

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



Updated May 2024  
[Wisconsin Social Studies 2018](#)  
[Wisconsin New Career Readiness Standards](#)  
[Personal Financial Literacy](#)

Junior Achievement USA  
12320 Oracle Blvd.  
Ste 310  
Colorado Springs, CO 80921  
<https://jausa.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 Academic Standards for social studies and the CTE Career Ready Practices, where appropriate, for grades K-5, as well as the Common Core Standards for English Language Arts and Mathematics.

Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, 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 2.0](#)<sup>®</sup> immerses students in the daily life of their community through digital and hands-on interactives. They gain the skills and knowledge to be both a worker and an active citizen, exercising their civic duty to make decisions for the good of the community.

[JA Our City](#)<sup>® 1.0</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.

[JA Career Exploration Fair](#)<sup>™</sup> is an event where students learn about a range of career options across multiple career clusters. (Grades K-5)

[JA Career Speakers Series](#)<sup>™</sup> In JA Career Speakers Series, a volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience. (Grades K-5)

# JA Ourselves

Session Details	Academic Standards	Common Core ELA	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></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify personal interests</li> <li>Consider the factors that determine their choices</li> <li>Define money</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ1.b.2 Predict a person’s change in behavior in response to different potential rewards.</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></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the difference between needs and wants</li> <li>Create a simple chart</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ1.a.1 Differentiate between a “want” and a “need”. SS.Econ1.b.2 Predict a person’s change in behavior in response to different potential rewards.</p> <p><b>Personal Financial Literacy</b></p> <p>FM2.c.e Identify external influences (e.g., peers, family, or community) that may affect what someone wants..</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></p> <p><b>Students will:</b></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>Economics</b></p> <p>SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>SS.Econ3.b.1 Categorize types of money (e.g., coins, bills), and explain why money is used.</p> <p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.</p> <p><b>Personal Financial Literacy</b></p> <p>EE1.b.e Identify ways people earn money.</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	Common Core ELA	Common Core 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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of saving money</li> <li>▪ Identify a savings goal</li> <li>▪ Identify a place where people save money</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ3.b.1 Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save.</p> <p><b>Personal Financial Literacy</b></p> <p>MM1.b.e Identify that there are three ways you can use money - save, [spend, and give.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Literature RL.K.1-4</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<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><b>Students will:</b></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>Economics</b></p> <p>SS.Econ4.d.1 Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present)</p> <p>SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.1,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language</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><b>Students will:</b></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>Behavioral Sciences</b></p> <p>SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments.</p> <p>SS.BH2.a.K-1 Describe how groups of people are alike and different.</p> <p>SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.</p>	<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</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><b>Students will:</b></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>Economics</b></p> <p>SS.Econ1.a.1 Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country.</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</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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, goods, and services</li> <li>▪ Interpret map symbols</li> <li>▪ Identify the goods or services businesses provide</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p><b>Geography</b></p> <p>SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, [photographs, and other representations.]</p> <p>SS.Geog2.a.K-1 Analyze where and why people live in certain places.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 5-8</p>

# JA Our Families

Session Descriptions	Academic Standards	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><b>Students will:</b></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>Economics</b></p> <p>SS.Econ2.b.2 Define product market and categorize prices of products in a local market.</p> <p>SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.</p> <p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.6-7</p> <p>Writing W.1.5</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2</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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ4.a.2Hypothesize how a good gets to the local community market.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening</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>2-4</p> <p>7-8</p>

# JA Our Community 2.0

Session Details	Academic Content Standards	Career Readiness Standards	Common Core
<p><b>Session One: Communities at Work</b></p> <p>Students are introduced to the idea of a community and discover what types of workers help make their community strong.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Define and describe a community.</li> <li>Identify the variety of jobs in a community.</li> <li>Locate jobs and businesses on a community map.</li> <li>Apply listening and focused attention skills</li> <li>Describe how different jobs require different skills.</li> <li>State how people contribute to and benefit from a community.</li> </ul>	<p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.</p> <p>SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.</p> <p>SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).</p>	<p>WCRS.CAR.2: Career Exploration (EXPLORE)</p> <p>EXPLORE multiple career and educational choices to evaluate how they compare and contrast to personal interests and skills.</p>	<p><b>ELA</b></p> <p>Reading RL.2.1 RI.2.1 RI.2.3-.2.7 RF. 2.3-2.4</p> <p>Writing W. 2.1-2.2 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>
<p><b>Session Two: People at Work</b></p> <p>Students experience working in the community to earn a paycheck and produce goods and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Define the terms business, produce, goods, and services.</li> <li>Explain how people earn income.</li> <li>Describe how goods are made using skills and knowledge.</li> <li>Collect, record, and interpret data using digital tools.</li> </ul>	<p>SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product</p>	<p>WCRS.LRN.2: Critical thinking and problem-solving Develop the motivation and acquire the critical thinking and creative problem-solving skills needed to prepare for future education and careers.</p>	<p><b>ELA</b></p> <p>Reading RI.2.3-.2.7 RF. 2.3-2.4</p> <p>Speaking and Listening SL. 2.2-2.3 SL. 2.6</p> <p>Language L.2.1-2.6</p> <p><b>MATH</b> 2.OA 1 2.md. 10</p>

# JA Our Community 2.0

Session Details	Academic Content Standards	Career Readiness Standards	Common Core
<p><b>Session Three: Money at Work</b></p> <p>Students learn how people use money to buy goods and services they want and need for personal or business purposes.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Match coin and dollar values.</li> <li>• Describe the role of banks in an economy.</li> <li>• Recognize the price of goods and services in the local market.</li> <li>• Describe how money flows through a community's economy.</li> <li>• Collaborate and communicate to make exchanges of money for goods or services.</li> <li>• Summarize how money is spent on goods and services related to businesses</li> </ul>	<p>SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>SS.Econ2.b.2 Define product market and categorize prices of products in a local market.</p> <p>SS.Econ3.b.1 Categorize types of money (e.g., coins, bills) and explain why money is used. Formulate reasons why people save.</p> <p>SS.Econ4.a.2 Hypothesize how a good gets to the local community market.</p> <p>SS.Econ4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.</p>	<p>WCERS.LRN.2: Critical thinking and problem-solving Develop the motivation and acquire the critical thinking and creative problem-solving skills needed to prepare for future education and careers.</p>	<p><b>ELA</b> Reading RI.2.1 RI.2.3-.2.5 RI. 2.7 RF. 2.3-2.4</p> <p>Writing W.2.2 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p> <p><b>MATH</b> 2.md.8</p>
<p><b>Session Four: Votes Count</b></p> <p>Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use reason and logic to assess and analyze problems.</li> <li>• Use empathy and observation skills to express community wants and needs.</li> <li>• Generate solutions to a problem using brainstorming techniques.</li> <li>• Identify and propose a creative solution to a community problem.</li> <li>• Recognize that community members have a responsibility to get involved to help meet a community's needs.</li> </ul>	<p>SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).</p> <p>SS.Econ1.b.4 Infer potential incentives in a real-world situation.</p> <p>SS.Geog5.a.1 Provide examples of human changes to the environment surrounding the school or neighborhood.</p>	<p>WCERS.LIF.3: Global competence Understand one's impact on the world and develop the ability to interact with people from other backgrounds, nations, and cultures.</p>	<p><b>ELA</b> Reading RL.2.1 RL.2.6 RI.2.1 RI.2.3-.2.6 RI.2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W. 2.7-2.8</p> <p>Speaking and Listening SL. 2.1-2.4</p> <p>Language L.2.1-2.6</p>



# JA Our Community 2.0

Session Details	Academic Content Standards	Career Readiness Standards	Common Core
<p><b>Session Five: Making Choices</b></p> <p>Students are introduced to the concept of taxes and how those funds are used to pay government workers and provide services to support the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Define taxes.</li> <li>• Identify government jobs.</li> <li>• Explain why community members pay taxes.</li> <li>• Recognize how government services support the community.</li> <li>• Recognize that many viewpoints must be considered when making decisions for the community.</li> <li>• Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change.</li> </ul>	<p>SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision.</p> <p>SS.Econ4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.</p> <p>SS.Econ4.d.1 Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).</p>	<p>WCERS.LIF.2: Interpersonal communication and collaboration Use interpersonal skills to interact with others for positive outcomes and collective success.</p>	<p><b>ELA</b> Reading RL.2.1 RL.2.6 RI.2.1 RI 2.3-2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>
<p><b>Session Six: Crack the Code (Optional)</b></p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe the digital skills and knowledge required to produce certain goods and services.</li> <li>• Recognize digital tools and computer skills.</li> <li>• Use simple programming language and knowledge to complete tasks.</li> <li>• Define code as the language computers use.</li> </ul>	<p>SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</p>	<p>WCERS.LRN.4: Technology skills Acquire commonly used technology skills required for all careers..</p>	<p><b>ELA</b> Reading RL.2.1 RI.2.1 RI 2.3-2.4 RI.2.7 RF. 2.3-2.4</p> <p>Writing W. 2.7</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>

# JA Our City 1.0

Session Descriptions	Academic Standards	Personal Finance Standards	Common Core ELA	Common Core Math
<p><b>Session One: My Money Choices</b></p> <p>Students learn about money management and the purpose of banks and credit unions. They practice personal money choices (earn, buy, save, give) while playing a board game</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate making choices about managing money.</li> <li>▪ Recognize banks and credit unions as safe places to save money.</li> </ul>	<p><b>Economics</b></p> <p>S.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision.</p> <p>SS.Econ3.b.5 Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.</p>	<p>FM1.b.i Describe the role of money in everyday life.</p> <p>FM1.c.i Compare and contrast the costs and benefits of a decision.</p> <p>Explain that choices may have long-term unintended consequences.</p> <p>FM2.c.i Explain ways financial decisions are influenced by external factors.</p> <p>MM1.b.i Identify age-appropriate ways to save, spend, and give money.</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2 <sup>ELO</sup> W.3.7 -8<sup>ELO</sup></p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Two: Many Ways to Pay</b></p> <p>Students learn that people in a city use money to buy and sell goods and services. During role-play, they choose some things they would like to buy and discuss ways to pay for them</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize different methods of payment for goods and services.</li> <li>▪ Explain the reason behind making a particular payment choice</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ2.a.3-4 Differentiate between goods and services.</p> <p>SS.Econ3.b.5 Describe the role of money, banking and savings in everyday life including why people borrow money [and the role of interest]</p>	<p>MM2.a.i Identify the services and resources that financial institutions provide consumers.</p> <p>MM2.b.i Investigate multiple ways to pay for goods and services.</p> <p>MM2.c.i Differentiate between debit and credit-types of financial currency.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8<sup>ELO</sup></p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1, 3, 4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>

# JA Our City 1.0

Session Descriptions	Academic Standards	Personal Finance Standards	Common Core ELA	Common Core Math
<p><b>Session Three: Entrepreneurs in the City</b></p> <p>Students learn that entrepreneurs start businesses to provide goods and services for people in the city. Entrepreneurs and workers earn money from the businesses. Students work together to create a business plan.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the ways in which entrepreneurs help a city.</li> <li>▪ Explain the need for a business plan.</li> <li>▪ Differentiate between producers and consumers</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.</p>	<p>EE2.a.i</p> <p>Assess different types of jobs, based on the skills associated with each job.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-2 4-8</p>
<p><b>Session Four: Money Flows in the City</b></p> <p>Students discover that, in a thriving city, people, businesses, and the city government exchange money and make money choices, including taxes. Taxes paid to the city buy things that benefit everyone, like fire stations and schools</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate how money flows through a city.</li> <li>▪ Demonstrate how the choices people make benefit themselves and other people in the city.</li> <li>▪ Explain how the city government uses tax money to pay for the goods and services it provides.</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ1.b.4 Infer potential incentives in a real-world situation.</p> <p>SS.Econ4.b.4-5 Assess the role of economic institutions (e.g., banks, government) in helping individuals and society.</p> <p>SS.Econ4.c.5 Discuss reasons a government taxes people.</p>	<p>.SI1.c.i Explain how people make spending and saving choices to meet personal savings goals.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8 OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-8</p>

# JA Our City 1.0

Session Descriptions	Academic Standards	Personal Finance Standards	Common Core ELA	Common Core Math
<p><b>Session Five: Let's Build a City</b></p> <p>Students learn about different city zones. They build a city and explore how a city helps everyone do more together than apart and how everyone has a part in making the city thrive.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the different city zones and what each zone is used for.</li> <li>Conclude that money choices help a city to thrive.</li> <li>Explain how a city provides more opportunities for people than they would have on their own.</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ4.b.4-5 Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).</p> <p><b>Geography</b></p> <p>SS.Geog1.a.4 -5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)</p> <p>SS.Geog2.d.4-5 Summarize positive and negative factors of cities.</p> <p>Geography SS.Geog1. b. Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.</p>	<p>FM2.a.i</p> <p>Examine different cultural perspectives and behaviors regarding financial values and goals across communities.</p> <p>FM2.c.i</p> <p>Explain ways financial decisions are influenced by external factors.</p>	<p>Reading for Information</p> <p>RI.3.1</p> <p>RI.3.3-6</p> <p>Reading Foundations</p> <p>RF.3.3-4</p> <p>Writing</p> <p>W.3.2</p> <p>Speaking and Listening</p> <p>SL.3.1-3</p> <p>SL.3.6</p> <p>Language</p> <p>L.3.1,3,4</p>	<p>Operations in Algebra</p> <p>OA.3.8</p> <p>Numbers Base Ten</p> <p>NBT.3.2</p> <p>Mathematical Practices</p> <p>1-7</p>

# JA Our Region

Session Details	Academic Standards	WI Career Readiness Standards	Common Core ELA	Common Core Math
<p><b>Session One: Be an Entrepreneur</b></p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></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>Economics</b></p> <p>SS.Econ1.b.4 Infer potential incentives in a real-world situation..</p>	<p>WCRS.CAR.3.A: Discuss and evaluate career area(s) of interest based on labor market information such as long-term projections of total annual job openings, salary ranges, and costs of postsecondary education and training.</p>	<p>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4-7</p>
<p><b>Session Two: Resources–Tools for Entrepreneurs</b></p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></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>Economics S.</b></p> <p>Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or non-renewable).</p> <p>SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.</p> <p><b>Geography</b></p> <p>SS.Geog3.a.5 Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.</p>	<p>WCRS.LRN.2.B: Use design thinking and valid research practices to develop solutions to authentic problems and opportunities.</p> <p>WCRS.LRN.3.A: Express creatively, think critically, and produce innovative products and processes by utilizing technology.</p>	<p>Reading for Information RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-5</p> <p>Language L.4.3-4 L.4.1-6</p>	<p>Mathematical Practices 1-2 4-8</p>

# JA Our Region

Session Details	Academic Standards	WI Career Readiness Standards	Common Core ELA	Common Core Math
<p><b>Session Three: Hot Dog Stand Game</b></p> <p>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><b>Students will:</b></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>Economics</b></p> <p>SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.</p> <p>SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event..</p>	<p>WCRS.LRN.3.C: Understand entrepreneurial processes, basic business functions, and how entrepreneurship applies to various industries.</p>	<p>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</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>
<p><b>Session Four: Entrepreneurs Solve Problems</b></p> <p>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><b>Students will:</b></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>Economics</b></p> <p>SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.</p> <p><b>Personal Financial Literacy</b></p> <p>PFL.SI2.c.m Identify factors that influence financial investment planning (e.g., age, income, liabilities, assets, goals, family size, or risk tolerance).</p>	<p>WCRS.LRN.2.C: Develop persistence, initiative, and self-direction in problem-solving and goal attainment.</p>	<p>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</p>	<p>Mathematical Practices 1-2 4 6-7</p>

# JA Our Region

Session Details	Academic Standards	WI Career Readiness Standards	Common Core ELA	Common Core Math
<p><b>Session Five: Entrepreneurs Go Global</b></p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></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>Economics</b></p> <p>SS.Econ4.a.3 Trace the chain of supply for a needed product.</p> <p><b>Personal Financial Literacy</b></p> <p>PFL.FM2.c.i Explain ways financial decisions are influenced by external factors.</p> <p><b>Geography</b> SS.Geog1.a.4 -5 Summarize how location (absolute and relative) affects people, places, and environment..</p> <p>SS.Geog3.a.5 Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.</p> <p>SS.Geog3.b.4 Classify various ways that people and countries depend on one another.</p>	<p>WCRS.LIF.3.B: Describe connections between local and global issues and their impact on communities around the world.</p>	<p>Reading for Information</p> <p>RI.4.3-4</p> <p>RI.4.7</p> <p>Reading Foundations</p> <p>RF.4.3-4</p> <p>Speaking and Listening</p> <p>SL.4.1-4</p> <p>Language</p> <p>L.4.1</p> <p>L.4.3-4</p> <p>L.4.6</p>	<p>NA</p>

# JA Our Nation

Session Details	Academic Standards	WI Career Readiness Standards	Common Core ELA	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><b>Students will:</b></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>Economics</b></p> <p>SS.Econ1.b.4 Infer potential incentives in a real world situation.</p> <p>SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision.</p> <p>SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.</p> <p><b>Personal Financial Literacy</b></p> <p>PFL.FM2.c.i Explain ways financial decisions are influenced by external factors.</p>	<p>WCRS.LIF.2.C: Demonstrate openness to providing and accepting feedback.</p>	<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><b>Students will:</b></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>Economics</b></p> <p>SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services.</p>	<p>WCRS.LRN.3: Innovation mindset and skills Develop a spirit of innovation and creativity that encourages educational risk-taking, acceptance of failure, and learning from mistakes in pursuit of achieving a goal.</p> <p>WCRS.LRN.3.A: Express creatively, think critically, and produce innovative products and processes [by utilizing technology]</p>	<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>



# JA Our Nation

Session Details	Academic Standards	WI Career Readiness Standards	Common Core ELA	Common Core Math
<p><b>Session Three: Career Quest</b></p> <p>Students learn about career clusters.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	<p><b>Personal Financial Literacy</b></p> <p>PFL.EE1.b.m Compare and contrast employment choices based on intrinsic and extrinsic factors (e.g., salary, flexibility, family time, or goodwill).</p>	<p>WCRS.CAR.1.A: Discover:</p> <ul style="list-style-type: none"> <li>career clusters and pathways</li> </ul> <p>WCRS.CAR.2.A: Identify emerging and in-demand careers and entrepreneurship opportunities that align with personal interests, skills, and work values.</p>	<p>Reading for Information</p> <p>RI.5.1-2</p> <p>RI.5.4</p> <p>RI.5.7</p> <p>Reading Foundations</p> <p>RF.5.3-4</p> <p>Speaking and Listening</p> <p>SL.5.1-4</p> <p>SL.5.6</p> <p>Language</p> <p>L.5.1-5</p>	<p>Numbers Base Ten</p> <p>CC.2.1.5.B.2</p>
<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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the soft skills wanted by today's employers</li> </ul>	<p><b>Personal Financial Literacy</b></p> <p>PFL.EE2.a.i Assess different types of jobs, based on the skills associated with each job. Interpret career information.</p>	<p>WCRS.CAR.2.D: Explain how some high-leverage skills transfer across multiple career opportunities.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p>	<p>Reading for Information</p> <p>RI.5.1-2</p> <p>RI.5.4</p> <p>RI.5.7</p> <p>Reading Foundations</p> <p>RF.5.3-4</p> <p>Writing</p> <p>WS.5.2</p> <p>WS.5.4</p> <p>Speaking and Listening</p> <p>SL.5.1-4</p> <p>SL.5.6</p> <p>Language</p> <p>L.5.1-5</p>	<p>Operations and Algebraic Thinking</p> <p>CC.2.2.5.A.1</p> <p>Numbers Base Ten</p> <p>CC.2.1.5.B.2</p>

# JA Our Nation

Session Details	Academic Standards	WI Career Readiness Standards	Common Core ELA	Common Core Math
<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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss why businesses specialize and trade</li> <li>▪ Define opportunity cost</li> </ul>	<p><b>Economics</b> SS.Econ5.a.3 Compare and contrast specialization in two or more regions.</p> <p><b>Geography</b> SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment.</p>	<p>WCRS.LIF.3.B: Describe connections between local and global issues and their impact on communities around the world.</p>	<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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify three basic ways businesses are organized.</li> </ul>	<p>NA</p>	<p>WCRS.CAR.1.C: Understand that making career and education decisions will evolve in an ever-changing world of work throughout their lifetime</p>	<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	WI Career Readiness 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><b>Students will:</b></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>Economics</b></p> <p>SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision.</p> <p>SS.Econ1.b.2 Predict a person’s change in behavior in response to different potential rewards.</p> <p>SS.Econ3.b.5 Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.</p>	<p><b>Personal Financial Literacy</b> PFL.SI1.a.m</p> <p>Compare and contrast places that can be used to save money. Describe ways to decrease expenses in order to increase savings. Compare pay yourself first to living paycheck to paycheck. Explain why saving is a prerequisite to investing.</p>	<p>Reading for Information RI.3.1 RI.3.3-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1 L.3.4</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><b>Students will:</b></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>Economics S</b></p> <p>S.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services.</p>	<p>WCRS.LRN.3.A: Express creatively, think critically, and produce innovative products and processes [by utilizing technology]</p>	<p>Reading for Information RI.3.2-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>

# JA More than Money

Session Descriptions	Academic Standards	WI Career Readiness Standards	Common Core ELA	Common Core Math
<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><b>Students will:</b></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>Economics</b></p> <p>SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.</p> <p>SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services.</p>	<p>WCRS.LRN.3.B: Develop the confidence to take risks and build a tolerance for ambiguity.</p> <p>WCRS.LRN.3.C: Understand entrepreneurial processes, basic business functions, and how entrepreneurship applies to various industries.</p>	<p>Reading for Information RI.3.2-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NF.4.7</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-2 4-8</p>
<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><b>Students will:</b></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>Economics</b></p> <p>SS.Econ3.b.5 Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest</p>	<p>WCRS.LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts.</p>	<p>Reading for Information RI.3.1-5 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Five: Global Success</b></p> <p>The students explore the opportunities and challenges of global markets.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></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>Economics</b></p> <p>SS.Econ4.e.3 Compare and contrast specialization in two or more regions.</p> <p><b>Geography</b></p> <p>SS.Geog3.b.4 Classify various ways that people and countries depend on one another..</p>	<p>WCRS.LIF.3.B: Describe connections between local and global issues and their impact on communities around the world.</p>	<p>Reading for Information RI.3.1 RI.3.3-7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.3</p> <p>Speaking and Listening SL.3.1-2 SL.3.6</p>	<p>NA</p>

# JA Career Exploration Fair K-2

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job to Do!</b></p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Examine the jobs of family members.</li> <li>▪ Identify jobs within the community.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>PFL.EE2.a.e Identify skills needed for different types of jobs. Discover the different skills associated with various job or career fields (e.g., what skills are needed to be a plumber, teacher, dentist, firefighter or store manager).</p> <p><b>Economics</b> SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</p> <p><b>WCRS.CAR.2: Career Exploration (EXPLORE)</b></p> <p>EXPLORE multiple career and educational choices to evaluate how they compare and contrast to personal interests and skills..</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W 2 W 5 W 8</p> <p>Speaking and Listening</p> <p>SL 1 SL 3-6</p> <p>Language</p> <p>L 4-6</p> <p>L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express ideas and questions concerning the jobs people have.</li> </ul>	<p><b>Personal Finance Literacy</b> PFL.EE2.a.e Identify skills needed for different types of jobs. Discover the different skills associated with various job or career fields (e.g., what skills are needed to be a plumber, teacher, dentist, firefighter or store manager).</p> <p><b>Economics</b> SS.Econ4.b.1Classify different jobs people have and how these jobs help others.</p> <p><b>WCRS.CAR.1.A: Discover:</b></p> <ul style="list-style-type: none"> <li>• career clusters and pathways</li> <li>• emerging and in-demand careers</li> <li>• postsecondary education and training options</li> <li>• entrepreneurship pros and cons</li> </ul>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Speaking and Listening</p> <p>SL 1-6</p> <p>Language</p> <p>L 4-6</p>
<p><b>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to identify a future career interest.</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</p> <p><b>WCRS.CAR.1.B: Create future career and education goals that are informed by their personal:</b></p> <ul style="list-style-type: none"> <li>• interests</li> <li>• skills</li> <li>• work values</li> <li>• areas of strengths and challenges</li> <li>• aspirations and lifestyle choices</li> </ul>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L 4-6</p>

# JA Career Exploration Fair 3-5

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job for Everyone</b></p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace.</li> <li>▪ Construct new understandings connected to prior knowledge.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>PFL.EE2.a.e Identify skills needed for different types of jobs. Discover the different skills associated with various job or career fields (e.g., what skills are needed to be a plumber, teacher, dentist, firefighter or store manager).</p> <p><b>Economics</b> SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</p> <p><b>WCRS.CAR.2: Career Exploration (EXPLORE)</b></p> <p>EXPLORE multiple career and educational choices to evaluate how they compare and contrast to</p>	<p>Foundational Skills</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how school skills apply to career paths.</li> </ul>	<p><b>Personal Finance Literacy</b> PFL.EE2.a.e Identify skills needed for different types of jobs. Discover the different skills associated with various job or career fields (e.g., what skills are needed to be a plumber, teacher, dentist, firefighter or store manager).</p> <p><b>Economics</b> SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.</p> <p><b>WCRS.CAR.1.A: Discover:</b></p> <ul style="list-style-type: none"> <li>• career clusters and pathways</li> <li>• emerging and in-demand careers</li> <li>• postsecondary education and training options</li> <li>• entrepreneurship pros and cons</li> </ul>	<p>Foundational Skills</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>Post-JA Career Exploration Fair Activity: Someday I'll Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Prepare a personal interest "resume."</li> <li>▪ Begin to identify a future career interest.</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</p> <p><b>WCRS.CAR.1.B: Create future career and education goals that are informed by their</b></p> <p>personal:</p> <ul style="list-style-type: none"> <li>• interests</li> <li>• skills</li> <li>• work values</li> <li>• areas of strengths and challenges</li> <li>• aspirations and lifestyle choices</li> </ul>	<p>Foundational Skills</p> <p>RF 3</p> <p>RF 4</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>

# JA Career Speaker Series K-5

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Before the Event</b></p> <p>Students prepare questions for the speaker to answer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify skills and interests</li> <li>Explain how the speaker’s job helps people in the community</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>PFL.EE2.a.e Identify skills needed for different types of jobs. Discover the different skills associated with various job or career fields (e.g., what skills are needed to be a plumber, teacher, dentist, firefighter or store manager).</p> <p><b>Economics</b> SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</p> <p><b>WCERS.CAR.2:</b> Career Exploration (EXPLORE)</p> <p>EXPLORE multiple career and educational choices to evaluate</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</p>
<p><b>Speaker Day: Invite a Career Speaker to Class</b></p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Listen to a career speaker.</li> <li>Express how jobs require specific interests and skills.</li> <li>Examine how interests and skills apply to careers.</li> </ul>	<p><b>Personal Finance Literacy</b> PFL.EE2.a.e Identify skills needed for different types of jobs. Discover the different skills associated with various job or career fields (e.g., what skills are needed to be a plumber, teacher, dentist, firefighter or store manager).</p> <p><b>Economics</b> SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.</p> <p><b>WCERS.CAR.1.A:</b> Discover:</p> <ul style="list-style-type: none"> <li>career clusters and pathways</li> <li>emerging and in-demand careers</li> <li>postsecondary education and training options</li> <li>entrepreneurship pros and cons</li> </ul>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 3 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</p>
<p><b>After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize career clusters.</li> <li>Identify careers that relate to personal interests and skills.</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths.</p> <p><b>WCERS.CAR.1.B:</b> Create future career and education goals that are informed by their personal:</p> <ul style="list-style-type: none"> <li>interests</li> <li>skills</li> <li>work values</li> <li>areas of strengths and challenges</li> <li><b>aspirations and lifestyle choices</b></li> </ul>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L 4 L 5 L 6</p>