A Correlation:
Kentucky Academic Standards and
Junior Achievement
Elementary School Programs

Updated November 2018
Academic Standards

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
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 Kentucky Academic Standards for Social and Vocational Studies, and the Common Core Standards for English Language Arts (ELA) and Mathematics. Where a standard is best supported by an Extended Learning Opportunity, 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® uses compelling stories read aloud by the volunteer, along with hands-on activities to demonstrate helping, working, earning, and saving.

JA Our Families® introduces students to the intersection of entrepreneurship and first-grade social studies learning objectives, including how family members’ jobs and businesses contribute to the well being of the family.

JA Our Community® uses posters and games to offer practical information about businesses and the many jobs those businesses offer in a community. Students explore production methods through a simulation game, and they learn about taxes, decision making, and how money flows in an economy.

JA Our City® introduces students to the intersection of financial literacy and third-grade social studies learning objectives, including the characteristics of cities and how people and businesses in cities manage their money.

JA Our Region® introduces students to entrepreneurship and how entrepreneurs use resources to produce goods and services in a community. Students solve problems by weighing risks and rewards.

JA Our Nation® provides practical information about businesses’ need for individuals who can meet the demands of the job market, including high-growth, high-demand jobs locally and globally.

JA More than Money® teaches students about earning, spending, sharing, and saving money, and businesses they can start or jobs they can perform to earn money.

For JA BizTown, refer to the Capstone Correlations Report.
## Session Details

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<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
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<tbody>
<tr>
<td><strong>Session One: This or That? Make a Choice</strong></td>
<td>Vocational Studies 2.30 Students evaluate consumer products and services and make effective consumer decisions</td>
<td>Reading Foundations RF.K.1-3 Writing W.K.1-2,8 Literature RL.K.7 Speaking and Listening SL.K.1-6 Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.2</td>
</tr>
<tr>
<td>Students practice economics by making personal choices.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Identify personal interests</td>
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<td>• Consider the factors that determine their choices</td>
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<tr>
<td>• Define money</td>
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<tr>
<td><strong>Session Two: Do I Need What I Want?</strong></td>
<td>Social Studies 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</td>
<td>Reading Foundations RF.K.1-3 Literature RL.K.1,4 RL.K.7 Speaking and Listening SL.K.1-3 SL.K.6 Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.3 Measurement and Data CC.2.4.K.A.4</td>
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<tr>
<td>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Explain the difference between needs and wants</td>
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<tr>
<td>• Create a simple chart</td>
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<tr>
<td>Vocational Studies 5.4 Students use a decision-making process to make informed decisions among options.</td>
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<tr>
<td><strong>Session Three: A Penny Earned</strong></td>
<td>Vocational Studies 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</td>
<td>Reading Foundations RF.K.1-4 Writing W.K.2,8 Literature RL.K.1-4 RL.K.7 RL.K.9-10 Speaking and Listening SL.K.1-6 Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.1-3</td>
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<tr>
<td>Students are introduced to storybook characters and examine ways they can earn money.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Describe the role of money in society</td>
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<tr>
<td>• Identify jobs they can do to earn money</td>
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</tbody>
</table>
# JA Ourselves

## Session Details

### Session Four: A Penny Saved

Students are introduced to the concept of saving.

**Objectives:**

The students will be able to:

- Explain the importance of saving money
- Identify a savings goal

Identify a place where people save money

**Social Studies**

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

- Investigate banks in the community and explain how they help people.

**Vocational Studies**

5.4 Students use a decision-making process to make informed decisions among options

- Identify goals pertaining to money that might affect individuals and families
- Investigate different ways to save money

### Session Five: A Penny Shared

Students are introduced to storybook characters and their plans to earn money for a worthy cause.

**Objectives:**

The students will be able to:

- Explain the importance of giving
- Organize a chronological sequence of events

**Social Studies**

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

- Compare ways people in the past/present acquired what they needed, using basic economic terms related to markets

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### Academic Standards

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<tr>
<th>Social Studies</th>
<th>English Language Arts</th>
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<tr>
<td>2.18</td>
<td>Reading Foundations</td>
<td>Counting and Cardinality</td>
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<td>CC.2.1.K.A.1</td>
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<td>RL.K.1-4</td>
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<tr>
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### Math

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<td></td>
<td>RL.K.1-4</td>
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<td>Speaking and Listening</td>
<td>CC.2.4.K.A.4</td>
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**Junior Achievement**
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<tr>
<td><strong>Session One: All Kinds of Families</strong></td>
<td><strong>Social Studies</strong></td>
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<tr>
<td>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</td>
<td>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</td>
<td>Reading Literature RL.1,1 RL.1.3-4 RL.1.7-9,10</td>
<td>Mathematical Practices 8</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Begin to understand the similarities and differences between families</td>
<td>• describe interactions (e.g., compromise, cooperation, conflict, competition) that occur between individuals/groups</td>
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<tr>
<td>• Recognize the importance of businesses in neighborhoods</td>
<td>2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</td>
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<tr>
<td></td>
<td>• An understanding and appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today.</td>
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<tr>
<td><strong>Session Two: Money for Needs and Wants</strong></td>
<td><strong>Social Studies</strong></td>
<td></td>
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</tr>
<tr>
<td>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</td>
<td>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</td>
<td>Reading for Information RL.1,1 RL.1.3-4 RL.1.6-7 RL.1.10</td>
<td>Mathematical Practices 1-2</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>• Interactions among individuals and groups assume various forms.</td>
<td>Reading Foundations RF.1.1-4</td>
<td>4-5</td>
</tr>
<tr>
<td>The students will be able to:</td>
<td><strong>Vocational Studies</strong></td>
<td></td>
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<tr>
<td>• Describe the difference between needs and wants</td>
<td>2.30 Students evaluate consumer products and services and make effective consumer decisions recognizing that consumers are people whose wants are satisfied by using goods and services identifying the difference between wants and needs (e.g., food, clothing, and shelter) and the relationship to consumer decisions</td>
<td>Speaking &amp; Listening SL.1.1-2 SL.1.4</td>
<td>7-8</td>
</tr>
<tr>
<td>• Explain that families must earn money for the things they need and want</td>
<td></td>
<td>Language L.1.1 L.1.4</td>
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<tr>
<td><strong>Session Three: Businesses All Around the Neighborhood</strong></td>
<td><strong>Social Studies</strong></td>
<td></td>
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</tr>
<tr>
<td>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</td>
<td>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</td>
<td>Reading Foundations RF.1.1-4 Reading for Information RL.1,1 RL.1.3-4 RL.1.6-7 RL.1.10</td>
<td>Mathematical Practices 1-2</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>• markets enable buyers and sellers to exchange goods and services</td>
<td>Speaking &amp; Listening SL.1.1-2 SL.1.4</td>
<td>5-8</td>
</tr>
<tr>
<td>The students will be able to:</td>
<td>• individuals, groups and businesses in the community demonstrate interdependence as they make economic decisions about the use of resources</td>
<td>Language L.1.1-2 L.1.4</td>
<td></td>
</tr>
<tr>
<td>Define entrepreneur, goods, and services</td>
<td>2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</td>
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<tr>
<td>Interpret map symbols</td>
<td>• the use of geographic tools and mental maps help to locate places, recognize patterns and identify geographic features o</td>
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<tr>
<td>Identify the goods or services businesses provide</td>
<td>• locate and describe familiar places at school and the community</td>
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<td></td>
<td>• create maps that identify the relative location of familiar places and objects</td>
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</table>
### Session Descriptions

<table>
<thead>
<tr>
<th>Session Four: Jobs All Around the Neighborhood</th>
<th>Vocational Studies</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students learn that entrepreneurs create businesses, which provide jobs for families.</td>
<td>2.30 Students evaluate consumer products and services and make effective consumer decisions</td>
<td>Reading Foundations RF.1.1-4</td>
<td>Mathematical Practices 1-2</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>• recognizing that producers are people who make goods and provide services</td>
<td>Reading for Information RI.1.6-7</td>
<td>4-5</td>
</tr>
<tr>
<td>The students will be able to:</td>
<td>2.36 Students use strategies for choosing and preparing for a career.</td>
<td>Writing W.1.5</td>
<td>7-8</td>
</tr>
<tr>
<td>• Identify the jobs people do</td>
<td>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</td>
<td>Speaking &amp; Listening SL.1.1-2</td>
<td></td>
</tr>
<tr>
<td>• Analyze their own skills to determine ways they can support family members</td>
<td>• communicate the concepts of work and career</td>
<td>SL.1.4-5</td>
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<td></td>
<td>• examine and group careers found in the community</td>
<td>Language L.1.1-2</td>
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<td></td>
<td>• identify that people need to work (e.g., chores, jobs, employment) to meet basic needs</td>
<td>L.1.4</td>
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<td></td>
<td>• describe the different job opportunities are available in the community</td>
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<td>• explain different jobs/careers that use what they learn in school impacts future jobs/careers</td>
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<thead>
<tr>
<th>Session Five: A New Business</th>
<th>Social Studies</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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</thead>
<tbody>
<tr>
<td>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</td>
<td>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</td>
<td>Reading Foundations RF.1.1-4</td>
<td>Mathematical Practices 1-2</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>• Individuals, groups and businesses in the community demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.</td>
<td>Reading for Information RI.1.1</td>
<td>4-5</td>
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<tr>
<td>The students will be able to:</td>
<td></td>
<td>RI.1.3-4</td>
<td>7-8</td>
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<tr>
<td>• Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</td>
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<td>RI.1.6-7</td>
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<td>RI.1.10</td>
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<td>Writing W.1.2,5,8</td>
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<td>Speaking &amp; Listening SL.1.1-2</td>
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<td>Language L.1.1-2</td>
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<td>L.1.4</td>
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<tr>
<td><strong>Session One: People in a Community Working Together</strong></td>
<td><strong>Social Studies</strong></td>
<td>Reading Literature RL.2.1 RL.2.7 Reading for Information RI.2.1 RI.2.4 -5 RI.7</td>
<td>Geometry G.2.2 Mathematical Practices 4</td>
</tr>
<tr>
<td>Students learn what a community is and the variety of jobs that people have in a community.</td>
<td>2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Citizens of local communities have certain rights and responsibilities in a democratic society.</strong></td>
<td><strong>Session Two: Sweet “O” Donuts</strong></td>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>The students will:</td>
<td>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups</td>
<td><strong>Objectives:</strong></td>
<td>2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</td>
</tr>
<tr>
<td>• Describe a community.</td>
<td>• investigate social institutions (e.g., schools) in the community</td>
<td>• Define the terms produce, product, production, goods, and services.</td>
<td>• demonstrate an understanding of the nature of government</td>
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<tr>
<td>• State how people contribute to and benefit from a community.</td>
<td>• describe interactions (e.g., compromise, cooperation, conflict, competition) that occur between individuals/groups</td>
<td>• Apply innovation to the production process.</td>
<td>• The students will:</td>
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<tr>
<td>• Identify the variety of jobs in a community and how each requires specific skills.</td>
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<td>• Explain that people in a community earn money by performing work.</td>
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<tr>
<td><strong>The Session Four: Let’s Vote!</strong>&lt;br&gt;Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</td>
<td><strong>Social Studies</strong>&lt;br&gt;2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.&lt;br&gt;• explore personal rights and responsibilities:&lt;br&gt;• explain, demonstrate, give examples of ways to show good citizenship at school and in the community&lt;br&gt;• describe the importance of civic participation and locate examples</td>
<td>Reading Foundations RF.2.3 Writing W.2.2 W.2.7-8 Speaking and Listening SL.2.1-6 Language L.2.1</td>
<td>Measurement and Data MD.2.7 MD.2.9 Mathematical Practices 2 4</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will:&lt;br&gt;• Apply a decision-making process.&lt;br&gt;• Recognize voting as a way responsible citizens act and contribute to meet a community’s needs.</td>
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<tr>
<td><strong>Session Five: Money Moves in a Community</strong>&lt;br&gt;Students learn about money and how it moves through a community.</td>
<td><strong>Social Studies</strong>&lt;br&gt;2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.&lt;br&gt;• Economic institutions are created to help individuals, groups and businesses in the community accomplish common goals.&lt;br&gt;• Markets enable buyers and sellers to exchange goods and services.</td>
<td>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</td>
<td>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</td>
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<tr>
<td><strong>Session One: Earn, Save, Spend, and Donate</strong>&lt;br&gt;Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</td>
<td><strong>Social Studies</strong>&lt;br&gt;2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.&lt;br&gt;• The basic economic problem confronting individuals and groups in our community today is scarcity; as a result of scarcity economic choices and decisions must be made.&lt;br&gt;• Economic institutions are created to help individuals, groups and businesses in the community accomplish common goals.&lt;br&gt;• investigate banks in the community and explain how they help people</td>
<td><strong>Reading for Information</strong>&lt;br&gt;RI.3.4-5&lt;br&gt;<strong>Reading Foundations</strong>&lt;br&gt;RF.3.3-4&lt;br&gt;<strong>Writing</strong>&lt;br&gt;W.3.3 ELO&lt;br&gt;W.3.7 -8ELO&lt;br&gt;<strong>Speaking and Listening</strong>&lt;br&gt;SL.3.1&lt;br&gt;SL.3.3&lt;br&gt;SL.3.6&lt;br&gt;<strong>Language</strong>&lt;br&gt;L.3.1&lt;br&gt;L.3.3&lt;br&gt;L.3.4</td>
<td><strong>Measurement and Data</strong>&lt;br&gt;MD.3.4&lt;br&gt;MD.3.5&lt;br&gt;MD.3.6&lt;br&gt;<strong>Mathematical Practices</strong> 1-8</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Describe the four choices we have with money.&lt;br&gt;• Define deposits and withdrawals.</td>
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<tr>
<td><strong>Session Two: Invisible Money</strong>&lt;br&gt;Students learn about the different forms of money and how people use them to pay for goods and services.</td>
<td><strong>Social Studies</strong>&lt;br&gt;2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.&lt;br&gt;• describe and give examples of production, distribution and consumption of goods and services in the community</td>
<td><strong>Reading for Information</strong>&lt;br&gt;RI.3.1-5&lt;br&gt;<strong>Reading Foundations</strong>&lt;br&gt;RF.3.3-4&lt;br&gt;<strong>Writing</strong>&lt;br&gt;W.3.7 -8ELO&lt;br&gt;<strong>Speaking and Listening</strong>&lt;br&gt;SL.3.1-4&lt;br&gt;SL.3.6&lt;br&gt;<strong>Language</strong>&lt;br&gt;L.3.1&lt;br&gt;L.3.3-4</td>
<td><strong>Operations and Algebraic Thinking</strong>&lt;br&gt;OA.3.8&lt;br&gt;OA.3.9&lt;br&gt;<strong>Mathematical Practices</strong> 1-8</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Define goods and services.&lt;br&gt;• Explain how people spend money.&lt;br&gt;• Recognize methods of payment and whether they are readily visible or invisible.</td>
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<tr>
<td><strong>Session Three: How Do I Become an Entrepreneur?</strong>&lt;br&gt;When entrepreneurs create businesses, they help keep cities alive and healthy.</td>
<td><strong>Social Studies</strong>&lt;br&gt;2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.&lt;br&gt;• describe and give examples of production, distribution and consumption of goods and services in the community</td>
<td><strong>Reading for Information</strong>&lt;br&gt;RI.3.1-5&lt;br&gt;<strong>Reading Foundations</strong>&lt;br&gt;RF.3.3-4&lt;br&gt;<strong>Speaking and Listening</strong>&lt;br&gt;SL.3.1-3&lt;br&gt;SL.3.6&lt;br&gt;<strong>Language</strong>&lt;br&gt;L.3.1&lt;br&gt;L.3.3-4</td>
<td><strong>Operations and Algebraic Thinking</strong>&lt;br&gt;OA.3.8&lt;br&gt;<strong>Numbers Base Ten</strong>&lt;br&gt;NBT.3.2&lt;br&gt;<strong>Mathematical Practices</strong> 1-2 4-8</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Define entrepreneur, producer, and consumer.&lt;br&gt;• Explain the need for a business plan.&lt;br&gt;• Discuss the ways in which entrepreneurs help a city.</td>
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*ELO- Indicates a skill best supported by an Extended Learning Opportunity*
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| Session Four: Money Choices Make the City Go Round | Social Studies  
2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.  
- Individuals, groups and businesses in the community demonstrate interdependence as they make economic decisions about the use of resources in the production, distribution, and consumption of goods and services.  
- Markets enable buyers and sellers to exchange goods and services. | Reading for Information  
RI.3.1  
RI.3.3-6  
Reading Foundations  
RF.3.3-4  
Speaking and Listening  
SL.3.1-3  
SL.3.6  
Language  
L.3.1  
L.3.3  
L.3.4 | Operations in Algebra  
OA.3.8  
OA.3.9  
Numbers Base Ten  
NBT.3.2  
Mathematical Practices 1-8 |
| Session Five: Let's Build a City | Social Studies  
2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.  
- locate and describe familiar places at school and the community  
- create maps that identify the relative location of familiar places and objects  
- compare ways people and animals modify the physical environment to meet their basic needs | Reading for Information  
RI.3.1  
RI.3.3-6  
Reading Foundations  
RF.3.3-4  
Writing  
W.3.2  
Speaking and Listening  
SL.3.1-3  
SL.3.6  
Language  
L.3.1,3,4 | Operations in Algebra  
OA.3.8  
Numbers Base Ten  
NBT.3.2  
Mathematical Practices 1-7 |
# JA Our Region

## Session One: Be an Entrepreneur
Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying their own entrepreneurial traits.

**Objectives:**
- Recognize the impact entrepreneurs have on a region
- Apply traits that are common to successful entrepreneurs to their own skills and abilities

### Academic Standards

**Social Studies**
- 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
- Markets enable buyers and sellers to exchange goods and services.

### Common Core ELA
- Reading for Information
  - RI.4.1-2
  - RI.4.4
  - RI.4.7
- Reading Foundations
  - RF.4.3-4
- Speaking and Listening
  - SL.4.1
  - SL.4.3
- Language
  - L.4.3-4
  - L.4.6

### Common Core Math
- Mathematical Practices
  - 1-2
  - 4-7

## Session Two: Resources—Tools for Entrepreneurs
Students are introduced to resources and, working in teams, use this information to create new businesses.

**Objectives:**
- Define natural, human, and capital resources
- Describe how products and services use resources

### Academic Standards

**Social Studies**
- 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
- use a variety of sources to research and give examples of productive resources (e.g., natural, human, capital) found in regions of Kentucky
- explain why individuals, groups, and businesses must make economic decisions due to the scarcity of resources

### Common Core ELA
- Reading for Information
  - RI.4.4
  - RI.4.7
- Reading Foundations
  - RF.4.3-4
- Speaking and Listening
  - SL.4.1
  - SL.4.3
- Language
  - L.4.3-4
  - L.4.6

### Common Core Math
- Mathematical Practices
  - 1-2
  - 4-8

## Session Three: Hot Dog Stand Game
Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.

**Objectives:**
- Track the revenue and expenses of a business
- Identify the fundamental tasks required to run a business
- Explain the importance of keeping an accurate account of a business’s financial information

### Academic Standards

**Social Studies**
- 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
- investigate and give examples of markets (past and present); and explain how goods and services were/exchanged

### Common Core ELA
- Reading for Information
  - RI.4.2-4
  - RI.4.7
- Reading Foundations
  - RF.4.3-4
- Speaking and Listening
  - SL.4.1
  - SL.4.3
- Language
  - L.4.1
  - L.4.3-6

### Common Core Math
- NBT 4.4
- NF.4.7
- Mathematical Practices
  - 1-7
## JA Our Region

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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</thead>
<tbody>
<tr>
<td><strong>Session Four: Entrepreneurs Solve Problems</strong>&lt;br&gt;Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</td>
<td><strong>Social Studies</strong>&lt;br&gt;2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.&lt;br&gt;  - investigate and give examples of markets (past and present); and explain how goods and services were/are exchanged&lt;br&gt;  - understand that a variety of fundamental economic concepts impact individuals and groups</td>
<td>Reading for Information&lt;br&gt;R.I.4.1&lt;br&gt;R.I.4.3-4&lt;br&gt;R.I.4.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.4.3-4&lt;br&gt;Writing&lt;br&gt;W.4.2&lt;br&gt;W.4.8&lt;br&gt;Speaking and Listening&lt;br&gt;SL.4.1-2&lt;br&gt;SL.4.4&lt;br&gt;Language&lt;br&gt;L.4.1&lt;br&gt;L.4.3-4&lt;br&gt;L.4.6</td>
<td>Mathematical Practices&lt;br&gt;1-2&lt;br&gt;4&lt;br&gt;6-7</td>
</tr>
<tr>
<td><strong>Session Five: Entrepreneurs Go Global</strong>&lt;br&gt;Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</td>
<td><strong>Social Studies</strong>&lt;br&gt;2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.&lt;br&gt;  - investigate and give examples of specialization and explain how it promotes trade between places and regions of the United States</td>
<td>Reading for Information&lt;br&gt;R.I.4.3-4&lt;br&gt;R.I.4.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.4.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.4.1-4&lt;br&gt;Language&lt;br&gt;L.4.1&lt;br&gt;L.4.3-4&lt;br&gt;L.4.6</td>
<td>NA</td>
</tr>
</tbody>
</table>
## JA Our Nation

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| **Session One: Free to Choose Your Work or Business** | Social Studies  
2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.  
- demonstrate an understanding of markets:  
- explain how goods and services are/were exchanged | 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 | Operations and Algebraic Thinking OA.5.2  
Numbers Base Ten NBT.5.6-7 |
| **Session Two: Innovation Nation** | Social Studies  
2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.  
- explain how individuals and groups in the United States make economic decisions based upon limited productive resources (natural, human, capital) and give examples of how these decisions create interdependence between individuals, groups and businesses | 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.5.1-5 | Operations and Algebraic Thinking CC.2.2.5.A.1  
Numbers Base Ten CC.2.1.5.B.2 |
| **Session Three: Career Quest** | Vocational Studies  
2.36 Students use strategies for choosing and preparing for a career, evaluate how individual and societal needs can impact future jobs/careers by:  
- identifying and describing jobs in career clusters  
2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.  
- explain that people need to work to meet basic needs, provide self-satisfaction and enjoyment  
- investigate a variety of career choices available in planning for jobs/careers  
- analyze the connection between work and academics which can influence one’s future job/careers | 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 | Numbers Base Ten CC.2.1.5.B.2 |
<table>
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<tr>
<th>Session Details</th>
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</tr>
</thead>
</table>
| **Session Four: Get and Keep the Job!**  
Students examine important work-readiness and behavioral skills needed for career success. | **Vocational Studies**  
2.37 Students demonstrate skills and work habits that lead to success in future schooling and work  
- examine potential job/careers in the community  
- describe employability skills needed to prepare individuals for obtaining and maintaining employment  
- explain how interpersonal skills are needed to be a responsible friend, family and team member by:  
- demonstrating effective group interaction strategies to develop team skills  
- explaining the importance of working cooperatively with others by contributing ideas, suggestions and efforts to complete a task | Reading for Information  
RL.5.1-2  
RL.5.4  
RL.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.5.1-5 | Operations and Algebraic Thinking  
CC.2.2.5.A.1  
Numbers Base Ten  
CC.2.1.5.B.2 |
| **Session Five: Global Connections**  
Students explore how the United States is connected to the global economy. | **Social Studies**  
2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.  
- research specialization in the United States; explain how specialization promotes trade between individuals, groups and businesses in the United States and world;  
- describe the impact of specialization on the production of goods in the United States  
2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.  
- understand that the use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help interpret information, understand and analyze patterns, spatial data and geographic issues | Reading for Information  
RL.5.1-2  
RL.5.4  
RL.5.7  
Reading Foundations  
RF.5.3-4  
Speaking and Listening  
SL.5.1-4  
SL.5.6  
Language  
L.5.1-5 | NA |
| **Optional Supplement: Business Organization**  
Students examine entrepreneurship, free enterprise, and business organization. | **Social Studies**  
2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.  
- explain how individuals and groups in the United States make economic decisions based upon limited productive resources (natural, human, capital) and give examples of how these decisions create interdependence between individuals, groups and businesses | Speaking and Listening  
SL.5.1-4  
Language  
L.5.1-5 | NA |
# JA More than Money

## Session Descriptions

### Session One: The Money Garden
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.

**Objectives:**
- Identify the role of money in everyday life
- Explain the benefits of using a savings account

### Session Two: Create a Business
Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.

**Objectives:**
- Define business, goods, and services
- Identify businesses they would like to start that align with their personal interests and skills
- Appreciate their own roles as entrepreneurs in affecting their community and their world

### Session Three: Build a Business
Students identify the fundamental steps for starting a small business and develop a basic business plan.

**Objectives:**
- Identify the basic steps for building a small business
- Develop a basic business plan

## Academic Standards

### Social Studies

**Session One:**
2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
- Investigate banks in the community and explain how they help people
- Economic institutions are created to help individuals, groups and businesses in the community accomplish common goals.

### Vocational Skills

5.4 Students use a decision-making process to make informed decision among options.
- Self-knowledge is an important part of the career planning process.

## Common Core ELA

- Reading for Information
  - RL.3.1
  - RL.3.3
  - RL.3.6
- Reading Foundations
  - RF.3.3-4
- Speaking and Listening
  - SL.3.1
  - SL.3.6
- Language
  - L.3.1
  - L.3.4
  - L.3.6

## Common Core Math

- Numbers Base Ten
  - 3.NBT.2.2
  - 3.NBT.3.3
  - 4.NBT.4
  - 5.NBT.5
  - 5.NBT.7
- Mathematical Practices
  - 1-8

*ELO- Indicates a skill best supported by an Extended Learning Opportunity*
**Session Four: Run a Business**

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.

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

**Social Studies**
2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
- solve economic problems related to prioritizing resources, saving, loaning and spending money
- investigate banks in the community and explain how they help people

**Academic Standards**

<table>
<thead>
<tr>
<th>Session Four: Run a Business</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
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<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td>Reading for Information RI.3.1-5 RL.3.7</td>
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<td>Reading Foundations RF.3.3-4</td>
<td>4.NBT.4 4.NBT.5</td>
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<td>Writing W.3.2-4</td>
<td>5.NBT.5 5.NBT.7</td>
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<td>Speaking and Listening SL.3.1-3 SL.3.6</td>
<td>Mathematical Practices 1-8</td>
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<td>Language L.3.4 L.3.6</td>
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</table>

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**Session Five: Global Success**

The students explore the opportunities and challenges of global markets.

**Objectives:**
The students will be able to:
- Explore reasons why businesses import and export goods
- Describe the economic considerations related to selling in a global market
- Define opportunity cost

**Social Studies**
2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
- individuals, groups and businesses in the community demonstrate interdependence as they make economic decisions about the use of resources

**Academic Standards**

<table>
<thead>
<tr>
<th>Session Five: Global Success</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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<tbody>
<tr>
<td><strong>Social Studies</strong></td>
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<td>Reading for Information RI.3.1 RL.3.3-7</td>
<td>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</td>
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<td>Reading Foundations RF.3.3-4</td>
<td>4.NBT.4 4.NBT.5</td>
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<td>Writing W.3.3</td>
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