



empowering young people to  
own their economic success®

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

Updated November 2018  
Academic Standards

Junior Achievement USA®  
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[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 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\*](#)<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	Academic 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 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>Vocational Studies</b> 2.30 Students evaluate consumer products and services and make effective consumer decisions</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 Studies</b> 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• explain why people cannot have all the goods and services they want</li> </ul> <p><b>Vocational Studies</b> 5.4 Students use a decision-making process to make informed decisions among options.</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>Vocational Studies</b> 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</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>

# JA Ourselves

Session Details	Academic Standards	English Language Arts	Math
<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 be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the importance of saving money</li> <li>▪ Identify a savings goal</li> </ul> <p>Identify a place where people save money</p>	<p><b>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• Investigate banks in the community and explain how they help people.</li> </ul> <p><b>Vocational Studies</b></p> <p>5.4 Students use a decision-making process to make informed decisions among options</p> <ul style="list-style-type: none"> <li>• identify goals pertaining to money that might affect individuals and families</li> <li>• investigate different ways to save money</li> </ul>	<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>
<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 Studies</b></p> <p>2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• compare ways people in the past/present acquired what they needed, using basic economic terms related to markets</li> </ul>	<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	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 in neighborhoods</li> </ul>	<p><b>Social Studies</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• describe interactions (e.g., compromise, cooperation, conflict, competition) that occur between individuals/groups</li> </ul> <p>2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Reading Literature RI.1.1 RI.1.3-4 RI.1.7,9,10</p> <p>Reading Foundations RF.1.1-4</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</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>Social Studies</b></p> <p>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</p> <ul style="list-style-type: none"> <li>• Interactions among individuals and groups assume various forms.</li> </ul> <p><b>Vocational Studies</b></p> <p>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</p>	<p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Reading Foundations RF.1.1-4</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 4-5 7-8</p>
<p><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> <p>Define entrepreneur, goods, and services Interpret map symbols Identify the goods or services businesses provide</p>	<p><b>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• markets enable buyers and sellers to exchange goods and services</li> <li>• individuals, groups and businesses in the community demonstrate interdependence as they make economic decisions about the use of resources</li> </ul> <p>2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <ul style="list-style-type: none"> <li>• the use of geographic tools and mental maps help to locate places, recognize patterns and identify geographic features</li> <li>• locate and describe familiar places at school and the community</li> <li>• create maps that identify the relative location of familiar places and objects</li> </ul>	<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>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 5-8</p>

# JA Our Families

Session Descriptions		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>Vocational Studies</b></p> <p>2.30 Students evaluate consumer products and services and make effective consumer decisions</p> <ul style="list-style-type: none"> <li>• recognizing that producers are people who make goods and provide services</li> </ul> <p>2.36 Students use strategies for choosing and preparing for a career.</p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <ul style="list-style-type: none"> <li>• communicate the concepts of work and career</li> <li>• examine and group careers found in the community</li> <li>• identify that people need to work (e.g., chores, jobs, employment) to meet basic needs</li> <li>• describe the different job opportunities are available in the community</li> <li>• explain different jobs/careers that use what they learn in school impacts future jobs/careers</li> </ul>	<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</p> <p>1-2</p> <p>4-5</p> <p>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>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<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</p> <p>2</p> <p>4</p> <p>7-8</p>

# JA Our Community

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<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> The students will:</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><b>Social Studies</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Citizens of local communities have certain rights and responsibilities in a democratic society.</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>• investigate social institutions (e.g., schools) in the community</li> <li>• describe interactions (e.g., compromise, cooperation, conflict, competition) that occur between individuals/groups</li> </ul>	<p>Reading Literature RL.2.1 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Geometry G.2.2</p> <p>Mathematical Practices 4</p>
<p><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> The students will:</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><b>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• describe and give examples of production, distribution and consumption of goods and services in the community</li> </ul>	<p>Reading Foundations RF.2.3-4</p> <p>Writing W.2.2</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7</p>
<p><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> The students will:</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><b>Social Studies</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of the nature of government</li> <li>• explain basic functions of local government</li> <li>• explore and give examples of the services of local government</li> <li>• investigate how the local government pays for services</li> </ul>	<p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Mathematical Practices 1-2 4-5 8</p>

# JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>The 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> The students will:</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><b>Social Studies</b></p> <p>2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <ul style="list-style-type: none"> <li>• explore personal rights and responsibilities:</li> <li>• explain, demonstrate, give examples of ways to show good citizenship at school and in the community</li> <li>• describe the importance of civic participation and locate examples</li> </ul>	<p>Reading Foundations RF.2.3</p> <p>Writing W.2.2 W.2.7-8</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1</p>	<p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 2 4</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> The students will:</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><b>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• Economic institutions are created to help individuals, groups and businesses in the community accomplish common goals.</li> <li>• Markets enable buyers and sellers to exchange goods and services.</li> </ul>	<p>Reading Literature RL.2.1 RL.2.4 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.3 -5 RI.7</p> <p>Reading Foundations RF.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 1-2 5-7</p>

# JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: Earn, Save, Spend, and Donate</b></p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the four choices we have with money.</li> <li>▪ Define deposits and withdrawals.</li> </ul>	<p><b>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Economic institutions are created to help individuals, groups and businesses in the community accomplish common goals.</li> <li>• investigate banks in the community and explain how they help people</li> </ul>	<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: Invisible Money</b></p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define goods and services.</li> <li>▪ Explain how people spend money.</li> <li>▪ Recognize methods of payment and whether they are readily visible or invisible.</li> </ul>	<p><b>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• describe and give examples of production, distribution and consumption of goods and services in the community</li> </ul>	<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: How Do I Become an Entrepreneur?</b></p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, producer, and consumer.</li> <li>▪ Explain the need for a business plan.</li> <li>▪ Discuss the ways in which entrepreneurs help a city.</li> </ul>	<p><b>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• describe and give examples of production, distribution and consumption of goods and services in the community</li> </ul>	<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	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Money Choices Make the City Go Round</b></p> <p>Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the importance of money in everyday life.</li> <li>▪ Describe how money flows through a city’s economy.</li> <li>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</li> </ul>	<p><b>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Markets enable buyers and sellers to exchange goods and services.</li> </ul>	<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: Let’s Build a City</b></p> <p>A healthy city is built on the money choices of consumers, businesses, and the government. A city thrives when these sectors of the economy earn, save, spend, and donate.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe how personal choices make a city a good place to live, work, play, and go to school.</li> </ul>	<p><b>Social Studies</b></p> <p>2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <ul style="list-style-type: none"> <li>• locate and describe familiar places at school and the community</li> <li>• create maps that identify the relative location of familiar places and objects</li> <li>• compare ways people and animals modify the physical environment to meet their basic needs</li> </ul>	<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.3.1,3,4</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	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 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></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• Markets enable buyers and sellers to exchange goods and services.</li> </ul>	<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></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• use a variety of sources to research and give examples of productive resources (e.g., natural, human, capital) found in regions of Kentucky</li> <li>• explain why individuals, groups, and businesses must make economic decisions due to the scarcity of resources</li> </ul>	<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></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>▪ investigate and give examples of markets (past and present); and explain how goods and services were/are exchanged</li> </ul>	<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	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>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• investigate and give examples of markets (past and present); and explain how goods and services were/are exchanged</li> <li>• understand that a variety of fundamental economic concepts impact individuals and groups</li> </ul>	<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>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• investigate and give examples of specialization and explain how it promotes trade between places and regions of the United States</li> </ul>	<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	Academic Standards	Common 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>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of markets:</li> <li>• explain how goods and services are/were exchanged</li> </ul>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</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>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking 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>Vocational Studies</b></p> <p>2.36 Students use strategies for choosing and preparing for a career. evaluate how individual and societal needs can impact future jobs/careers by:</p> <ul style="list-style-type: none"> <li>• identifying and describing jobs in career clusters</li> </ul> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <ul style="list-style-type: none"> <li>• explain that people need to work to meet basic needs, provide self-satisfaction and enjoyment</li> <li>• investigate a variety of career choices available in planning for jobs/careers</li> <li>• analyze the connection between work and academics which can influence one’s future job/careers</li> </ul>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Numbers Base Ten CC.2.1.5.B.2</p>

# JA Our Nation

Session Details	Academic Standards	Common 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>Vocational Studies</b></p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work</p> <ul style="list-style-type: none"> <li>examine potential job/careers in the community</li> <li>describe employability skills needed to prepare individuals for obtaining and maintaining employment</li> <li>explain how interpersonal skills are needed to be a responsible friend, family and team member by:</li> <li>demonstrating effective group interaction strategies to develop team skills</li> <li>explaining the importance of working cooperatively with others by contributing ideas, suggestions and efforts to complete a task</li> </ul>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking 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>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>research specialization in the United States; explain how specialization promotes trade between individuals, groups and businesses in the United States and world;</li> <li>describe the impact of specialization on the production of goods in the United States</li> </ul> <p>2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>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>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Speaking and Listening SL.5.1-4</p> <p>Language L.5.1,5</p>	<p>NA</p>

# JA More than Money

Session Descriptions	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>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• investigate banks in the community and explain how they help people</li> <li>• Economic institutions are created to help individuals, groups and businesses in the community accomplish common goals.</li> </ul>	<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>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• Economic institutions are created to help individuals, groups and businesses in the community accomplish common goals.</li> </ul> <p><b>Vocational Skills</b></p> <p>5.4 Students use a decision-making process to make informed decision among options.</p> <ul style="list-style-type: none"> <li>• Self-knowledge is an important part of the career planning process.</li> </ul>	<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>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• Economic institutions are created to help individuals, groups and businesses in the community accomplish common goals.</li> </ul> <p><b>Vocational Skills</b></p> <p>2.36 Students use strategies for choosing and preparing for a career investigate a variety of career choices available in planning for jobs/careers by:</p> <ul style="list-style-type: none"> <li>• identifying different job opportunities in the home, school, and community (e.g., home business, flexible schedule)</li> <li>• recognizing that the roles of individuals at home, in the work place, and in the community are constantly changing</li> </ul>	<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	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>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• solve economic problems related to prioritizing resources, saving, loaning and spending money</li> <li>• investigate banks in the community and explain how they help people</li> </ul>	<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>Social Studies</b></p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> <li>• individuals, groups and businesses in the community demonstrate interdependence as they make economic decisions about the use of resources</li> </ul>	<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>	