



empowering young people to  
own their economic success®

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

Updated December 2017  
2017 Iowa Core Standards  
Junior Achievement USA®  
One Education Way  
Colorado Springs, CO 80906  
[www.ja.org](http://www.ja.org)

# 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 2017 Iowa Core Standards for Social Studies and the Iowa 21<sup>st</sup> Century Standards as well as Literacy 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.

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

## 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	Iowa Core Standards	Literacy	Mathematics
<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>Social Science</b> SS.K.7. Describe ways in which students and others are alike and different within a variety of social categories.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Writing W.K.1-2,8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.2</p>
<p><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>Social Science</b> SS.K.10. Give examples of choices that are made because of scarcity. SS.K.12. Distinguish between appropriate spending choices.</p> <p><b>Financial Literacy</b> 21.K-2/FL.6 Distinguish between appropriate spending choices.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Literature RL.K.1,4 RL.K.7</p> <p>Speaking and Listening SL.K.1-3 SL.K.6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.3</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p><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>Financial Literacy</b> 21.K-2.FL.2 Identify monetary resources and distribution options for those resources.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.2,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>
<p><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>Social Science</b></p> <p><b>Financial Literacy</b> 21.K-2.FL.1 Demonstrate the ability to set goals based on wants and needs. 21.K-2.FL.5 Recognize various ways to save and the reasons individuals decide to save.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Literature RL.K.1-4</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1</p> <p>Measurement and Data CC.2.4.K.A.4</p>

# JA Ourselves

Session Details	Iowa Core Standards	Literacy	Mathematics
<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>Social Science</b></p> <p>SS.K.8. Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities.</p> <p>SS.K.16. Distinguish at least two related items or events by sequencing them from the past to the present</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.1,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

# JA Our Families

Session Descriptions	Iowa Core Standards	Literacy	Mathematics
<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 in neighborhoods</li> </ul>	<p><b>Social Studies</b></p> <p>SS.1.2. Generate supporting questions across the social studies disciplines related to compelling questions.</p> <p>SS.1.7. Investigate how social identities can influence students’ own and others’ thoughts and behaviors.</p> <p><b>Financial Literacy</b></p> <p>21.K-2.FL.4 Develop awareness that each person has an identity.</p>	<p>Reading Literature</p> <p>RI.1.1</p> <p>RI.1.3-4</p> <p>RI.1.7,9,10</p> <p>Reading Foundations</p> <p>RF.1.1-4</p> <p>Writing</p> <p>W.1.2,5,8</p> <p>Speaking &amp; Listening</p> <p>SL.1.1-2</p> <p>SL.1.4-5</p> <p>Language</p> <p>L.1.1-2</p> <p>L.1.4</p>	<p>Mathematical Practices</p> <p>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>Social Studies</b></p> <p>SS.1.19. Compare how people in different types of communities use goods from local and distant places to meet their daily needs.</p> <p><b>Financial Literacy</b></p> <p>21.K-2.Fl.1 Demonstrate the ability to set goals based on wants and needs.</p> <p>21.K-2.FL.2 Identify monetary resources and distribution options for those resources.</p> <p>21.K-2.FL.6 Distinguish between appropriate spending choices.</p>	<p>Reading for Information</p> <p>RI.1.1</p> <p>RI.1.3-4</p> <p>RI.1.6-7</p> <p>RI.1.10</p> <p>Reading Foundations</p> <p>RF.1.1-4</p> <p>Speaking &amp; Listening</p> <p>SL.1.1-2</p> <p>SL.1.4</p> <p>Language</p> <p>L.1.1</p> <p>L.1.4</p>	<p>Measurement and Data</p> <p>1.MD.C.4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>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>Social Studies</b></p> <p>SS.1.11. Compare the goods and services that people in the local community produce with those that are produced in other communities.</p> <p>SS.1.15. Describe the role of financial institutions in the community in order to save and invest.</p> <p>SS.1.16. Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.</p>	<p>Reading Foundations</p> <p>RF.1.1-4</p> <p>Reading for Information</p> <p>RI.1.1</p> <p>RI.1.3-4</p> <p>RI.1.6-7</p> <p>RI.1.10</p> <p>Writing</p> <p>W.1.2,5,8</p> <p>Speaking &amp; Listening</p> <p>SL.1.1-2</p> <p>SL.1.4</p>	<p>Measurement and Data</p> <p>1.MD.C.4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>5-8</p>

# JA Our Families

Session Descriptions	Iowa Core Standards	Literacy	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>Social Studies</b> SS.1.13. Explain why people have different jobs in the community.</p> <p><b>Employability Skills</b> 21.K-2.ES.1 Communicate and work appropriately with others to complete tasks. 21.K-2.ES.2 Recognize different roles and responsibilities and is open to change.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.6-7</p> <p>Writing W.1.5</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</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>Employability Skills</b> 21.K-2.ES.3 Learn leadership skills and demonstrate integrity, ethical behavior and social responsibility. 21.K-2.ES.4 Develop initiative and demonstrate self-direction in activities. 21.K-2.ES.5 Work productively and are accountable for their actions.</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 &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7</p> <p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 2 4 7-8</p>

# JA Our Community

Session Descriptions	Key Learning Objectives	Literacy	Math	Iowa Core 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>Reading Literature RL.2.1-3 RL.2.5-7</p> <p>Reading for Information RI.2.1-9</p> <p>Speaking and Listening SL.2.1-3 SL.2.5-6</p> <p>Language L.2.4-6</p>	<p>G.2.2</p> <p>Standards for Mathematical Practice 4</p>	<p><b>Social Studies</b> SS.2.7</p> <p><b>Employability Skills</b> 21.K-2.ES.1 21.K-2.ES.2</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>Reading Literature RL.2.1-3 RL.2.5-7</p> <p>Reading for Information RI.2.1-9</p> <p>Speaking and Listening SL.2.1-3 SL.2.5-6</p> <p>Language L.2.4-6</p>	<p>OA.2.1 NBT.2.1 NBT.2.2 NBT.2.5 MD.2.7 MD.2.9</p> <p>Mathematical Practice 1-2 4 6</p>	<p><b>Employability Skills</b> 21.K-2.ES.1 21.K-2.ES.2 21.K-2.ES.3 21.K-2.ES.5</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>Reading Literature RL.2.1-3 RL.2.5-7</p> <p>Reading for Information RI.2.1-9</p> <p>Speaking and Listening SL.2.1-3 SL.2.5-6</p> <p>Language L.2.4-6</p>	<p>OA.2.1</p> <p>Mathematical Practice 1-2 4-5 8</p>	<p><b>Social Studies</b> SS.2.13.</p>

# JA Our Community

Session Descriptions	Key Learning Objectives	Literacy	Mathematics	Iowa Core 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>Reading Literature RL.2.1-3 RL.2.5-7</p> <p>Reading for Information RI.2.1-9</p> <p>Speaking and Listening SL.2.1-3 SL.2.5-6</p> <p>Language L.2.4-6</p>	<p>MD.2.7 MD.2.9</p> <p>Mathematical Practice 2 4</p>	<p><b>Social Studies</b> SS.2.9 SS.2.10</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>Reading Literature RL.2.1-3 RL.2.5-7</p> <p>Reading for Information RI.2.1-9</p> <p>Speaking and Listening SL.2.1-3 SL.2.5-6</p> <p>Language L.2.4-6</p>	<p>OA.2.1 NBT.2.1 NBT.2.2 NBT.2.5 MD.2.7 MD.2.9</p> <p>Mathematical Practice 1-2 5-7</p>	<p><b>Financial Literacy</b> 21.K-2.FL.2 21.K-2.FL.6</p>

# JA Our City

Session Descriptions	Iowa Core Standards	Literacy	Mathematics
<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>Social Studies</b> SS.3.19. Create a geographic representation to explain how the unique characteristics of a place affect migration.</p> <p><b>Employability Skills</b> 21.3–5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work. 21.3-5.ES.5 Demonstrate productivity and accountability by producing quality work.</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2<sup>ELO</sup> W.3.7 -8<sup>ELO</sup></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><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>Social Studies</b> SS.3.10. Explain how rules and laws impact society.</p> <p><b>Employability Skills</b> 21.3-5.ES.5 Demonstrate productivity and accountability by producing quality work.</p> <p><b>Financial Literacy</b> 21.3-5.FL.6 Recognize that spending choices differ between groups of people and settings.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8<sup>ELO</sup></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><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>Social Studies</b> SS.3.13. Identify how people use natural resources, human resources, and physical capital to produce goods and services.</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	Iowa Core Standards	Literacy	Mathematics
<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>Social Studies</b></p> <p>SS.3.14. Describe the role of various financial institutions in an economy</p> <p>SS.3.18. Determine the importance of saving/investing in relation to future needs.</p> <p><b>Financial Literacy</b></p> <p>21.3-5.FL.5. Determine the importance of saving/investing in relation to future needs.</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><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>Social Studies</b></p> <p>SS.3.13. Identify how people use natural resources, human resources, and physical capital to produce goods and services.</p> <p>SS.3.16. Describe how people take risks to improve their family income through education, career changes and moving to new places</p> <p><b>Employability Skills</b></p> <p>21.3-5.ES.2 Adjust to various roles and responsibilities and understand the need to be flexible to change.</p> <p>21.3-5.ES.3 Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities.</p> <p>21.3-5.ES.4 Demonstrate initiative, creativity, self-directions and entrepreneurial thinking to produce successful outcomes.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

# JA Our Region

Session Details	Iowa Core Standards	Literacy	Mathematics
<p><b>Session One: Be an Entrepreneur</b> Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying 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>Social Studies</b> SS.4.1. Explain how a compelling question represents key ideas in the field</p> <p><b>Employability Skills</b> 21.3–5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p>	<p>Reading for Information RI.4.1-2 RI.4.4 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.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4-7</p>
<p><b>Session Two: Resources–Tools for Entrepreneurs</b> Students are introduced to resources and, working in teams, use this information 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>Social Studies</b> SS.4.11. Describe how scarcity requires a person to make a choice and identify costs associated with that choice.</p> <p>SS.4.12. Using historical and/or local examples, explain how competition has influenced the production of goods and services.</p> <p>SS.4.17. Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.</p> <p><b>Employability Skills</b> 21.3–5.ES.4 Demonstrate initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes.</p>	<p>Reading for Information RI.4.4 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.4.1-5</p> <p>Language L.4.3-4 L.4.1-6</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>Social Studies</b> SS.4.15. Identify factors that can influence people’s different spending and saving choices.</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.4.3-6</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>

# JA Our Region

Session Details	Iowa Core Standards	Literacy	Mathematics
<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>Social Studies</b> SS.4.14. Explain the reasons why the costs of goods and services rise and fall.</p> <p><b>Employability Skills</b> 21.3–5.ES.2 Adjust to various roles and responsibilities and understand the need to be flexible to change. 21.3–5.ES.4 Demonstrate initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes.</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 1-2 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>Employability Skills</b> 21.3–5.ES.3 Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities.</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 Details	Iowa Core Standards	Literacy	Mathematics
<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>Employability Skills</b></p> <p>21.3–5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p>	<p>Reading for Information RI.5.1-2 RI.5.4,7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-6</p> <p>Language L.5.1 L.5.3-5</p>	<p>OA.5.2 NBT.5.6 NBT.5.7</p> <p><b>Mathematical Practices</b> 1-2 4-7</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>Social Studies</b></p> <p>SS.5.17. Give examples of financial risks that individuals and households face</p> <p><b>Employability Skills</b></p> <p>21.3–5.ES.2 Adjust to various roles and responsibilities and understand the need to be flexible to change.</p> <p>21.3–5.ES.4 Demonstrate initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes.</p>	<p>Reading for Information RI.5.1-2 RI.5.4,7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing W.5.2,4</p> <p>Speaking and Listening SL.5.1-6</p> <p>Language L.5.1 L.5.3-5</p>	<p>OA.5.2 NBT.5.7</p> <p><b>Mathematical Practices</b> 1-2 4-8</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>Employability Skills</b></p> <p>21.3–5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p> <p><b>Financial Literacy</b></p> <p>21.3–5.FL.2 Recognize how one’s personal career choice and attitude can impact financial planning decisions.</p>	<p>Reading for Information RI.5.1-2 RI.5.4,7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-6</p> <p>Language L.5.1 L.5.3-5</p>	<p>NBT.5.6 NBT.5.7</p> <p><b>Mathematical Practices</b> 1-7</p>

# JA Our Nation

Session Details	Iowa Core Standards	Literacy	Mathematics
<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>Employability Skills</b></p> <p>21.3–5.ES.3 Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities.</p>	<p>Reading for Information RI.5.1-2 RI.5.4,7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing W.5.2,4</p> <p>Speaking and Listening SL.5.1-6</p> <p>Language L.5.1 L.5.3-5</p>	<p>NBT.5.6 NBT.5.7</p> <p><b>Mathematical Practices</b> 1-2 4 6-7</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>Social Studies</b></p> <p>SS.5.13. Describe how goods and services are produced and distributed domestically and globally</p> <p>SS.5.15. Explain how trade impacts relationships between countries.</p>	<p>Reading for Information RI.5.1-2 RI.5.4,7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-6</p> <p>Language L.5.1 L.5.3-5</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>Employability Skills</b></p> <p>21.3–5.ES.2 Adjust to various roles and responsibilities and understand the need to be flexible to change.</p>	<p>Speaking and Listening SL.5.1-6</p> <p>Language L.5.1 L.5.3-5</p>	<p>NA</p>

# JA More than Money

Session Descriptions	Iowa Core Standards	Literacy	Mathematics
<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>Financial Literacy</b>            21.3-5.FL.5. Determine the importance of saving/investing in relation to future needs.            21.3-5.FL.6 Recognize that spending choices differ between groups of people and settings.</p> <p><b>Employability Skills</b>            21.3-5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p> <p><b>Social Studies</b>            SS.3.18. Determine the importance of saving/investing in relation to future needs.            SS.5.16. Demonstrate ways to monitor how money is spent and saved.</p>	<p>Reading for Information            RI.3.1            RI.3.3-4            RI.3.6</p> <p>Reading Foundations            RF.3.3-4</p> <p>Speaking and Listening            SL.3.1            SL.3.6</p> <p>Language            L.3.1            L.3.4            L.3.4</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>Financial Literacy</b>            21.3-5.FL.2 Recognize how one's personal career choice and attitude can impact financial planning decisions.</p> <p><b>Employability Skills</b>            21.3-5.ES.3 Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities.</p> <p><b>Social Studies</b>            SS.3.16. Describe how people take risks to improve their family income through education, career changes and moving to new places.</p>	<p>Reading for Information            RI.3.2-4            RI.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.3.1-4            L.3.6</p>	<p>Numbers Base Ten            3.NBT.3.3</p> <p>4.NBT.4            4.NBT.5</p> <p>5.NBT.5            5.NBT.7</p> <p>Mathematical Practices            1-8</p>
<p><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>Employability Skills</b>            21.3-5.ES.4 Demonstrate initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes.            21.3-5.ES.5 Demonstrate productivity and accountability by producing quality work.</p>	<p>Reading for Information            RI.3.2-6</p> <p>Reading Foundations            RF.3.3-4</p> <p>Speaking and Listening            SL.3.1            SL.3.6</p> <p>Language            L.3.1-4            L.3.6</p>	<p>Numbers Base Ten            3.NBT.2.2            3.NBT.3.3</p> <p>4.NBT.4            4.NF.4.7</p> <p>5.NBT.5            5.NBT.7</p> <p>Mathematical Practices            1-2            4-8</p>

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

# JA More than Money

Session Descriptions	Iowa Core Standards	Literacy	Mathematics
<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>Financial Literacy</b> 21.3–5.FL.3 Identify the concept of debt and an individual’s responsibility for that debt.</p> <p><b>Employability Skills</b> 21.3–5.ES.2 Adjust to various roles and responsibilities and understand the need to be flexible to change.</p> <p><b>Social Studies</b> SS.3.17. Explain an individual’s responsibility for credit and debt.</p>	<p>Reading for Information RI.3.1-5 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><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>Employability Skills</b> 21.3–5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p> <p><b>Social Studies</b> SS.4.11. Describe how scarcity requires a person to make a choice and identify costs associated with that choice. SS.5.15. Explain how trade impacts relationships between countries.</p>	<p>Reading for Information RI.3.1 RI.3.3-7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.3</p> <p>Speaking and Listening SL.3.1-2 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>NA</p>