A Correlation: Michigan Social Studies Content Expectations and Junior Achievement Elementary School Programs

Updated October 2018
Michigan 2018 Proposed Social Studies 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 Michigan Proposed 2018 Social Studies Content Expectations for grades K-5, and the Common Core English Language Arts (ELA) and Mathematics standards.

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.
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Social Studies Content Expectations</th>
<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: This or That? Make a Choice</strong></td>
<td><strong>E1 Market Economy</strong> Use fundamental principles and concepts of economics to understand economic activity in a market economy. K - E1.0.1 Describe economic wants they have experienced.</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><strong>Session Two: Do I Need What I Want?</strong></td>
<td><strong>E1 Market Economy</strong> Use fundamental principles and concepts of economics to understand economic activity in a market economy. K - E1.0.1 Describe economic wants they have experienced. K - E1.0.3 Recognize situations in which people trade</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>
</tr>
<tr>
<td><strong>Session Four: A Penny Saved</strong></td>
<td><strong>E1 Market Economy</strong> Use fundamental principles and concepts of economics to understand economic activity in a market economy. K - E1.0.1 Describe economic wants they have experienced.</td>
<td>Reading Foundations RF.K.1-4 Literature RL.K.1-4 Speaking and Listening SL.K.1-6 Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.1 Measurement and Data CC.2.4.K.A.4</td>
</tr>
</tbody>
</table>
### JA Ourselves

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Social Studies Content Expectations</th>
<th>Core English Language Arts</th>
<th>Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Five: A Penny Shared</strong></td>
<td><strong>E1 Market Economy</strong> Use fundamental principles and concepts of economics to understand economic activity in a market economy K - E1 .0 .3 Recognize situations in which people trade.</td>
<td>Reading Foundations RF.K.1-4 Writing W.K.1.8 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>
</tr>
<tr>
<td></td>
<td>Students are introduced to storybook characters and their plans to earn money for a worthy cause. <strong>Objectives:</strong> The students will be able to: Explain the importance of giving Organize a chronological sequence of events</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# JA Our Families

## Session Descriptions

### Session One: All Kinds of Families
The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.

**Objectives:**
- Begin to understand the similarities and differences between families
- Recognize the importance of businesses in neighborhoods

**Social Studies Content Expectations**

<table>
<thead>
<tr>
<th>G1 The World in Spatial Terms</th>
<th>Reading Literature RI.1.1 RI.1.3-4 RI.1.7.9.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – G1 .0 .1 Construct simple maps of the classroom to demonstrate aerial perspective.</td>
<td></td>
</tr>
<tr>
<td>1 – G1 .0 .2 Describe places using absolute location or relative location.</td>
<td></td>
</tr>
</tbody>
</table>

### Session Two: Money for Needs and Wants
Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.

**Objectives:**
- Describe the difference between needs and wants
- Explain that families must earn money for the things they need and want

**Social Studies Content Expectations**

<table>
<thead>
<tr>
<th>E1 Market Economy</th>
<th>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – E1 .0 .3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</td>
<td></td>
</tr>
<tr>
<td>1 – E1 .0 .5 Describe ways in which people earn money.</td>
<td></td>
</tr>
<tr>
<td>1 – E1 .0 .6 Describe how money simplifies trade.</td>
<td></td>
</tr>
</tbody>
</table>

### Session Three: Businesses All Around the Neighborhood
Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.

**Objectives:**
- Define entrepreneur, goods, and services
- Interpret map symbols
- Identify the goods or services businesses provide

**Social Studies Content Expectations**

<table>
<thead>
<tr>
<th>G1 The World in Spatial Terms</th>
<th>Reading Foundations RF.1.1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – G1 .0 .1 Construct simple maps of the classroom to demonstrate aerial perspective.</td>
<td></td>
</tr>
<tr>
<td>1 – G1 .0 .2 Describe places using absolute location or relative location.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E1 Market Economy</th>
<th>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – E1 .0 .1 Distinguish between producers and consumers of goods and services.</td>
<td></td>
</tr>
<tr>
<td>1 – E1 .0 .2 Describe ways in which families consume goods and services.</td>
<td></td>
</tr>
</tbody>
</table>

## Common Core ELA

<table>
<thead>
<tr>
<th>Reading Literature RI.1.1 RI.1.3-4 RI.1.7.9.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Foundations RF.1.1-4</td>
</tr>
<tr>
<td>Writing W.1.2,5,8</td>
</tr>
<tr>
<td>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</td>
</tr>
<tr>
<td>Language L.1.1-2 L.1.4</td>
</tr>
</tbody>
</table>

## Common Core Math

<table>
<thead>
<tr>
<th>Mathematical Practices 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement and Data 1.MD.C.4</td>
</tr>
<tr>
<td>Mathematical Practices 1-2 4-5 7-8</td>
</tr>
</tbody>
</table>
# JA Our Families

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies Content Expectations</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Four: Jobs All Around the Neighborhood</strong></td>
<td><strong>E1 Market Economy</strong>&lt;br&gt;Use fundamental principles and concepts of economics to understand economic activity in a market economy.&lt;br&gt;1 – E1 .0 .3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).&lt;br&gt;1 – E1 .0 .5 Describe ways in which people earn money</td>
<td>Reading Foundations&lt;br&gt;RF.1.1-4&lt;br&gt;Reading for Information&lt;br&gt;RI.1.6-7&lt;br&gt;Writing&lt;br&gt;W.1.5&lt;br&gt;Speaking &amp; Listening&lt;br&gt;SL.1.1-2&lt;br&gt;SL.1.4-5&lt;br&gt;Language&lt;br&gt;L.1.1-2&lt;br&gt;L.1.4</td>
<td>Mathematical Practices&lt;br&gt;1-2&lt;br&gt;4-5&lt;br&gt;7-8</td>
</tr>
<tr>
<td>Students learn that entrepreneurs create businesses, which provide jobs for families.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;- Identify the jobs people do&lt;br&gt;- Analyze their own skills to determine ways they can support family members</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Five: A New Business</strong></td>
<td><strong>E1 Market Economy</strong>&lt;br&gt;Use fundamental principles and concepts of economics to understand economic activity in a market economy.&lt;br&gt;1 – E1 .0 .3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).&lt;br&gt;1 – E1 .0 .5 Describe ways in which people earn money&lt;br&gt;1 – E1.0.6 Describe how money simplifies trade.</td>
<td>Reading Foundations&lt;br&gt;RF.1.1-4&lt;br&gt;Reading for Information&lt;br&gt;RI.1.1&lt;br&gt;RI.1.3-4&lt;br&gt;RI.1.6-7&lt;br&gt;RI.1.10&lt;br&gt;Writing&lt;br&gt;W.1.2,5,8&lt;br&gt;Speaking &amp; Listening&lt;br&gt;SL.1.1-2&lt;br&gt;SL.1.4&lt;br&gt;Language&lt;br&gt;L.1.1-2&lt;br&gt;L.1.4</td>
<td>Operations in Algebra&lt;br&gt;OA.1 ELO&lt;br&gt;OA.6-7&lt;br&gt;Measurement and Data&lt;br&gt;1.MD.C.4&lt;br&gt;Mathematical Practices&lt;br&gt;2&lt;br&gt;4&lt;br&gt;7-8</td>
</tr>
<tr>
<td>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;- Describe one of the entrepreneurial characteristics—Satisfy a Need or Want</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# JA Our Community

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies Content Expectations</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| **Session One: People in a Community**  
Working Together  
Students learn what a community is and the variety of jobs that people have in a community.  
**Objectives:**  
The students will:  
- Describe a community.  
- State how people contribute to and benefit from a community.  
- Identify the variety of jobs in a community and how each requires specific skills.  
**G1 The World in Spatial Terms**  
Use geographic representations to acquire, process, and report information from a spatial perspective.  
2 – G1 .0 .2 Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.  
**Reading**  
- Literature  
  RL.2.1  
  RL.2.7  
- Reading for Information  
  RI.2.1  
  RI.2.4 -5  
  RI.7  
- Reading Foundations  
  RF.2.3-4  
- Speaking and Listening  
  SL.2.1-4  
- Language  
  L.2.1-6  
**Geometry**  
- G.2.2  
**Mathematical Practices**  
1 - 2  
4 - 5  
8  |
| **Session Two: Sweet “O” Donuts**  
Students learn that workers who produce goods and services earn money for their work.  
**Objectives:**  
The students will:  
- Define the terms produce, product, production, goods, and services.  
- Apply innovation to the production process.  
- Explain that people in a community earn money by performing work.  
**E1 Market Economy**  
Use fundamental principles and concepts of economics to understand economic activity in a market economy.  
2 – E1 .0 .2 Describe how businesses in the local community meet economic wants of consumers.  
2 – E1 .0 .3 Describe the natural, human, and capital resources needed for production of a good or service in a community.  
2 – E1 .0 .4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).  
**Reading**  
- Foundations  
  RF.2.3-4  
- Writing  
  W.2.2  
- Speaking and Listening  
  SL.2.1-6  
- Language  
  L.2.1-6  
**Operations and Algebraic Thinking**  
- OA.2.1  
**Numbers Base Ten**  
- NBT.2.1-2  
**Measurement and Data**  
- MD.2.7  |
| **Session Three: Business and Government Jobs**  
Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.  
**Objectives:**  
The students will:  
- Locate businesses and identify government careers.  
- Explain how taxation supports government services.  
**G1 The World in Spatial Terms**  
Use geographic representations to acquire, process, and report information from a spatial perspective.  
2 – G1 .0 .1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.  
2 – G1 .0 .2 Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using direction, distance, and scale.  
2 – C2 .0 .1 Explain how local governments balance individual rights with the common good to solve local community problems.  
**Reading for Information**  
- RI.2.1  
- RI.2.4 -5  
- RI.7  
- Reading Foundations  
  RF.2.3-4  
- Speaking and Listening  
  SL.2.1-4  
- Language  
  L.2.1-6  
**Operations and Algebraic Thinking**  
- OA.2.1  
**Mathematical Practices**  
1 - 2  
4 - 5  
8  |
### Session Descriptions

<table>
<thead>
<tr>
<th>The Session Four: Let’s Vote!</th>
<th>The Sessi...</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>The Sessi...</td>
</tr>
</tbody>
</table>

**Objectives:**
The students will:
- Apply a decision-making process.
- Recognize voting as a way responsible citizens act and contribute to meet a community’s needs.

<table>
<thead>
<tr>
<th>Session Five: Money Moves in a Community</th>
<th>E1 Market Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students learn about money and how it moves through a community.</td>
<td>Use fundamental principles and concepts of economics to understand economic activity in a market economy</td>
</tr>
</tbody>
</table>

**Objectives:**
The students will:
- Identify coins and money terms.
- Describe how money flows through a community’s economy.

### Social Studies Content Expectations

<table>
<thead>
<tr>
<th>C5 Role of the Citizen in American Democracy, a Constitutional Republic</th>
<th>C5 Role of the Citizen in American Democracy, a Constitutional Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in a Constitutional republic.</td>
<td>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in a Constitutional republic.</td>
</tr>
<tr>
<td>2 – C5 .0 .1 Identify ways citizens participate in community decisions.</td>
<td>2 – C5 .0 .1 Identify ways citizens participate in community decisions.</td>
</tr>
<tr>
<td>2 – C5 .0 .2 Distinguish between personal and civic responsibilities and explain why they are important in community life.</td>
<td>2 – C5 .0 .2 Distinguish between personal and civic responsibilities and explain why they are important in community life.</td>
</tr>
<tr>
<td>2 – C5 .0 .3 Design and participate in community improvement projects that help or inform others.</td>
<td>2 – C5 .0 .3 Design and participate in community improvement projects that help or inform others.</td>
</tr>
</tbody>
</table>

### Common Core ELA

| Reading Foundations RF.2.3 | Writing W.2.2 W.2.7-8 Speaking and Listening SL.2.1-6 Language L.2.1 |
|----------------------------|-------------------------|-------------------------|-------------------------|

### Common Core Math

| Measurement and Data MD.2.7 MD.2.9 Mathematical Practices 2 4 |
|----------------------|----------------------|----------------------|----------------------|

| 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 |
|----------------------|----------------------|----------------------|----------------------|
## JA Our City

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies Content Expectations</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: Earn, Save, Spend, and Donate</strong></td>
<td><strong>G4 Human Systems</strong>&lt;br&gt;3-G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within [Michigan] and explain reasons for the movements. <strong>E1 Market Economy</strong>&lt;br&gt;3-E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed [in Michigan].&lt;br&gt;3-E1.0.2 Identify incentives that influence economic decision people make [in Michigan].</td>
<td>Reading for Information RL.3.4-5&lt;br&gt;Reading Foundations RF.3.3-4&lt;br&gt;Writing W.3.2 <strong>ELO</strong>&lt;br&gt;W.3.7 -8<strong>ELO</strong>&lt;br&gt;Speaking and Listening SL.3.1&lt;br&gt;SL.3.3&lt;br&gt;SL.3.6&lt;br&gt;Language L.3.1&lt;br&gt;L.3.3&lt;br&gt;L.3.4</td>
<td>Measurement and Data MD.3.4&lt;br&gt;MD.3.5&lt;br&gt;MD.3.6&lt;br&gt;Mathematical Practices 1-8</td>
</tr>
<tr>
<td><strong>Session Two: Invisible Money</strong></td>
<td><strong>G4 Human Systems</strong>&lt;br&gt;3-G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within [Michigan] and explain reasons for the movements. <strong>E1 Market Economy</strong>&lt;br&gt;3-E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed [in Michigan].&lt;br&gt;3-E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services [in Michigan].</td>
<td>Reading for Information RL.3.1-5&lt;br&gt;Reading Foundations RF.3.3-4&lt;br&gt;Writing W.3.7 -8<strong>ELO</strong>&lt;br&gt;Speaking and Listening SL.3.1-4&lt;br&gt;SL.3.6&lt;br&gt;Language L.3.1&lt;br&gt;L.3.3-4</td>
<td>Operations and Algebraic Thinking OA.3.8&lt;br&gt;OA.3.9&lt;br&gt;Mathematical Practices 1-8</td>
</tr>
<tr>
<td><strong>Session Three: How Do I Become an Entrepreneur?</strong></td>
<td><strong>E1 Market Economy</strong>&lt;br&gt;3-E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed [in Michigan].&lt;br&gt;3-E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services [in Michigan].</td>
<td>Reading for Information RL.3.1-5&lt;br&gt;Reading Foundations RF.3.3-4&lt;br&gt;Speaking and Listening SL.3.1-3&lt;br&gt;SL.3.6&lt;br&gt;Language L.3.1&lt;br&gt;L.3.3-4</td>
<td>Operations and Algebraic Thinking OA.3.8&lt;br&gt;Numbers Base Ten NBT.3.2&lt;br&gt;Mathematical Practices 1-2 4-8</td>
</tr>
</tbody>
</table>

*ELO* - Indicates a skill best supported by an Extended Learning Opportunity
## JA Our City

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies Content Expectations</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Four: Money Choices Make the City Go Round</strong></td>
<td>G4 Human Systems</td>
<td>Reading for Information</td>
<td>Operations in Algebra</td>
</tr>
<tr>
<td>Money choices encourage economic exchange within a city.</td>
<td>3-G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or</td>
<td>RI.3.1</td>
<td>OA.3.8</td>
</tr>
<tr>
<td></td>
<td>within [Michigan] and explain reasons for the movements.</td>
<td>RI.3.3-6</td>
<td>OA.3.9</td>
</tr>
<tr>
<td></td>
<td>Civics And Government</td>
<td>Reading Foundations</td>
<td>Numbers Base Ten</td>
</tr>
<tr>
<td></td>
<td>3-C3.0.1 Distinguish between the roles of state and local government.</td>
<td>RF.3.3-4</td>
<td>NBT.3.2</td>
</tr>
<tr>
<td></td>
<td>3-C3.0.2 Identify services provided by the state government and describe how they are funded.</td>
<td>Speaking and Listening</td>
<td>Mathematical Practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SL.3.1-3</td>
<td>1-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SL.3.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>L.3.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>L.3.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>L.3.4</td>
<td></td>
</tr>
<tr>
<td><strong>Session Five: Let’s Build a City</strong></td>
<td>Geography</td>
<td>Reading for Information</td>
<td></td>
</tr>
<tr>
<td>A healthy city is built on the money choices of consumers</td>
<td>3-G1.0.1 Use cardinal directions, scale, and key or legend to describe the relative location and</td>
<td>RI.3.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and characteristics of major places in the immediate environment.</td>
<td>RI.3.3-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-G1.0.2 Use thematic maps to identify and describe the physical and human characteristics [of</td>
<td>Reading Foundations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Michigan].</td>
<td>RF.3.3-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-G4.0.2 Describe major kinds of economic activity [in Michigan] today, such as agriculture,</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>forestry, manufacturing, services and tourism, and research and development, and explain the</td>
<td>W.3.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>factors influencing the location of these economic activities</td>
<td>Speaking and Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E1 Market Economy</td>
<td>SL.3.1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-E1.0.5 Explain the role of business development [in Michigan’s] economic future.</td>
<td>SL.3.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>L.3.1,3,4</td>
<td></td>
</tr>
</tbody>
</table>
## JA Our Region

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Social Studies Content Expectations</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| **Session One: Be an Entrepreneur**  
Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying their own entrepreneurial traits.  
**Objectives:**  
The students will be able to:  
- Recognize the impact entrepreneurs have on a region  
- Apply traits that are common to successful entrepreneurs to their own skills and abilities | **E1 Market Economy**  
Use fundamental principles and concepts of economics to understand economic activity in a market economy.  
4 – E1 .0 .1 Identify a good or service made in the United States and answer the three economic questions all economies must address  
4 – E1 .0 .6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices.  
4 – E1 .0 .7 Describe the exchange of goods and services and the role of money. | 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 | 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:**  
The students will be able to:  
- Define natural, human, and capital resources  
- Describe how products and services use resources | **G2 Places and Regions**  
Understand how regions are created from common physical and human characteristics.  
4 – G2 .0 .1 Describe ways in which the United States can be divided into different regions.  
4 – G2 .0 .2 Locate and describe human and physical characteristics of major United States regions [and compare them to the Great Lakes Region].  
**E1 Market Economy**  
Use fundamental principles and concepts of economics to understand economic activity in a market economy.  
4 – E1 .0 .5 Explain how specialization and division of labor increase productivity. | Reading for Information RI.4.4  
RI.4.7  
Reading Foundations RF.4.3-4  
Writing W.4.2  
W.4.8  
Speaking and Listening SL.4.1-5  
Language L.4.3-4  
L.4.1-6 | 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:**  
The students will be able to:  
- 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 | **E1 Market Economy**  
Use fundamental principles and concepts of economics to understand economic activity in a market economy.  
4 – E1 .0 .1 Identify a good or service made in the United States and answer the three economic questions all economies must address.  
4 – E1 .0 .2 Describe characteristics of a market economy.  
4 – E1 .0 .3 Describe how positive and negative incentives influence behavior in a market economy.  
4 – E1 .0 .4 Explain how price affects decisions about purchasing goods and services (substitute goods)  
4 – E1 .0 .7 Describe the exchange of goods and services and the role of money. | 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 | NBT 4.4  
NF.4.7  
Mathematical Practices 1-7 |
# JA Our Region

## Session Details

### Session Four: Entrepreneurs Solve Problems

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.

**Objectives:**

- Demonstrate the problem-solving process
- Identify the potential risks and rewards in making business decisions

**Social Studies Content Expectations**

- **E1 Market Economy**
  - Use fundamental principles and concepts of economics to understand economic activity in a market economy.
  - 4 – E1 .0 .2 Describe characteristics of a market economy.
  - 4 – E1 .0 .3 Describe how positive and negative incentives influence behavior in a market economy.
  - 4 – E1 .0 .4 Explain how price affects decisions about purchasing goods and services (substitute goods).

**Common Core ELA**

- Reading for Information
  - RI.4.1
  - RI.4.3-4
  - RI.4.7
- Reading Foundations
  - RF.4.3-4
- Writing
  - W.4.2
  - W.4.8
- Speaking and Listening
  - SL.4.1-2
  - SL.4.4
  - Language
    - L.4.1
    - L.4.3-4
    - L.4.6

**Common Core Math**

- Mathematical Practices
  - 1-2
  - 4
  - 6-7

## Session Five: Entrepreneurs Go Global

Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.

**Objectives:**

- Apply the supply chain to a manufacturing example
- Explain how resource providers, businesses, and consumers are interdependent

**Social Studies Content Expectations**

- **E1 Market Economy**
  - Use fundamental principles and concepts of economics to understand economic activity in a market economy.
  - 4 – E1 .0 .5 Explain how specialization and division of labor increase productivity.

- **E3 International Economy**
  - Use fundamental principles and concepts of economics to understand economic activity in the global economy.
  - 4 – E3 .0 .1 Identify the advantages and disadvantages of global competition.

**Common Core ELA**

- Reading for Information
  - RI.4.3-4
  - RI.4.7
- Reading Foundations
  - RF.4.3-4
- Speaking and Listening
  - SL.4.1-4
  - Language
    - L.4.1
    - L.4.3-4
    - L.4.6

**Common Core Math**

- NA
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Social Studies Content Expectations</th>
<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: Free to Choose Your Work or Business</strong></td>
<td><strong>E1 Market Economy</strong> Use fundamental principles and concepts of economics to understand economic activity in a market economy. 4 – E1 .0 .2 Describe characteristics of a market economy. 4 – E1 .0 .3 Describe how positive and negative incentives influence behavior in a market economy. 4 – E1 .0 .4 Explain how price affects decisions about purchasing goods and services (substitute goods).</td>
<td><strong>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</strong> Reading Foundations RF.5.3-4 Speaking and Listening SL.5.1-4 SL.5.6 Language L.5.1-5</td>
<td>Operations and Algebraic Thinking OA.5.2 Numbers Base Ten NBT.5.6-7</td>
</tr>
<tr>
<td><strong>Session Two: Innovation Nation</strong></td>
<td><strong>SOCIAL STUDIES PROCESS SKILLS P2 Inquiry, Research, And Analysis</strong> P2.1 Use compelling and supporting questions to investigate social scientific problems. P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and text. <strong>E1 Market Economy</strong> Use fundamental principles and concepts of economics to understand economic activity in a market economy. 4 – E1 .0 .1 Identify a good or service made in the United States and answer the three economic questions all economies must address. 4 – E1 .0 .5 Explain how specialization and division of labor increase productivity.</td>
<td><strong>Reading for Information RI.5.4 RI.5.7</strong> 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</td>
<td>Operations and Algebraic Thinking CC.2.2.5.A.1 Numbers Base Ten CC.2.1.5.B.2</td>
</tr>
<tr>
<td><strong>Session Three: Career Quest</strong></td>
<td><strong>SOCIAL STUDIES PROCESS SKILLS P2 Inquiry, Research, And Analysis</strong> P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and text. P2.3 Know how to find, organize, and interpret information from a variety of sources.</td>
<td><strong>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</strong> Reading Foundations RF.5.3-4 Speaking and Listening SL.5.1-4 SL.5.6 Language L.5.1-5</td>
<td>Numbers Base Ten CC.2.1.5.B.2</td>
</tr>
</tbody>
</table>
# JA Our Nation

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Social Studies Content Expectations</th>
<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Four: Get and Keep the Job!</strong>&lt;br&gt;Students examine important work-readiness and behavioral skills needed for career success.</td>
<td>SOCIAL STUDIES PROCESS SKILLS&lt;br&gt;P4 Citizen Involvement&lt;br&gt;P4.1 Act out of the rule of law and hold others to the same standard.</td>
<td>Reading for Information&lt;br&gt;RL.5.1-2&lt;br&gt;RL.5.4&lt;br&gt;RL.5.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.5.3-4&lt;br&gt;Writing&lt;br&gt;WS.5.2&lt;br&gt;WS.5.4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;SL.5.6&lt;br&gt;Language&lt;br&gt;L.5.1-5</td>
<td>Operations and Algebraic Thinking&lt;br&gt;CC.2.2.5.A.1&lt;br&gt;Numbers Base Ten&lt;br&gt;CC.2.1.5.B.2</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Identify the soft skills wanted by today’s employers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Five: Global Connections</strong>&lt;br&gt;Students explore how the United States is connected to the global economy.</td>
<td>SOCIAL STUDIES PROCESS SKILLS&lt;br&gt;P1 Reading And Communication – Read And Communicate Effectively&lt;br&gt;P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps and texts&lt;br&gt;E1 Market Economy&lt;br&gt;Use fundamental principles and concepts of economics to understand economic activity in a market economy.&lt;br&gt;4 – E1.0.5 Explain how specialization and division of labor increase productivity.&lt;br&gt;E3 International Economy&lt;br&gt;Use fundamental principles and concepts of economics to understand economic activity in the global economy.&lt;br&gt;4 – E3.0.1 Identify the advantages and disadvantages of global competition.</td>
<td>Reading for Information&lt;br&gt;RL.5.1-2&lt;br&gt;RL.5.4&lt;br&gt;RL.5.7&lt;br&gt;Reading Foundations&lt;br&gt;RF.5.3-4&lt;br&gt;Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;SL.6&lt;br&gt;Language&lt;br&gt;L.5.1-5</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Discuss why businesses specialize and trade&lt;br&gt;• Define opportunity cost</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Optional Supplement: Business Organization</strong>&lt;br&gt;Students examine entrepreneurship, free enterprise, and business organization.</td>
<td>E1 Market Economy&lt;br&gt;Use fundamental principles and concepts of economics to understand economic activity in a market economy</td>
<td>Speaking and Listening&lt;br&gt;SL.5.1-4&lt;br&gt;Language&lt;br&gt;L.5.1.5</td>
<td>NA</td>
</tr>
</tbody>
</table>
# JA More than Money

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies Content Expectations</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| **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:**  
The students will be able to:  
- Identify the role of money in everyday life  
- Explain the benefits of using a savings account | **E1 Market Economy**  
Use fundamental principles and concepts of economics to understand economic activity in a market economy.  
4 – E1 .0 .2 Describe characteristics of a market economy.  
4 – E1 .0 .3 Describe how positive and negative incentives influence behavior in a market economy. | **Reading for Information**  
RI.3.1  
RI.3.3-4  
RI.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 | **Numbers Base Ten**  
3.NBT.2.2  
3.NBT.3.3  
4.NBT.4  
5.NBT.5  
5.NBT.7  
**Mathematical Practices**  
1-8 |
| **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:**  
The students will be able to:  
- 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 | **E1 Market Economy**  
Use fundamental principles and concepts of economics to understand economic activity in a market economy.  
4 – E1 .0 .1 Identify a good or service made in the United States and answer the three economic questions all economies must address. | **Reading for Information**  
RI.3.2-4  
RI.3.6  
**Reading Foundations**  
RF.3.3-4  
**Speaking and Listening**  
SL.3.1-3  
SL.3.6  
**Language**  
L.3.1-4  
L.3.6 | **Numbers Base Ten**  
3.NBT.3.3  
4.NBT.4  
4.NBT.5  
5.NBT.5  
5.NBT.7  
**Mathematical Practices**  
1-8 |
| **Session Three: Build a Business**  
Students identify the fundamental steps for starting a small business and develop a basic business plan.  
**Objectives:**  
The students will be able to:  
- Identify the basic steps for building a small business  
- Develop a basic business plan | **E1 Market Economy**  
Use fundamental principles and concepts of economics to understand economic activity in a market economy.  
4 – E1 .0 .3 Describe how positive and negative incentives influence behavior in a market economy.  
4 – E1 .0 .4 Explain how price affects decisions about purchasing goods and services (substitute goods). | **Reading for Information**  
RI.3.2-6  
**Reading Foundations**  
RF.3.3-4  
**Speaking and Listening**  
SL.3.1  
SL.3.6  
**Language**  
L.3.1-4  
L.3.6 | **Numbers Base Ten**  
3.NBT.2.2  
3.NBT.3.3  
4.NBT.4  
4.NF.4.7  
5.NBT.5  
5.NBT.7  
**Mathematical Practices**  
1-2  
4-8 |

*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

**E1 Market Economy**

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

4 – E1 .0 .7 Describe the exchange of goods and services and the role of money.

**Social Studies Content Expectations**

#### Common Core ELA

- Reading for Information RI.3.1-5
- Reading RI.3.7
- Reading Foundations RF.3.3-4
- Writing W.3.2-4
- Speaking and Listening SL.3.1-3
- Language L.3.4
- Language L.3.6

#### Common Core Math

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

---

### 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

**E3 International Economy**

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

4 – E3 .0 .1 Identify the advantages and disadvantages of global competition.