



empowering young people to  
own their economic success®

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

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Pennsylvania Academic Standards

Junior Achievement USA®  
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Colorado Springs, CO 80906  
[www.ja.org](http://www.ja.org)

# 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 Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening, Mathematics, Civics and Government, Economics, Geography, Family and Consumer Sciences, Career Education and Work, and Business, Computer and Information Technology, where appropriate, for grades K-5.

The Pennsylvania Academic Standards titles have been abbreviated to make the best use of space on these documents.

- Civics and Government has been abbreviated to Civics.
- Family and Consumer Sciences has been abbreviated to Consumer Sciences.
- Business, Computer and Information Technology has been abbreviated to Business.

Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, 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\*](#)<sup>®</sup> uses compelling stories read aloud by the volunteer, along with hands-on activities to demonstrate helping, working, earning, and saving.

[\*JA Our Families\*](#)<sup>®</sup> 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\*](#)<sup>®</sup> 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\*](#)<sup>®</sup> 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\*](#)<sup>®</sup> 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\*](#)<sup>®</sup> 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\*](#)<sup>®</sup> 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	PA Academic Standards	PA Core English Language Arts	PA Core Math
<p><b>Session One: This or That? Make a Choice</b></p> <p>Students practice economics by making personal choices.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify personal interests</li> <li>▪ Consider the factors that determine their choices</li> <li>▪ Define money</li> </ul>	<p><b>Civics and Government</b> 5.2.K.A: Identify responsibilities at school 5.2.K.D: Explain responsible classroom behavior.</p> <p><b>Economics</b> 6.1.K.A: Identify how scarcity influences choice.. 6.1.K.D: Identify a choice based on family interest.</p>	<p>Reading Foundations CC.1.1.K.B-D Writing CC.1.4.K.A-E CC.1.4.K.J-L CC.1.4.K.W Literature CC.1.3.K.G Speaking and Listening CC.1.5.K.A-C CC.1.5.K.E</p>	<p>Counting and Cardinality CC.2.1.K.A.2</p>
<p><b>Session Two: Do I Need What I Want?</b></p> <p>Students recognize that people have basic needs and wants and, that money-smart people know the difference between them.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the difference between needs and wants</li> <li>▪ Create a simple chart</li> </ul>	<p><b>Economics</b> 6.1.K.B: Identify family wants and needs 6.1.K.C: Identify choices to meet needs. 6.4.K.D: Identify individual wants and needs.</p>	<p>Reading Foundations CC.1.1.K.B-D Literature CC.1.3.K.A –B CC.1.3.K.F-G Speaking and Listening CC.1.3.K.G CC.1.5.K.E</p>	<p>Counting and Cardinality CC.2.1.K.A.3 Measurement and Data CC.2.4.K.A.4</p>
<p><b>Session Three: A Penny Earned</b></p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the role of money in society</li> <li>▪ Identify jobs they can do to earn money</li> </ul>	<p><b>Civics and Government</b> 5.2.K.B: Identify a problem and discuss possible solutions.</p> <p><b>Economics</b> 6.2.K.D: Identify currency and how it is used. 6.2.K.A: Identify goods and consumers. 6.4.K.A: Identify the specialized role performed by each member of the family.</p>	<p>Reading Foundations CC.1.1.K.B-D Writing CC.1.4.K.A-E CC.1.4.K.W Literature CC.1.3.K.A –B CC.1.3.K.G-K Speaking and Listening CC.1.5.K.A-G</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>
<p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the importance of saving money</li> <li>▪ Identify a savings goal</li> <li>▪ Identify a place where people save money</li> </ul>	<p><b>Economics</b> 6.2.K.D: Identify currency and how it is used.</p> <p><b>Geography</b> 7.1.K.B: Describe the location of places in the home, school, and community to gain an understanding of relative location.</p>	<p>Reading Foundations CC.1.1.K.B-D Literature CC.1.3.K.A –B CC.1.3.K.G-K Speaking and Listening CC.1.3.K.G</p>	<p>Counting and Cardinality CC.2.1.K.A.1 Measurement and Data CC.2.4.K.A.4</p>

# JA Ourselves

Session Details	PA Academic Standards	PA Core English Language Arts	PA Core Math
<p><b>Session Five: A Penny Shared</b></p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the importance of giving</li> <li>▪ Organize a chronological sequence of events</li> </ul>	<p><b>Civics and Government</b></p> <p>5.2.K.C: Identify classroom projects/activities that support leadership and service.</p>	<p>Reading Foundations CC.1.1.K.B-D</p> <p>Writing CC.1.4.K.A CC.1.4.K.W</p> <p>Literature CC.1.3.K.A –B CC.1.3.K.G-K</p> <p>Speaking and Listening CC.1.5.K.A-G</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

# JA Our Families

Session Descriptions	PA Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: All Kinds of Families</b></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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Begin to understand the similarities and differences between families</li> <li>▪ Recognize the importance of businesses neighborhoods</li> </ul>	<p><b>5. Civics</b>            5.1.1.A. Explain the purposes of rules in the classroom and school community.            5.1.1.B. Explain the importance of rules in the classroom.            5.1.1.C. Define equality and the need to treat everyone equally.</p> <p><b>6.1 Economics</b>            6.4.1.D. Describe how individuals differ in their wants and needs and why people buy and sell things.</p> <p><b>Career Awareness</b>            13.1.3.A. Recognize that individuals have unique interests.</p>	<p>Reading Literature            CC.1.3.1.A,B,C            CC.1.3.1.G,H</p> <p>Reading Foundations            CC.1.1.1.B-D</p> <p>Writing            CC.1.4.1.B,F</p> <p>Speaking &amp; Listening            CC.1.5.1.D</p>	<p>Mathematical Practices            8</p>
<p><b>Session Two: Money for Needs and Wants</b></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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the difference between needs and wants</li> <li>▪ Explain that families must earn money for the things they need and want</li> </ul>	<p><b>5. Civics</b>            5.2.1.A. Identify and explain the importance of responsibilities at school and at home.</p> <p><b>6.1 Economics</b>            6.1.1.B. Identify classroom wants and needs.            6.1.1.A. Identify scarcity of resources within the family.            6.1.1.C. Identify choice based on needs versus wants.            6.5.1.D. Identify ways to earn money.</p>	<p>Reading for Information            CC.1.2.1.B            CC.1.2.1.C</p> <p>Reading Foundations            CC.1.1.1.B            CC.1.1.1.C            CC.1.1.1.D</p> <p>Speaking &amp; Listening            CC.1.5.1.E</p>	<p>Measurement and Data            1.MD.C.4</p> <p>Mathematical Practices            1-2            4-5            7-8</p>
<p><b>Session Three: Businesses All Around the Neighborhood</b></p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, goods and services</li> <li>▪ Interpret map symbols</li> <li>▪ Identify the goods or services businesses provide</li> </ul>	<p><b>6. Economics</b>            6.2.1.A. Identify goods, consumers, and producers.            6.3.1.A. Identify examples of goods and services.            6.5.1.A. Identify individuals who work for wages in the community.            6.5.1.C. Identify businesses and their corresponding goods and services.</p> <p><b>Career Awareness</b>            13.1.3.E. Describe the work done by school personnel and other individuals in the community.            13.4.3.A. Define entrepreneurship.</p>	<p>Reading Foundations            CC.1.1.1.B            CC.1.1.1.C            CC.1.1.1.D</p> <p>Reading for Information            CC.1.2.1.C</p> <p>Writing            CC.1.4.1.B,F</p> <p>Speaking &amp; Listening            CC.1.5.1.A-F</p>	<p>Measurement and Data            1.MD.C.4</p> <p>Mathematical Practices            1-2            5-8</p>

# JA Our Families

Session Descriptions	PA Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Jobs All Around the Neighborhood</b></p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the jobs people do</li> <li>▪ Analyze their own skills to determine ways they can support family members</li> </ul>	<p><b>5. Civics</b> 5.1.E. Describe students’ responsibilities in the school and community.</p> <p>5.3.1.C. Identify the value of fire fighters, police officers and emergency workers in the community.</p> <p><b>6.1 Economics</b> 6.5.1.B. Identify different jobs and the purpose of each. 6.5.1.C. Identify businesses and their corresponding goods and services.</p> <p><b>Career Awareness</b> 13.1.3.C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.</p>	<p>Reading Foundations CC.1.1.1.B CC.1.1.1.C CC.1.1.1.D</p> <p>Reading for Information CC1.2.1.G</p> <p>Writing CC.1.4.1.T</p> <p>Speaking &amp; Listening CC.1.5.1.A-F</p>	<p>Mathematical Practices 1-2 4-5 7-8</p>
<p><b>Session Five: A New Business</b></p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</li> </ul>	<p><b>5. Civics</b> 5.2.1.C. Identify school projects / activities that support leadership and public service.</p> <p><b>6.1 Economics</b> 6.2.1.C. Identify advertisements that encourage us to buy things based on want rather than need. 6.2.1.D. Explain the role of money in determining price. <sup>ELO</sup> 6.2.1.E. Identify the impact on a community when a business opens.</p> <p><b>Entrepreneurship</b> 13.4.3.C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to, bake sale, crafts, lemonade stand, pet care.</p>	<p>Reading Foundations CC.1.1.1.B CC.1.1.1.C CC.1.1.1.D</p> <p>Reading for Information CC.1.2.1.B CC1.2.1.G</p> <p>Writing CC.1.4.1.A,B,F</p> <p>Speaking &amp; Listening CC.1.5.1.A,B,C</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7</p> <p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 2 4 7-8</p>

# JA Our Community

Session Descriptions	Key Learning Objectives	PA English Language Arts	PA Math	PA Academic Standards
<p><b>Session One: People in a Community Working Together</b></p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Describe a community</li> <li>State how people contribute to and benefit from a community</li> <li>Identify the variety of jobs in a community and how each requires specific skills</li> </ul>	<p>Grade 2 CC.1.2.2.B,E,F,G,K CC.1.3.2.B,G CC.1.5.2.A,B,C,D</p>	<p>NA</p>	<p>Economics 6.1.2.B 6.3.2.A 6.4.2.D 6.5.2.C</p> <p>Geography 7.1.2.A 7.2.2.A</p> <p>Business 15.1.2.M,N 15.2.2.B,D 15.5.2.B,D 15.6.2.A,B 15.8.2.A</p>
<p><b>Session Two: Sweet “O” Donuts</b></p> <p>Students learn that workers who produce goods and services earn money for their work.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Define the terms produce, product, production, goods, and services</li> <li>Apply innovation to the production process</li> <li>Explain that people in a community earn money by performing work</li> </ul>	<p>CC.1.1.2.D,E CC.1.2.2.F,K CC.1.4.2.A CC.1.5.2.A,B,C,D CC.1.5.2.E,F</p>	<p>CC.2.1.2.B.3 CC.2.2.2.A.1 CC.2.2.2.A.3 CC.2.4.2.A.4</p>	<p>Economics 6.2.2.A 6.4.2.A 6.5.2.C, E</p> <p>Business 15.1.2.M,N 15.2.2.B,D 15.5.2.B,D 15.6.2.A,B 15.8.2.A,E,I</p>
<p><b>Session Three: Business and Government Jobs</b></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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Locate businesses and identify government careers</li> <li>Explain how taxation supports government services</li> </ul>	<p>CC.1.1.2.D,E CC.1.2.2.B,E,F,G,K CC.1.3.2.B,G CC.1.5.2.A,B,C,D</p>	<p>CC.2.1.2.B.3 CC.2.2.2.A.1,2 CC.2.4.2.A.3</p>	<p>Civics 5.3.2.A,C 5.3.2.1</p> <p>Economics 6.1.2.B 6.2.2.A 6.3.2.A 6.4.2.D 6.5.2.A,C,F</p> <p>Geography 7.2.2.A 7.3.2.A</p> <p>Business 15.1.2.M,N 15.2.2.B,D 15.5.2.B,D 15.6.2.A-B 15.8.2.A 15.9.2.F-G</p> <p>Career 13.1.3.E</p>

# JA Our Community

Session Descriptions	Key Learning Objectives	PA English Language Arts	PA Math	PA Academic Standards
<p><b>Session Four: Let’s Vote!</b></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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Apply a decision-making process</li> <li>▪ Recognize voting as a way responsible citizens act and contribute to meet a community’s needs</li> </ul>	<p>CC.1.1.2.D,E CC.1.4.2.F,L,R,V CC.1.5.2.A,B,C,D</p>	<p>NA</p>	<p>Civics 5.1.2.C,E 5.2.2.B</p> <p>Economics 6.1.2.B-D 6.5.2.C 6.5.2.F</p> <p>Business 15.1.2.M,N 15.2.2.B,D 15.5.2.B,D 15.6.2.A-B 15.8.2.A</p>
<p><b>Session Five: Money Moves in a Community</b></p> <p>Students learn about money and how it moves through a community.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify coins and money terms</li> <li>▪ Describe how money flows through a community’s economy</li> </ul>	<p>CC.1.1.2.D,E CC.1.2.2.B,C,E,G CC.1.3.2.B,F,G CC.1.5.2.A,B,C,D</p>	<p>CC.2.1.2.B.1 CC.2.1.2.B.2 CC.2.1.2.B.3 CC.2.4.2.A.3</p>	<p>Economics 6.2.2.F,G 6.4.2.D 6.5.2.A,C</p> <p>Business 15.1.2.M,N 15.2.2.B,D 15.5.2.B,D 15.6.2.A-B 15.8.2.A</p>

# JA Our City

Session Descriptions	PA Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: The Business Zone</b></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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Recognize and name two city zones</li> <li>Describe the goods or services provided by businesses in a city</li> </ul>	<p><b>Civics</b>            5.1.3.B. Explain rules and laws for the classroom, school, and community.            6.2.3.B. Identify competing sellers in the local market.            6.2.3.E. Describe the effect of local businesses opening and closing            6.2.3.G. Identify characteristics of the local economy</p> <p><b>Economics</b>            6.5.3.A. Explain why people work.            6.5.3.C. Describe how different businesses meet the needs and wants of families.</p> <p><b>Geography</b>            7.1.12.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.            7.3.12.A. Analyze the human characteristics of places and regions...</p>	<p>Reading for Information            CC.1.2.3.E,J</p> <p>Reading Foundations            CC.1.1.3.D,E</p> <p>Writing            CC.1.4.3.A<sup>ELO</sup></p> <p>Speaking and Listening            CC.1.5.3.A,C,E</p>	<p>Measurement and Data            MD.3.4            MD.3.5            MD.3.6</p> <p>Mathematical Practices            1-8</p>
<p><b>Session Two: Money Matters in a City</b></p> <p>Students examine the importance of money to a city.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Give an example of how taxes help a city</li> <li>Practice counting money and solving word problems</li> </ul>	<p><b>Civics</b>            5.3.3.C. Identify services performed by the local Government.            5.3.3.I. Explain the role of taxes in operating government.</p> <p><b>Economics</b>            6.1.3.D. Identify reasons why people make a choice.            6.2.3.D. Demonstrate the importance of money in everyday life.            6.3.3.A. Identify goods and services provided by the government.            6.3.3.C. Define tax and explain the relationship between taxation and government services</p> <p><b>Consumer Science</b>            11.1.3.A. Identify money denominations, services and material resources available as trade-offs within the home, school and community.            11.1.3.G. Identify the services that communities provide for individuals and families.</p>	<p>Reading for Information            CC.1.2.3.A,B,E,F</p> <p>Reading Foundations            CC.1.1.3.D,E</p> <p>Writing            CC.1.4.3.V<sup>ELO</sup></p> <p>Speaking and Listening            CC.1.5.3.A-C            CC.1.5.3.E</p>	<p>Operations and Algebraic Thinking            OA.3.8            OA.3.9</p> <p>Mathematical Practices            1-8</p>
<p><b>Session Three: Money on the Move</b></p> <p>Students learn how people earn income to pay for the goods and services sold in a city.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Define income and jobs</li> <li>Name two ways people pay for goods and services</li> </ul>	<p><b>Economics</b>            6.2.3.A. Identify goods, services, consumer, and producers in the local community.            6.2.3.D. Demonstrate the importance of money in everyday life.            6.4.3.D. Describe how buyers make choices about their wants and needs through purchases.</p> <p><b>Consumer Science</b>            11.1.3.E. Explain the relationship between work and income.</p>	<p>Reading for Information            CC.1.2.3.A,B,E,F</p> <p>Reading Foundations            CC.1.1.3.D,E</p> <p>Speaking and Listening            CC.1.5.3.A-C            CC.1.5.3.E</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	PA Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: My Bank Account</b></p> <p>Students manage a personal bank account as if employed by and living in a city.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Pick from a list a reason for using a money ledger</li> <li>▪ Explain how banks and credit unions help cities</li> </ul>	<p><b>Civics</b> 5.2.3.A. Identify personal rights and responsibilities.</p> <p><b>Economics</b> 6.4.3.C. Identify different organizations that are part of the economic system (banks, small businesses, big corporations). 6.5.3.H. Identify the role of banks in our local community.</p>	<p>Reading for Information CC.1.2.3.B,F,J,K</p> <p>Reading Foundations CC.1.1.3.D,E</p> <p>Speaking and Listening CC.1.5.3.A-C CC.1.5.3.E</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><b>Session Five: Open for Business</b></p> <p>The students develop an understanding of how entrepreneurs provide a healthy economy within a city.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define consumer, producer, and entrepreneur</li> <li>▪ Explain what a business plan is used for</li> </ul>	<p><b>Economics</b> 6.2.3.C. Identify types of advertising designed to influence personal choice. 6.2.3.D. Demonstrate the importance of money in everyday life. 6.5.3.F. Define entrepreneurship.</p>	<p>Reading for Information CC.1.2.3.B,F,J,K</p> <p>Reading Foundations CC.1.1.3.D,E</p> <p>Writing CC.1.4.3.A</p> <p>Speaking and Listening CC.1.5.3.A-C CC.1.5.3.E</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	PA Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: Be an Entrepreneur</b> Students explore well-known businesses by matching entrepreneurs to their businesses, and identify their own entrepreneurial traits.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognize the impact entrepreneurs have on a region</li> <li>▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities</li> </ul>	<p><b>Economics</b> 6.5.5.F. Define entrepreneurship and its role in the local community.</p>	<p>Reading for Information CC.1.2.4.A-C CC.1.2.4.F-G</p> <p>Writing CC.1.4.4.A,E,F</p> <p>Speaking and Listening CC.1.5.4.A,G</p>	<p>Mathematical Practices 1-2 4-7</p>
<p><b>Session Two: Resources: Tools for Entrepreneurs</b> Students are introduced to resources and use this information, working in teams to create new businesses.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define natural, human, and capital resources</li> <li>▪ Describe how products and services use resources</li> </ul>	<p><b>Economics</b> 6.1.4.A. Identify scarcity of resources in a local community.</p> <p><b>Geography</b> 7.1.4.B. Describe and locate places and regions as defined by physical and human features. 7.2.4.A. Identify the physical characteristics of places and regions.</p>	<p>Reading for Information CC.1.2.4.F-G</p> <p>Writing CC.1.4.4.A,K,L</p> <p>Speaking and Listening CC.1.4.5.D,E,F</p>	<p>Mathematical Practices 1-2 4-8</p>
<p><b>Session Three: Hot Dog Stand Game</b> 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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Track the revenue and expenses of a business</li> <li>▪ Identify the fundamental tasks required to run a business</li> <li>▪ Explain the importance of keeping an accurate account of a business's financial information</li> </ul>	<p><b>Economics</b> 6.1.4.C. Illustrate what individuals or organizations give up when making a choice. 6.2.4.B. Determine how sellers compete with one another. 6.2.4.D. Explain the role of buyers and sellers in determining prices of products.</p>	<p>Reading for Information CC.1.2.4.A, CC.1.2.4.F-G</p> <p>Speaking and Listening CC.1.5.4.A,D,G</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>

# JA Our Region

Session Details	PA Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Entrepreneurs Solve Problems</b>            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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the problem solving process</li> <li>▪ Identify the potential risks and rewards in making business decisions</li> </ul>	<p><b>Economics</b>            6.1.4.C. Illustrate what individuals or organizations give up when making a choice.            6.1.4.D. Explain what influences the choices people make.</p>	<p>Reading for Information            CC.1.2.4.A,C            CC.1.2.4.F-G</p> <p>Writing            CC.1.4.4.A,K,L</p> <p>Speaking and Listening            CC.1.5.4.A,D,G</p>	<p>Mathematical Practices            1-2            4            6-7</p>
<p><b>Session Five: Entrepreneurs Go Global</b>            Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Apply the supply chain to a manufacturing example</li> <li>▪ Explain how resource providers, businesses, and consumers are interdependent</li> </ul>	<p><b>Economics</b>            6.2.4.A. Explain how a product moves from production to consumption.            6.4.4.B. Explain why nations trade.</p>	<p>Reading for Information            CC.1.2.4.C            CC.1.2.4.F-G</p> <p>Speaking and Listening            CC.1.5.4.A,D,G</p>	<p>NA</p>

# JA Our Nation

Session Details	PA Academic Standards	PA Core English Language Arts	Common Core Math
<p><b>Session One: Free to Choose Your Work or Business</b></p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the characteristics of a free market economy</li> <li>▪ Explain how pricing guides economic decisions</li> </ul>	<p><b>Economics</b></p> <p>6.1.5.B: Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good.</p> <p>6.1.5.C: Explain how people’s choices have different economic consequences.</p>	<p>Reading for Information CC.1.2.5.A-B CC.1.2.5.F -G</p> <p>Reading Foundations CC.1.1.5.D-E</p> <p>Speaking and Listening CC.1.5.5.A-E CC.1.5.5.G</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><b>Session Two: Innovation Nation</b></p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur and entrepreneurship</li> <li>▪ Describe resources and how entrepreneurs use them</li> <li>▪ Explore STEM skills and the process of innovation</li> </ul>	<p><b>Economics</b></p> <p>6.1.5.D: Demonstrate how availability of resources affects choices.</p> <p>6.5.5.F: Define entrepreneurship and its role in the local community.</p> <p><b>Career, Education and Work</b></p> <p>13.4.5.A: Identify the risks and rewards of entrepreneurship.</p> <p>13.4.5.B: Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.</p> <p>13.4.5.C: Discuss the steps entrepreneurs take to bring their goods or services to market,</p>	<p>Reading for Information CC.1.2.5.A-B CC.1.2.5.F -G</p> <p>Reading Foundations CC.1.1.5.D-E</p> <p>Writing CC.1.4.5.A CC.1.4.5.F</p> <p>Speaking and Listening CC.1.5.5.A-E CC.1.5.5.G</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><b>Session Three: Career Quest</b></p> <p>Students learn about career clusters.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	<p><b>Economics</b></p> <p>6.5.5.B: Differentiate the requirements for different careers and occupations.</p> <p><b>Career, Education and Work</b></p> <p>13.1.5.A: Describe the impact of individual interests and abilities on career choices.</p> <p>13.1.5.B: Describe the impact of personal interest and abilities on career choices.</p>	<p>Reading for Information CC.1.2.5.A-B CC.1.2.5.F -G</p> <p>Reading Foundations CC.1.1.5.D-E</p> <p>Speaking and Listening CC.1.5.5.A-E CC.1.5.5.G</p>	<p>Numbers Base Ten CC.2.1.5.B.2</p>

# JA Our Nation

Session Details	PA Academic Standards	PA Core English Language Arts	Common Core Math
<p><b>Session Four: Get and Keep the Job!</b></p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the soft skills wanted by today’s employers</li> </ul>	<p><b>Economics</b> 6.5.5.D: Explain how positive and negative incentives affect individual choices.</p> <p><b>Career, Education and Work</b> 13.3.5.A: Explain how student attitudes and work habits transfer from the home and school to the workplace. 13.3.5.B: Explain the importance of working cooperatively with others at both home and school to complete a task. 13.3.5.C: Identify effective group interaction strategies, such as, but not limited to:</p>	<p>Reading for Information CC.1.2.5.A-B CC.1.2.5.F -G</p> <p>Reading Foundations CC.1.1.5.D-E</p> <p>Writing CC.1.4.5.A CC.1.4.5.F</p> <p>Speaking and Listening CC.1.5.5.A-E CC.1.5.5.G</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><b>Session Five: Global Connections</b></p> <p>Students explore how the United States is connected to the global economy.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Discuss why businesses specialize and trade</li> <li>Define opportunity cost</li> </ul>	<p><b>Economics</b> 6.4.5.A: Explain why people specialize in the production of goods and services and divide labor. 6.4.5.B: Explain the growth in international trade.</p> <p><b>Geography</b> 7.1.5.A: Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.5.B: Describe and locate places and regions as defined by physical and human features.</p>	<p>Reading for Information CC.1.2.5.A-B CC.1.2.5.F -G</p> <p>Reading Foundations CC.1.1.5.D-E</p> <p>Speaking and Listening CC.1.5.5.A-E CC.1.5.5.G</p>	<p>NA</p>
<p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Identify three basic ways businesses are organized.</li> </ul>	<p><b>Economics</b> 6.2.5.F: Compare and contrast types of private economic institutions.</p>	<p>Speaking and Listening CC.1.5.5.A-E CC.1.5.5.G</p>	<p>NA</p>

# JA More than Money

Session Descriptions	PA Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: The Money Garden</b></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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the role of money in everyday life</li> <li>▪ Explain the benefits of using a savings account</li> </ul>	<p><b>Economics</b></p> <p>6.5.5.D. Explain how positive and negative incentives affect individual choices.</p> <p>6.5.5.G. Identify the costs and benefits of saving.</p> <p>6.5.3.A. Explain why people work.</p> <p>6.5.5.A. Describe how the availability of goods and services is made possible by the work of members of the society.</p>	<p><b>Grade 3</b> CC.1.1.3.D,E CC.1.2.3.B,F,G CC.1.5.3.A,G</p> <p><b>Grade 4</b> CC.1.1.4.D,E CC.1.4.4.B,F,G CC.1.5.4.A,G</p> <p><b>Grade 5</b> CC.1.1.5.D,E CC.1.4.5.B,F,G CC.1.5.5.A,G</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><b>Session Two: Create a Business</b></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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define business, goods, and services</li> <li>▪ Identify businesses they would like to start that align with their personal interests and skills</li> <li>▪ Appreciate their own roles as entrepreneurs in affecting their community and their world</li> </ul>	<p><b>Economics</b></p> <p>6.5.5.F. Define entrepreneurship and its role in the local community.</p> <p><b>Consumer Science</b></p> <p>11.1.3.G. Identify the services that communities provide for individuals and families.</p> <p><b>Career</b></p> <p>13.1.5.A. Describe the impact of individual interests and abilities on career choices</p> <p>13.1.5. B. Describe the impact of personal interest and abilities on career choices.</p> <p>13.1.5.H. Connect personal interests and abilities and academic strengths to personal career options.</p>	<p><b>Grade 3</b> CC.1.1.3.D,E CC.1.2.3.A,B,F,G CC.1.4.3.F CC.1.5.3.A,B,C</p> <p><b>Grade 4</b> CC.1.1.4.D,E CC.1.2.4.A,B,F,G CC.1.5.4.A,B,C</p> <p><b>Grade 5</b> CC.1.1.5.D,E CC.1.2.5.A,B,F,G CC.1.5.5.A,B,C</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><b>Session Three: Build a Business</b></p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the basic steps for building a small business</li> <li>▪ Develop a basic business plan</li> </ul>	<p><b>Consumer Science</b></p> <p>11.1.3.E. Explain the relationship between work and income.</p> <p><b>Career/Entrepreneurship</b></p> <p>13.4.5.A. Identify the risks and rewards of entrepreneurship.</p> <p>13.4.5.C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to: Marketing, Production, Research and development, selection of goods and services</p>	<p><b>Grade 3</b> CC.1.1.3.D,E CC.1.2.3.A,F,G CC.1.4.3.F CC.1.5.3.A,G</p> <p><b>Grade 4</b> CC.1.1.4.D,E CC.1.2.4.A,F,G CC.1.4.4.F,L CC.1.5.4.A,G</p> <p><b>Grade 5</b> CC.1.1.5.D,E CC.1.2.5.A,F,G CC.1.4.5.E,F CC.1.5.5.A,G</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	PA Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Run a Business</b></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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain why financial institutions lend money</li> <li>▪ Explain decision making and the traits of trustworthy borrowers</li> <li>▪ Record and track financial gains and losses</li> </ul>	<p><b>Economics</b></p> <p>6.4.3.A. Identify local examples of specialization and division of labor.</p> <p>6.4.4.A. List and explain factors that promote specialization and division of labor.</p> <p>6.4.5.A. Explain why people specialize in the production of goods and services and divide labor.</p> <p>6.5.5.H. Identify the costs and benefits of borrowing.</p>	<p><b>Grade 3</b>  CC.1.1.3.D,E  CC.1.2.3.A-C  CC.1.2.3.E-G  CC.1.5.3.A,B,C</p> <p><b>Grade 4</b>  CC.1.1.4.D,E  CC.1.2.4.A-C  CC.1.2.4.E-G  CC.1.5.4.A,B,C</p> <p><b>Grade 5</b>  CC.1.1.5.D,E  CC.1.2.5.A-C  CC.1.2.5.E-G  CC.1.5.5.A,B,C</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><b>Session Five: Global Success</b></p> <p>The students explore the opportunities and challenges of global markets.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explore reasons why businesses import and export goods</li> <li>▪ Describe the economic considerations related to selling in a global market</li> <li>▪ Define opportunity cost</li> </ul>	<p><b>Economics</b></p> <p>6.4.5.C. Explain how and where multinational corporations operate</p> <p>6.4.3.B. Identify examples of trade , imports, and exports in the local community.</p> <p>6.4.4.B. Explain why nations trade.</p> <p>6.4.5.B. Explain the growth in international trade.</p> <p><b>Geography</b></p> <p>7.1.3-5.B. Describe and locate places and regions as defined by physical and human features.</p>	<p><b>Grade 3</b>  CC.1.1.3.D,E  CC.1.2.3. B,D,E  CC.1.2.3.E-G  CC.1.4.3.A  CC.1.5.3.A,B,C</p> <p><b>Grade 4</b>  CC.1.1.4.D,E  CC.1.2.4.A-C  CC.1.2.4.E-G  CC.1.4.4.A  CC.1.5.4.A,B,C</p> <p><b>Grade 5</b>  CC.1.1.5.D,E  CC.1.2.5.A-C  CC.1.2.5.E-G  CC.1.4.5.A  CC.1.5.5.A,B,C</p>	