

A Correlation:  
North Dakota  
Academic Standards and  
Junior Achievement  
Elementary School Programs



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[North Dakota Career Development](#)  
[Social Studies](#)

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# 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 North Dakota Standards for Social Studies as well as North Dakota Career Development Content Standards, where applicable. 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 Learning Experiences

[JA Ourselves](#)<sup>®</sup> uses compelling stories read aloud by the volunteer, along with hands-on activities to demonstrate helping, working, earning, and saving.

[JA Our Families](#)<sup>®</sup> introduces students to the intersection of entrepreneurship and first-grade social studies learning objectives, including how family members' jobs and businesses contribute to the well being of the family.

[JA Our Community](#)<sup>® 2.0</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	Social Studies Standards	Career Development 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>	E.K_2.3 Identify consumer decisions and the difference between needs and wants.	3.1.10 Identify personal strengths and assets	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	Counting and Cardinality CC.2.1.K.A.2
<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>	E.K_2.3 Identify consumer decisions and the difference between needs and wants.	3.2.1 Use a decision-making and problem-solving model	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	Counting and Cardinality CC.2.1.K.A.3  Measurement and Data CC.2.4.K.A.4
<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>	E.K_2.5 Explain how people earn income and save money.	1.3 Understand the relationship of academics to the world of work and to life at home and in the community.  G.K_2.1 Construct maps, graphs, and other representations that contain symbols, labels, and legends.	Reading Foundations RF.K.1-4  Writing W.K.2,8  Literature RL.K.1-4 RL.K.7 RL.K.9-10  Speaking and Listening SL.K.1-6  Language L.K.4,6	Counting and Cardinality CC.2.1.K.A.1-3

# JA Ourselves

Session Details	Social Studies Standards	Career Development 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>E.K_2.5 Explain how people earn income and save money.</p>	<p>1.1.11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</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>E.K_2.4 Identify how community helps impact others.</p> <p>E.K_2.5 Explain how people earn income and save money.</p> <p>H.K_2.1 Compare perspectives of people in the past to those of people in the present.</p> <p>H.K_2.4 Demonstrate chronological thinking by describing changes in the community over time.</p>	<p>1.1.11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</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 L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

# JA Our Families

Session Descriptions	Social Studies Standards	Career Development 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>E.K_2.4 Identify how community helpers impact others.</p>	<p>3.1.11 Identify and discuss changing personal and social roles</p> <p>3.1.12 Identify and recognize changing family roles</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 L.1.4</p>	<p>Mathematical Practices 8</p>
<p><b>Session Two: Money for Needs and Wants</b></p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p><b>Objectives:</b></p> <p><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>E.K_2.3 Identify consumer decisions and the difference between needs and wants.</p>	<p>1.2.2 Learn and apply critical-thinking skills</p>	<p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Reading Foundations RF.1.1-4</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 4-5 7-8</p>
<p><b>Session Three: Businesses All Around the Neighborhood</b></p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p><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>E.K_2.2 Compare and contrast producers and consumers of goods and services.</p> <p>E.K_2.4 Identify how community helpers impact others.</p> <p>G.K_2.1 Construct maps, graphs, and other representations that contain symbols, labels, and legends.</p>	<p>1.1.11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</p> <p>1.2.5 Organize and apply academic information from a variety of sources</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 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 5-8</p>

# JA Our Families

Session Descriptions	Social Studies Standards	Career Development 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>E.K_2.1 Describe the characteristics of the American economic system.</p> <p>E.K_2.2 Compare and contrast producers and consumers of goods and services.</p> <p>E.K_2.4 Identify how community helpers impact others.</p>	<p>2.1.2 Learn about the variety of traditional and nontraditional occupations</p> <p>2.1.4 Learn how to interact and work cooperatively in teams</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 L.1.4</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>
<p><b>Session Five: A New Business</b></p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p><b>Objectives:</b></p> <p><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>E.K_2.1 Describe the characteristics of the American economic system.</p> <p>E.K_2.2 Compare and contrast producers and consumers of goods and services.</p> <p>E.K_2.3 Identify consumer decisions and the difference between needs and wants.</p> <p>E.K_2.4 Identify how community helpers impact others.</p>	<p>2.1.7 Understand the importance of planning</p> <p>2.1.19 Utilize time-and task-management skills</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 SL.1.1-2</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	Social Studies Standards	Career Development 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>E.K_2.2 Compare and contrast producers and consumers of goods and services.</p> <p>E.K_2.4 Identify how community helpers impact others.</p> <p>G.K_2.1 Construct maps, graphs, and other representations that contain symbols, labels, and legends.</p>	<p>1.1.2 Display a positive interest in learning</p> <p>2.1.1 Develop skills to locate, evaluate and interpret career information</p> <p>2.1.2 Learn about the variety of traditional and nontraditional occupations</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>E.K_2.5 Explain how people earn income and save money.</p>	<p>2.1.11 Acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>2.1.17 Develop a positive attitude toward work and learning</p> <p>2.1.18 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace</p> <p>2.1.19 Utilize time-and task-management skills</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	Social Studies Standards	Career Development 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>E.K_2.1 Describe the characteristics of the American economic system.</p> <p>G.K_2.1 Construct maps, graphs, and other representations that contain symbols, labels, and legends.</p>	<p>1.1.8 Use communication skills to know when and how to ask for help when needed</p> <p>1.1.11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</p>	<p><b>ELA</b></p> <p>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>C.K_2.5 Identify ways citizens/residents participate in community decisions.</p> <p>C.K_2.6 Describe important rights and responsibilities of citizens/residents.</p> <p>C.K_2.7 Explain and/or participate in a project to help or inform others about an issue.</p>	<p>1.1.14 Share knowledge</p> <p>1.2.2 Learn and apply critical-thinking skills</p> <p>1.2.3 Apply the study skills necessary for academic success at each level</p> <p>1.2.4 Seek information and support from faculty, staff, family and peers</p>	<p><b>ELA</b></p> <p>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	Social Studies Standards	Career Development 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>E.K_2.1 Describe the characteristics of the American economic system.</p> <p>E.K_2.5 Explain how people earn income and save money.</p> <p>C.K_2.1 Explain reasons for, and purposes of, rules, laws, and positions of authority.</p> <p>C.K_2.2 Explain why people form governments.</p> <p>C.K_2.3 Identify services provided by the local government and how they affect the lives of its citizens/residents</p>	<p>1.2.2 Learn and apply critical-thinking skills</p> <p>1.2.3 Apply the study skills necessary for academic success at each level</p> <p>1.2.4 Seek information and support from faculty, staff, family and peers</p>	<p><b>ELA</b></p> <p>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>NA</p>	<p>1.1.7 Demonstrate how effort and persistence positively affect learning</p> <p>1.1.8 Use communication skills to know when and how to ask for help when needed</p>	<p><b>ELA</b></p> <p>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	Social Studies Standards	Career Development 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 visually appealing 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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>E.3_5.3 Identify factors that influence saving and spending choices.</p>	<p>3.2.2 Understand consequences of decisions and choices</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. Through role-play, students pretend to be shoppers and choose some things they would like to buy using money from their bank account, cash, or borrowed money.</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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>E.3_5.3 Identify factors that influence saving and spending choices.</p>	<p>3.1.18 Use effective communications skills</p> <p>3.1.19 Know that communication involves speaking, listening and nonverbal behavior</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 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Three: Entrepreneurs in the City</b></p> <p>Entrepreneurs start businesses to provide goods and services for people in the city and to earn an income. Students use communication and collaboration skills—plus their love of different foods—to create a business plan for their own restaurant.</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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>E.3_5.2 Describe how goods and services are produced and distributed.</p>	<p>3.2.3 Identify alternative solutions to a problem</p> <p>3.2.4 Develop effective coping skills for dealing with problems</p> <p>3.2.5 Demonstrate when, where and how to seek help for solving problems and making decisions</p> <p>3.2.6 Know how to apply conflict resolution skills</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>

# JA Our City 1.0

Session Descriptions	Social Studies Standards	Career Development Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Money Flows in the City</b></p> <p>Students discover that, in a thriving city, people, businesses, and the city make money choices and exchange money, including taxes. By creating skits for their classmates, students learn that taxes are paid to help the city buy things that benefit everyone, such as 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 will 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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>E.3_5.2 Describe how goods and services are produced and distributed.</p> <p>E.3_5.3 Identify factors that influence saving and spending choices.</p> <p>E.3_5.4 Describe the necessity and impact of community services.</p> <p>C.3_5.1 Compare and contrast the responsibilities and powers of government officials at various levels and branches of government</p>	<p>3.1.18 Use effective communications skills</p> <p>3.1.19 Know that communication involves speaking, listening and nonverbal behavior</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>
<p><b>Session Five: Let’s Build a City!</b></p> <p>A city helps everyone do more together than they can on their own. Students learn that we all have a part in making the city thrive. Using all they have learned about the city, students design businesses and place them in different city zones on the map.</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 the purpose of each zone</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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>G.3_5.1 Construct maps, graphs, and other representations of both familiar and unfamiliar places.</p> <p>G.3_5.2 Use geographic tools and technologies to acquire, process, and report information from a spatial perspective.</p>	<p>1.2.5 Organize and apply academic information from a variety of sources</p> <p>1.2.7 Become a self-directed and independent learner</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1,3,4</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

\*ELO- Indicates a skill best supported by an Extended Learning Opportunity

# JA Our Region

Session Details	Social Studies Standards	Career Development 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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>E.3_5.2 Describe how goods and services are produced and distributed.</p>	<p>2.1.2 Learn about the variety of traditional and nontraditional occupations</p> <p>2.1.3 Develop an awareness of personal abilities, skills, interests and motivations</p> <p>2.2.2 Identify personal skills, interests and abilities and relate them to current career choice</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>E.3_5.5 Describe and analyze how North Dakota’s location, culture, and natural resources influence its economic decisions and development.</p> <p>E.3_5.6 Compare and contrast the economic development of the geographical regions of the United States.</p> <p>E.3_5.7 Explain how natural resources affect the economies of the geographical regions of the United States.</p>	<p>2.1.4 Learn how to interact and work cooperatively in teams</p> <p>2.1.5 Learn to make decisions</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>
<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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>E.3_5.2 Describe how goods and services are produced and distributed.</p>	<p>2.1.11 Acquire employability skills such as working on a team, problem-solving and organizational skills</p>	<p>Reading for Information RI.4.2-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.1 L.4.3-6</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>

# JA Our Region

Session Details	Social Studies Standards	Career Development Standards	Common Core ELA	Common Core Math
<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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p>	<p>3.2.1 Use a decision-making and problem-solving model</p> <p>3.2.2 Understand consequences of decisions and choices</p> <p>3.2.3 Identify alternative solutions to a problem</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 L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4 6-7</p>
<p><b>Session Five: Entrepreneurs Go Global</b></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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>E.3_5.2 Describe how goods and services are produced and distributed.</p> <p>E.3_5.7 Explain how natural resources affect the economies of the geographical regions of the United States</p>	<p>3.1.8 Understand the need for self-control and how to practice it</p> <p>3.1.9 Demonstrate cooperative behavior in groups</p>	<p>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</p>	<p>NA</p>

# JA Our Nation

Session Details	Social Studies Standards	Career Development 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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>E.3_5.3 Identify factors that influence saving and spending choices.</p>	<p>3.1.8 Understand the need for self-control and how to practice it</p> <p>3.1.9 Demonstrate cooperative behavior in groups</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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>C.3_5.6 Compare and contrast personal and civic responsibilities and explain why they are important in community life.</p>	<p>3.1.8 Understand the need for self-control and how to practice it</p> <p>3.1.9 Demonstrate cooperative behavior in groups</p> <p>1.1.10 Take responsibility for their actions</p> <p>1.1.11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</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>
<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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>C.3_5.6 Compare and contrast personal and civic responsibilities and explain why they are important in community life.</p>	<p>2.1.1 Develop skills to locate, evaluate and interpret career information</p> <p>2.1.2 Learn about the variety of traditional and nontraditional occupations</p> <p>2.2.3 Demonstrate knowledge of the career-planning process</p> <p>2.2.4 Know the various ways in which occupations can be classified</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>Numbers Base Ten CC.2.1.5.B.2</p>

# JA Our Nation

Session Details	Social Studies Standards	Career Development Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Get and Keep the Job!</b></p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the soft skills wanted by today's employers</li> </ul>	<p>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>C.3_5.6 Compare and contrast personal and civic responsibilities and explain why they are important in community life.</p>	<p>2.1.4 Learn how to interact and work cooperatively in teams</p> <p>2.1.11 Acquire employability skills such as working on a team, problem-solving and organizational skills</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>
<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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>E.3_5.2 Describe how goods and services are produced and distributed.</p>	<p>2.1.4 Learn how to interact and work cooperatively in teams</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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>E.3_5.2 Describe how goods and services are produced and distributed.</p>	<p>1.2.5 Organize and apply academic information from a variety of sources</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	Social Studies Standards	Career Development 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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>E.3_5.3 Identify factors that influence saving and spending choices.</p>	<p>3.1.18 Use effective communications skills</p> <p>3.1.19 Know that communication involves speaking, listening and nonverbal behavior</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 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</li> </ul>	<p>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>E.3_5.2 Describe how goods and services are produced and distributed.</p>	<p>2.1.3 Develop an awareness of personal abilities, skills, interests and motivations</p> <p>2.1.4 Learn how to interact and work cooperatively in teams</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>
<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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p>	<p>2.1.5 Learn to make decisions</p> <p>2.1.6 Learn how to set goals</p> <p>2.1.7 Understand the importance of planning</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>

# JA More than Money

Session Descriptions	Social Studies Standards	Career Development Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Run a Business</b></p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p><b>Objectives:</b></p> <p><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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>E.3_5.3 Identify factors that influence saving and spending choices.</p>	<p>1.1.11 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</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</p> <p>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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p>	<p>NA</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>Language L.3.1-4 L.3.6</p>	<p>NA</p>

\*ELO- Indicates a skill best supported by an Extended Learning Opportunity

# JA Career Exploration Fair K-2

Session Descriptions	Social Studies Standards	Career Development 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>C.K_2.6 Describe important rights and responsibilities of citizens/residents.</p> <p>E.K_2.5 Explain how people earn income and save money.</p>	<p>1.3.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals</p> <p>1.3.5 Understand that school success is the preparation to make the transition from student to community member</p> <p>1.3.6 Understand how school success and academic achievement enhance future career and vocational opportunities</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 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5 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>C.K_2.6 Describe important rights and responsibilities of citizens/residents.</p> <p>E.K_2.5 Explain how people earn income and save money.</p>	<p>1.3.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals</p> <p>1.3.5 Understand that school success is the preparation to make the transition from student to community member</p> <p>1.3.6 Understand how school success and academic achievement enhance future career and vocational opportunities</p>	<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 SL 3 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5</p>
<p><b>Post-JA Career Exploration Fair Activity: I Think</b></p> <p><b>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>C.K_2.6 Describe important rights and responsibilities of citizens/residents.</p> <p>E.K_2.5 Explain how people earn income and save money.</p>	<p>2.2.2 Identify personal skills, interests and abilities and relate them to current career choice</p>	<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 L 5 L 6</p>

# JA Career Exploration Fair 3-5

Session Descriptions	Social Studies Standards	Career Development 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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>C.3_5.6 Compare and contrast personal and civic responsibilities and explain why they are important in community life.</p>	<p>1.3.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals</p> <p>1.3.5 Understand that school success is the preparation to make the transition from student to community member</p> <p>1.3.6 Understand how school success and academic achievement enhance future career and vocational opportunities</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 6</p> <p>Language L 4 L 5 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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>C.3_5.6 Compare and contrast personal and civic responsibilities and explain why they are important in community life.</p>	<p>1.3.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals</p> <p>1.3.5 Understand that school success is the preparation to make the transition from student to community member</p> <p>1.3.6 Understand how school success and academic achievement enhance future career and vocational opportunities</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 3 SL 5 SL 6</p> <p>Language L 4 L 5 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>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>C.3_5.6 Compare and contrast personal and civic responsibilities and explain why they are important in community life.</p>	<p>2.2.2 Identify personal skills, interests and abilities and relate them to current career choice</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 6</p>

# JA Career Speaker Series K-5

Session Descriptions	Social Studies Standards	Career Development 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>C.K_2.6 Describe important rights and responsibilities of citizens/residents.</p> <p>E.K_2.5 Explain how people earn income and save money.</p> <p>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>C.3_5.6 Compare and contrast personal and civic responsibilities and explain why they are important in community life.</p>	<p>2.2.2 Identify personal skills, interests and abilities and relate them to current career choice</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</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>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>C.K_2.6 Describe important rights and responsibilities of citizens/residents.</p> <p>E.K_2.5 Explain how people earn income and save money.</p> <p>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>C.3_5.6 Compare and contrast personal and civic responsibilities and explain why they are important in community life.</p>	<p>1.3.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals</p> <p>1.3.5 Understand that school success is the preparation to make the transition from student to community member</p> <p>1.3.6 Understand how school success and academic achievement enhance future career and vocational opportunities</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</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>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>C.K_2.6 Describe important rights and responsibilities of citizens/residents.</p> <p>E.K_2.5 Explain how people earn income and save money.</p> <p>E.3_5.1 Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).</p> <p>C.3_5.6 Compare and contrast personal and civic responsibilities and explain why they are important in community life.</p>	<p>1.3.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals</p> <p>1.3.5 Understand that school success is the preparation to make the transition from student to community member</p> <p>2.2.4 Know the various ways in which occupations can be classified</p> <p>2.2.5 Use research and information</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</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>