

# JA Ourselves

Session Details	Ohio Learning Standards	Common Core English Language Arts	Common 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:</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>Economics</b> 12. Goods are objects that can satisfy people’s wants. Services are actions that can satisfy people’s wants.</p> <p><b>Geography</b> 8. Identify ways that individuals in the family, school and community are unique and ways that they are the same.</p> <p><b>Financial Literacy</b> 1.a. People have wants and must make choices to satisfy those wants. 1.d. Making choices includes weighing costs, benefits and personal values.</p>	<p><b>Reading Foundational Skills</b> RF.K.1-3</p> <p><b>Writing</b> W.K.1-2 W.K.8</p> <p><b>Literature</b> RL.K.7</p> <p><b>Speaking and Listening</b> SL.K.1-3 SL.K.5-6</p> <p><b>Language</b> L.K.4 L.K.6</p>	<p><b>Counting and Cardinality</b> CC.K.4</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:</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> 11. Explain how a decision about an individual want can impact others. 12. Identify goods and services.</p> <p><b>Financial Literacy</b> 1.b. People have limited resources and must prioritize their wants.</p>	<p><b>Reading Foundational Skills</b> RF.K.1-3</p> <p><b>Literature</b> RL.K.1 RL.K.4,7</p> <p><b>Speaking and Listening</b> SL.K.1-3 SL.K.6</p> <p><b>Language</b> L.K.4-6</p>	<p><b>Counting and Cardinality</b> CC.K.4-6</p> <p><b>Measurement and Data</b> MD.K.1,3</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:</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>Government</b> 9. Identify responsibilities at home and in the school and community and describe how individuals share those responsibilities to achieve common goals.</p> <p><b>Geography</b> 5. Describe the relative location of a familiar place using appropriate terms.</p> <p><b>Financial Literacy</b> 1.c. Money (currency) is used as the most common means of economic exchange. 3.a. People earn income in exchange for their labor and/or expertise.</p>	<p><b>Reading Foundational Skills</b> RF.K.1-4</p> <p><b>Writing</b> W.K.2 W.K.8</p> <p><b>Literature</b> RL.K.1-4 RL.K.7,9,10</p> <p><b>Speaking and Listening</b> SL.K.1-6</p> <p><b>Language</b> L.K.4 L.K.-6</p>	<p><b>Counting and Cardinality</b> CC.K.1 CC.K.3-5</p>

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<p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></p> <p>The students will:</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>Geography</b> 6. Create models and maps of real places.</p> <p><b>Financial Literacy</b> 6.a. People can save a portion of their income by reducing the amount of money they spend. 8.a. Banks, savings and loan associations and credit unions are places where people can save, borrow, invest money and earn interest. 16.b. Saving a portion of income can help meet future goals and increase net worth.</p>	<p><b>Reading Foundational Skills</b> RF.K.1-4</p> <p><b>Literature</b> RL.K.1-4 RL.K.4,7</p> <p><b>Speaking and Listening</b> SL.K.1-6 SL.K.6</p>	<p><b>Counting and Cardinality</b> CC.K.4-6</p> <p><b>Measurement and Data</b> MD.K.1-,3</p> <p><b>Operations and Algebraic Thinking</b> OA.K.1</p>
<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:</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>History</b></p> <ol style="list-style-type: none"> <li>1. Use chronological vocabulary correctly.</li> <li>2. Communicate personal history through stories and pictures</li> </ol>	<p><b>Reading Foundational Skills</b> RF.K.1-4</p> <p><b>Writing</b> W.K.1,8</p> <p><b>Literature</b> RL.K.1-4 RI.K.7,9,10</p> <p><b>Speaking and Listening</b> SL.K.1-6</p> <p><b>Language</b> L.K.4-5a L.K.6</p>	<p><b>Counting and Cardinality</b> CC.K.4-6</p>