,5</td>
<td>5.AT.1,5</td>
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**Social Studies Grades 3-5**
3.3.10 Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.
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**Vocabulary Building**
3.SL.1-2,5 |
4.SL.1-2,5 |
5.SL.1-2,5 |

**Number Sense**
3.NS.1 |
4.NS.1.6 |

**Computation**
3.C.1,5,6 |
4.C.1,2,4 |

**Algebraic Thinking**
3.AT.1-3 |
4.AT.1-4 |
5.AT.1,5 |

**Process Standards**
1-2 |
4-8 |