



**A Correlation between
Common Core State Standards,
New York Learning Standards and Elementary
Grade Level Expectations and
Junior Achievement Programs**

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New York Revised Social Studies Framework
Common Core State Standards Included

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Overview

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.

In this document, Junior Achievement programs are correlated to the New York Learning Standards and the 2016 Social Studies Framework for grades K-5 as well as the Common Core State Standards in English/ Language Arts and mathematics.

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

JA Elementary School Programs

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

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 be able to:</p> <ul style="list-style-type: none"> Identify personal interests. Consider the factors that determine their choices. Define money. 	<p>K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</p> <p>K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.</p> <p>Social Studies Practices E. 1. Identify examples of scarcity and choices made due to scarcity.</p>	<p>Reading Foundations 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 be able to:</p> <ul style="list-style-type: none"> Explain the difference between needs and wants. Create a simple chart. 	<p>K.2a Each person is unique but also shares common characteristics with other family, school, and community members.</p> <p>K.9a A need is something that a person must have for health and survival, while a want is something that a person would like to have.</p> <ul style="list-style-type: none"> Students will identify basic needs (food, clothing, and shelter). Students will distinguish between a need and a want. <p>Social Studies Practices E.2. Identify examples of goods and services.</p>	<p>Reading Foundations 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 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>K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.</p> <p>K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</p> <p>Social Studies Practices E.3 Identify what money is and how it is used in society.</p>	<p>Reading Foundations 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.5c-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: 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>K.9b Goods are objects that can satisfy people’s needs and wants; services are activities that can satisfy people’s needs and wants.</p> <p>Social Studies Practices E.2. Identify examples of goods and services. E.3 Identify what money is and how it is used in society.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Literature RL.K.1-4 RL.K.7</p> <p>Speaking and Listening SL.K.1-6</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: 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>K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.</p> <ul style="list-style-type: none"> • Students will retell a story and explain the value, idea, tradition, or important event that it expressed. <p>Social Studies Practices F.2. Participate in activities that focus on a classroom or school issue or problem. F.5. Identify situations in which social actions are required.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.1 W.K.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: Our Families</p> <p>The students discover how families are alike and different and how they can work together to make where they live a better place.</p> <p>Objectives: 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 neighborhoods. 	<p>1a Families are a basic unit of all societies, and different people define family differently.</p> <ul style="list-style-type: none"> • Students will listen to stories about different families and will identify characteristics that are the same and different. <p>Geographic Reasoning D. 1 Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other. D.3 Describe how environment affects his/her and other people’s activities.</p>	<p>Reading Literature RI.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 and Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	
<p>Session Two: Our Families’ Needs and Wants</p> <p>The students become aware that all families need food, clothing, and shelter to live. They begin to understand and distinguish needs from wants.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the difference between needs and a wants. ▪ Explain that families must earn money for the things they need and want. 	<p>1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.</p> <ul style="list-style-type: none"> • Students will examine choices that families make due to scarcity, and identify costs associated with these choices. <p>Economics and Economic Systems E.1. Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these 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 and 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: Great Job!</p> <p>The students examine the jobs family members have, including operating their own businesses, and the ways people earn money to provide for a family’s needs and wants.</p> <p>Objectives: 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>1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.</p> <ul style="list-style-type: none"> • Students will identify examples of goods and services. <p>1.5a Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.</p> <p>Economics and Economic Systems E.3. Explain how people earn money and other ways that people receive money.</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 and Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	

JA Our Families

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Four: Businesses in Our Neighborhood</p> <p>The students use the Floor Map to locate businesses throughout the neighborhood. They also identify locations for new entrepreneurial businesses, along with the goods or services these businesses will provide.</p> <p>Objectives: 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>1.5b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.</p> <ul style="list-style-type: none"> • Students will use a map of the community and provide directions to another student on how to get from the school to another place identified on the map. 	<p>Reading Foundations RF.1.1-4 Reading for Information RI.1.6-7 Writing W.1.5 Speaking and Listening SL.1.1-2 SL.1.4-5 Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 1-2</p>
<p>Session Five: Our New Business</p> <p>Students become entrepreneurs and start their own businesses.</p> <p>Objectives: 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>1.10c People and families work to earn money to purchase goods and services that they need or want.</p> <ul style="list-style-type: none"> • Students will examine how earning money through work is related to the purchase of goods and services. <p>Economics and Economic Systems E.2. Distinguish between a consumer and a producer and their relationship to goods and services.</p>	<p>Reading Foundations RF.1.1-3 Reading for Information RI.1.1 RI.1.6-7 Speaking and Listening SL.1.1-2 SL.1.4-5 Language L.1.1</p>	<p>Operations and Algebraic Thinking 1.OA.A.1 Numbers Base Ten 1.NBT.C.4 Mathematical Practices 1-8</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 be able to:</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>2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.</p> <p>2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community.</p> <p>Geographic Reasoning D.1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.</p>	<p>Reading Literature RL.2.1 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Geometry G.2.2</p> <p>Mathematical Practices 4</p>
<p>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 be able to:</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>2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.</p>	<p>Reading Foundations RF.2.3-4</p> <p>Writing W.2.2</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7</p>
<p>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 be able to:</p> <ul style="list-style-type: none"> Locate businesses and identify government careers. Explain how taxation supports government services. 	<p>2.8d Taxes are collected to provide communities with goods and services.</p> <ul style="list-style-type: none"> Students will explore the purpose of taxes and how they are collected in their communities. <p>2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.</p> <ul style="list-style-type: none"> Students will identify different types of jobs performed in their community. Students will explain the services provided by community workers. 	<p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Mathematical Practices 1-2 4-5 8</p>

JA Our Community

Session 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 be able to:</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>2.4c Citizens provide service to their community in a variety of ways.</p> <ul style="list-style-type: none"> • Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers). 	<p>Reading Foundations RF.2.3 Writing W.2.2 W.2.7-8 Speaking and Listening SL.2.1-6 Language L.2.1</p>	<p>Measurement and Data MD.2.7 MD.2.9 Mathematical Practices 2 4</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 be able to:</p> <ul style="list-style-type: none"> ▪ Identify coins and money terms. ▪ Describe how money flows through a community's economy. 	<p>2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.</p> <ul style="list-style-type: none"> • Students will explore economic decision making and the use of money. 	<p>Reading Literature RL.2.1 RL.2.4 RL.2.7 Reading for Information RI.2.1 RI.2.3 -5 RI.7 Reading Foundations RF.2.3 Speaking and Listening SL.2.1-4 Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1 Numbers Base Ten NBT.2.1-2 NBT.2.5 Measurement and Data MD.2.7 MD.2.9 Mathematical Practices 1-2 5-7</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: 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>Geographic Reasoning</p> <p>D.1. Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places.</p> <p>D.2 Distinguish human activities and human-made features from “environments</p> <p>F. Civic Participation</p> <p>Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints. Participate in activities that focus on a classroom, school, or world community issue or problem.</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: 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>3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.</p> <p>3.9a World communities use human and natural resources in different ways.</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: 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>Economics and Economic Systems</p> <p>3. Identify the products found in world communities and the various ways people in those communities pay for products.</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	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: 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>3.9b People in communities have various ways of meeting their basic needs and earning a living.</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: 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>3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?</p> <p>3.10a Communities around the world produce goods and provide services.</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 Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Am I 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 be able to:</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>Economics 4.1 Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.</p> <p>Family and Consumer Science 3.1 Know the different jobs in their communities and the contributions made by individuals performing those jobs.</p>	<p>Reading for Information RI.4.1-2 RI.4 RI.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.3 L.4.4 L.4.4</p>	<p>NA</p>
<p>Session Two: Regional 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 be able to:</p> <ul style="list-style-type: none"> Recognize natural, human, and capital resources. Analyze products and services that can be offered by using resources. 	<p>Gathering, Interpreting, and Using Evidence Develop questions about New York State and its history, geography, economics and government. Recognize, use, and analyze different forms of evidence used to make meaning in social studies</p> <p>Geographic Reasoning Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</p> <p>Distinguish human activities and human-made features from “environments”</p> <p>Economics and Economic Systems 4. Explain why individuals and businesses specialize and trade.</p>	<p>Reading for Information RI.4 RI.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-5</p> <p>Language L.4.1-4 L.4.6</p>	<p>Mathematical Practices 1-2 5</p>
<p>Session Three: The Hot Dog Stand Game</p> <p>Students learn about the fundamental tasks performed by a business owner and play a game that allows them to see money coming in and going out of a business.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> Explain the importance of keeping an accurate account of a business’ financial information. Track the revenue and expenses of a business. Recognize the fundamental tasks required to run a business. 	<p>Family and Consumer Science 3.1 Understand how people acquire, use, and protect money and recognize some factors that influence spending.</p>	<p>Reading for Information RI.4.2-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>Numbers Base Ten 4.NBT.4</p> <p>Number and Operations NF.4.7</p>

JA Our Region

Session Descriptions	Academic 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 be able to:</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>Economics</p> <p>4.1 Know that scarcity requires individuals to make choices and that these choices involve costs.</p> <p>4.1 Study about how the availability and distribution of resources is important to a nation’s economic growth.</p>	<p>Reading for Information RI.4.1 RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-2 SL.4.4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-3 4-5</p>
<p>Session Five: My Region in the World</p> <p>Students demonstrate the supply chain through a hands-on manufacturing and trade experience.</p> <p>Objectives: The students will be able to:</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>Economics</p> <p>4.1 Observe economic characteristics of places; draw conclusions about how people in families, schools, and communities all over the world must depend on others to help them meet their needs and wants.</p> <p>4.2 Research a local industry to determine what it produces, how it makes this product, its distribution system, and how the finished product is marketed</p>	<p>Reading for Information RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1-4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>

JA Our Nation

Session Descriptions	Academic 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 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>E. Economics and Economic Systems 1. Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events</p> <p>Economics 5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.</p> <p>Career Development 3a Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</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 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>Mathematical Practices 1-2 4-7</p>
<p>Session Two: Innovation Nation</p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p>Objectives: The students will 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>B. Chronological Reasoning 1. Explain how events are related chronologically to one another in time.</p> <p>Economics 5.7a Different types of economic systems have developed across time and place... These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?</p> <p>Career Development 2. Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</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 OA.5.2</p> <p>Numbers Base Ten NBT.5.7</p> <p>Mathematical Practices 1-2 4-8</p>

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<p>Session Three: Career Quest Students learn about career clusters.</p> <p>Objectives: 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>F. Civic Participation 8. Identify rights and responsibilities of citizens within societies in the Western Hemisphere.</p> <p>Career Development 1. Students will be knowledgeable about the world of work, explore career options and relate personal skills, aptitudes, and abilities to future career decisions.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7 Reading: Foundations RF.5.3-4 Speaking and Listening SL.5.1-4 SL.5.6 Language L.5.1-5</p>	<p>Numbers Base Ten NBT.5.6-7 Mathematical Practices 1-7</p>
<p>Session Four: Get and Keep the Job! Students examine important work-readiness and behavioral skills needed for career success.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> Identify the soft skills wanted by today's employers. 	<p>F. Civic Participation 1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.</p> <p>Career Development 3a.3 Students demonstrate the personal qualities that lead to responsible behavior. 3a.4 Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7 Reading: Foundations RF.5.3-4 Writing WS.5.2 WS.5.4 Speaking and Listening SL.5.1-4 SL.5.6 Language L.5.1 L.5.3-5</p>	<p>Operations and Algebraic Thinking OA.5.2 Numbers Base Ten NBT.5.6-7 Mathematical Practices 1-2 4 7-8</p>

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Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss why businesses specialize and trade. ▪ Define opportunity cost. 	<p>Geography 5.4c The physical environment influences human population distribution, land use, and other forms of economic activity.</p> <p>Economics 5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.</p> <ul style="list-style-type: none"> • Students will examine why certain products are manufactured in particular places, taking into account the weight, transportation availability, and costs and markets <p>5.7c Countries trade with other countries to meet economic needs and wants. They are interdependent.</p> <ul style="list-style-type: none"> • Students will examine products that are imported into markets within the United States based on demand for these products, noting how this affects the United States economy. <p>Career Development 3a.2 Students use ideas and information to make decisions and solve problems related to accomplishing a task.</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>Mathematical Practices 2 7</p>
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify three basic ways businesses are organized. 	<p>Career Development 3a.7 Students demonstrate an awareness of the knowledge, skills, abilities, and resources needed to complete a task.</p>	<p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1 L.5.5</p>	<p>NA</p>

JA More than Money

Session Descriptions	Key Learning Objectives	Common Core English Language Arts	Common Core Math	Social Studies
<p>Session One: Money in the Bank Students manage a bank account.</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 a personal bank account <p>Concepts: bank account, deposit, earn, income, interest, money, register, savings, withdrawal</p> <p>Skills: active listening, completing forms, math computation, following directions, working in groups</p>	<p>RI.3.1-9 W.3.2,6-8 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 W.4.1,4 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 W.5S.2,4 SL.5.1-4,6 L.5.1-4</p>	<p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p>	<p>4-1 4-2 5.2 5.3</p>
<p>Session Two: A Sense of Worth Students identify characteristics of a positive work ethic and manage a bank account.</p>	<p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Identify several characteristics of a positive work ethic Distinguish between working for someone and self-employment Identify ways to earn income through jobs or a small business Practice personal money-management skills through business and ethical decision making <p>Concepts: business, employee, entrepreneur, income, job skills, mentor, money management, role model, self-employed, work ethic</p> <p>Skills: active listening, comparing and contrasting, completing forms, math computation, drawing, following directions, matching and classifying, working in groups</p>	<p>RI.3.1-9 W.3.2,6-8 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 W.4.1,4 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 W.5S.2,4 SL.5.1-4,6 L.5.1-4</p>	<p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p>	<p>4-1 4-2 5.2 5.3</p>

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<p>Session Three: Balancing Act</p> <p>Students connect personal interests to possible business opportunities and manage a bank account</p>	<p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Match personal skills with jobs and self-employment ▪ Understand market research ▪ Identify ways to share, save, and spend personal income ▪ Practice personal money management skills ▪ Practice making sound, personal financial choices ▪ Discuss ways to evenly share, save, and spend money <p>Concepts: interests, market research, money management, skills</p> <p>Skills: basic math, charting data, comparing and contrasting, deductive reasoning, following written and verbal instructions, working in groups, self- assessment, taking turns, vocabulary building</p>	<p>RI.3.1-9 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 SL.5.1-4,6 L.5.1-4</p>	<p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p>	<p>4-1 4-2 5.2 5.3</p>
<p>Session Four: Building a Business</p> <p>Students develop a business plan and calculate business costs.</p>	<p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define the basic steps in planning and starting a business ▪ Calculate operating expenses and income for a small business ▪ Develop a basic business plan based on their job skills and interests <p>Concepts: business plan, competition, estimate, expense, profit, start-up cost</p> <p>Skills: basic math, comparing and contrasting, deductive reasoning, problem-solving, reading and following directions, taking turns, vocabulary building</p>	<p>RI.3.1-9 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 SL.5.1-4,6 L.5.1-4</p>	<p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p>	<p>4-1 4-2 5.2 5.3</p>

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Session Descriptions	Key Learning Objectives	Common Core English Language Arts	Common Core Math	Social Studies
<p>Session Five: Get SMART</p> <p>Students apply the SMART decision-making process and manage a bank account.</p>	<p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Practice using the SMART system to make consumer decisions ▪ Identify the difference between personal and business spending ▪ Manage money by making SMART business and consumer decisions ▪ Apply the problem-solving steps needed to own and operate a business <p>Concepts: business consumer, money management, personal consumer</p> <p>Skills: basic math, comparing and contrasting, deductive reasoning, evaluating data, problem-solving, reading and following directions, role- playing</p>	<p>RI.3.1-9 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 SL.5.1-4,6 L.5.1-4</p>	<p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p>	<p>4-1 4-2 5.2 5.3</p>
<p>Session Six: What’s the Catch?</p> <p>During recognize deceptive advertising practices and manage a bank account.</p>	<p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize deceptive advertising ▪ Apply money management skills in a simulated business ▪ Record and track financial gains and losses in a simulated business ▪ Promote business through advertising ▪ Practice sound financial choices and cooperative decision-making skills ▪ Apply the steps necessary to own and operate a small business <p>Concepts: advertisement, deceptive, money management</p> <p>Skills: basic math, comparing and contrasting, critical thinking, evaluating data, mind- mapping, problem-solving, reading and following directions, teamwork</p>	<p>RI.3.1-9 W.3.2,6-8 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 W.4.1,4 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 W.5S.2,4 SL.5.1-4,6 L.5.1-4</p>	<p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p>	<p>4-1 4-2 5.2 5.3</p>