



empowering young people to  
own their economic success®

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

Updated July 2021

[Washington State Learning Standards for Social Studies](#)  
[Washington Financial Education Learning Standards](#)

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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 Washington Academic Standards for Social Studies and Financial Literacy where appropriate, for grades K-5.

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](#)<sup>®</sup> uses posters and games to offer practical information about businesses and the many jobs those businesses offer in a community. Students explore production methods through a simulation game, and they learn about taxes, decision making, and how money flows in an economy.

[JA Our City](#)<sup>®</sup> introduces students to the intersection of financial literacy and third-grade social studies learning objectives, including the characteristics of cities and how people and businesses in cities manage their money.

[JA Our Region](#)<sup>®</sup> introduces students to entrepreneurship and how entrepreneurs use resources to produce goods and services in a community. Students solve problems by weighing risks and rewards.

[JA Our Nation](#)<sup>®</sup> provides practical information about businesses' need for individuals who can meet the demands of the job market, including high-growth, high-demand jobs locally and globally.

[JA More than Money](#)<sup>®</sup> teaches students about earning, spending, sharing, and saving money, and businesses they can start or jobs they can perform to earn money.

[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 English Language Arts	Common Core Math
<p><b>Session One: This or That? Make a Choice</b></p> <p>Students practice economics by making personal choices.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify personal interests</li> <li>▪ Consider the factors that determine their choices</li> <li>▪ Define money</li> </ul>	<p><b>Social Studies</b> E1.K.2 Explain why people have to make choices between needs and wants.</p> <p><b>Financial Literacy</b> K.FD.1. Demonstrate spending by trading money for something else.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Writing W.K.1-2,8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.2</p>
<p><b>Session Two: Do I Need What I Want?</b></p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the difference between needs and wants</li> <li>▪ Create a simple chart</li> </ul>	<p><b>Social Studies</b> E1.K.1 Explain the difference between a need and a want. E1.K.2 Explain why people have to make choices between needs and wants.</p> <p><b>Financial Literacy</b> K.FD.2. Share an experience about deciding not to spend money. K.FD.3. Give an example of something that could be a need for one person but not for another. K.FD.4. Discuss how wants might differ, depending on individual circumstances such as age, where one lives, and time of year.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Literature RL.K.1,4 RL.K.7</p> <p>Speaking and Listening SL.K.1-3 SL.K.6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.3</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p><b>Session Three: A Penny Earned</b></p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the role of money in society</li> <li>▪ Identify jobs they can do to earn money</li> </ul>	<p><b>Financial Literacy</b> K.SS.5. Sort coins and paper money by appearance and name. K.EI.1. List tasks that an adult does at a job. K.EI.2. List occasions when people might receive money gifts.</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	Core English Language Arts	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>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the importance of saving money</li> <li>▪ Identify a savings goal</li> </ul> <p>Identify a place where people save money</p>	<p><b>Financial Literacy</b></p> <p>K.SS.4. Use a method to keep track of money saved for future spending.</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>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the importance of giving</li> <li>▪ Organize a chronological sequence of events</li> </ul>	<p><b>Financial Literacy</b></p> <p>K.SS.7. Explain how charitable giving differs from sharing toys with a friend.</p> <p>K.SS.8. Identify possessions that are suitable for donation to a charity.</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	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: All Kinds of Families</b></p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Begin to understand the similarities and differences between families</li> <li>▪ Recognize the importance of businesses in neighborhoods</li> </ul>	<p><b>Social Studies</b></p> <p>E1.1.4 Explore the different resources that families use to access what they want and need.</p> <p>E3.1.1 Examine the difference between public and private providers of goods and services.</p> <p>E3.1.2 Explain the purpose for public and private providers of goods and services.</p>	<p>Reading Literature RI.1.1 RI.1.3-4 RI.1.7,9,10</p> <p>Foundations RF.1.1-4</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 8</p>
<p><b>Session Two: Money for Needs and Wants</b></p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the difference between needs and wants</li> <li>▪ Explain that families must earn money for the things they need and want</li> </ul>	<p><b>Social Studies</b></p> <p>E1.1.2 Explain how and why families make choices between wants and needs.</p> <p>E1.1.3 Evaluate the outcomes of choices.</p> <p>E1.1.4 Explore the different resources that families use to access what they want and need.</p> <p><b>Financial Literacy</b></p> <p>1.FD.1. State the consequences of spending decisions.</p> <p>1.FD.2. Differentiate between needs and wants.</p>	<p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>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>

## JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Three: Businesses All Around the Neighborhood</b></p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <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>Social Studies</b></p> <p>E2.1.2 Give examples of how people earn income.</p> <p>E3.1.1 Examine the difference between public and private providers of goods and services.</p> <p>E3.1.2 Explain the purpose for public and private providers of goods and services.</p> <p><b>Financial Literacy</b></p> <p>1.EI.1. Identify the different skills, training, and tools required by different jobs.</p>	<p>Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>5-8</p>
<p><b>Session Four: Jobs All Around the Neighborhood</b></p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the jobs people do</li> <li>▪ Analyze their own skills to determine ways they can support family members</li> </ul>	<p><b>Social Studies</b></p> <p>E2.1.2 Give examples of how people earn income.</p> <p>E3.1.1 Examine the difference between public and private providers of goods and services.</p> <p>E3.1.2 Explain the purpose for public and private providers of goods and services.</p> <p><b>Financial Literacy</b></p> <p>1.EI.1. Identify the different skills, training, and tools required by different jobs.</p>	<p>Foundations RF.1.1-4</p> <p>Reading for Information RI.1.6-7</p> <p>Writing W.1.5</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>
<p><b>Session Five: A New Business</b></p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</li> </ul>	<p><b>Social Studies</b></p> <p>E2.1.2 Give examples of how people earn income.</p> <p>E3.1.1 Examine the difference between public and private providers of goods and services.</p> <p>E3.1.2 Explain the purpose for public and private providers of goods and services.</p> <p><b>Financial Literacy</b></p> <p>1.EI.1. Identify the different skills, training, and tools required by different jobs.</p>	<p>Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7</p> <p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>2</p> <p>4</p> <p>7-8</p>

## JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session One: People in a Community Working Together</b></p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe a community.</li> <li>▪ State how people contribute to and benefit from a community.</li> <li>▪ Identify the variety of jobs in a community and how each requires specific skills.</li> </ul>	<p><b>Social Studies</b> C2.2.1 Explain the roles of people who help govern different communities. C2.2.2 Explain the basic function of laws in the local community.</p> <p><b>Financial Literacy</b> 2.EI.1. Recognize that different jobs require different skills, training, and tools. 2.EI.3. Recognize that people form businesses to meet customers’ needs while generating income for themselves.</p>	<p>Reading Literature RL.2.1 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Geometry G.2.2</p> <p>Mathematical Practices 4</p>
<p><b>Session Two: Sweet “O” Donuts</b></p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define the terms produce, product, production, goods, and services.</li> <li>▪ Apply innovation to the production process.</li> <li>▪ Explain that people in a community earn money by performing work.</li> </ul>	<p><b>Social Studies</b> E1.2.1 Explain how and why members of a community make choices among products and services that have costs and benefits. E2.3.1 Recognize how the economic systems of groups are influenced by community and cultural laws, values, and customs. E2.3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. E2.3.3 Explain why individuals and businesses specialize and trade.</p> <p><b>Financial Literacy</b> 2.EI.1. Recognize that different jobs require different skills, training, and tools. 2.EI.3. Recognize that people form businesses to meet customers’ needs while generating income for themselves.</p>	<p>Reading Foundations RF.2.3-4</p> <p>Writing W.2.2</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7</p>

## JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session Three: Business and Government Jobs</b></p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Locate businesses and identify government careers</li> <li>Explain how taxation supports government services.</li> </ul>	<p><b>Social Studies</b></p> <p>E3.2.1 Identify examples of the goods and services that governments provide.</p> <p>E3.2.2 Identify cost and benefits of publicly owned services.</p> <p><b>Financial Literacy</b></p> <p>2.SS.5. Give an example of how local government uses tax revenues.</p> <p>2.EI.1. Recognize that different jobs require different skills, training, and tools.</p>	<p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Mathematical Practices 1-2 4-5 8</p>
<p><b>The Session Four: Let's Vote!</b></p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Apply a decision-making process.</li> <li>Recognize voting as a way responsible citizens act and contribute to meet a community's needs.</li> </ul>	<p><b>Social Studies</b></p> <p>C1.2.1 Recognize the key ideal of public or common good within the context of the community.</p> <p>C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.</p>	<p>Reading Foundations RF.2.3</p> <p>Writing W.2.2 W.2.7-8</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1</p>	<p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 2 4</p>
<p><b>Session Five: Money Moves in a Community</b></p> <p>Students learn about money and how it moves through a community.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Identify coins and money terms.</li> <li>Describe how money flows through a community's economy.</li> </ul>	<p><b>Social Studies</b></p> <p>C1.2.3 Explain some basic functions (establish order, provide security, accomplish common goals) of local government</p> <p>C1.2.4 Explore and give examples of services (e.g., police and fire protection, maintenance of roads, snow removal, etc.)</p> <p><b>Financial Literacy</b></p> <p>2.SS.1. Explain how saving money can improve financial well-being.</p> <p>2.SS.4. Demonstrate how to allocate income for spending, saving, and sharing goals.</p>	<p>Reading Literature RL.2.1 RL.2.4 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.3 -5 RI.7</p> <p>Reading Foundations RF.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 1-2 5-7</p>

## JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: Earn, Save, Spend, and Donate</b></p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the four choices we have with money.</li> <li>Define deposits and withdrawals.</li> </ul>	<p><b>Social Studies</b> E2.3.4 Explain the role of money in making exchange easier.</p> <p><b>Financial Literacy</b> 3.SS.1. Show how saving money can improve financial well-being. 3.SS.2. Categorize types of household expenses and sources of income. 3.SS.3. Describe ways that people can decrease expenses to save more of their income.</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<sup>-8ELO</sup></p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Two: Invisible Money</b></p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define goods and services.</li> <li>▪ Explain how people spend money.</li> <li>▪ Recognize methods of payment and whether they are readily visible or invisible.</li> </ul>	<p><b>Social Studies</b> E2.3.4 Explain the role of money in making exchange easier.</p> <p><b>Financial Literacy</b> 3.EI.7. Give examples of local businesses. 3.EI.8. Describe how people form businesses to meet customers’ needs while generating income for themselves.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7<sup>-8ELO</sup></p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Three: How Do I Become an Entrepreneur?</b></p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, producer, and consumer.</li> <li>▪ Explain the need for a business plan.</li> <li>▪ Discuss the ways in which entrepreneurs help a city.</li> </ul>	<p><b>Financial Literacy</b> 3.EI.3. Distinguish how different jobs require different skills, training, and tools. 3.EI.4. Give an example of how an individual’s interests, knowledge, and abilities can affect job and career choice. 3.EI.7. Give examples of local businesses. 3.EI.8. Describe how people form businesses to meet customers’ needs while generating income for themselves.</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>

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

## JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Money Choices Make the City Go Round</b></p> <p>Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the importance of money in everyday life.</li> <li>▪ Describe how money flows through a city’s economy.</li> <li>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</li> </ul>	<p><b>Social Studies</b></p> <p>E3.2.1 Identify examples of the goods and services that governments provide.</p> <p>E3.2.2 Identify cost and benefits of publicly owned services.</p> <p><b>Financial Literacy</b></p> <p>3.SS.4. Give an example of how the state government uses tax revenues.</p> <p>3.SS.5. List reasons why people keep money in banks and credit unions.</p> <p>K.FD.1. Demonstrate spending by trading money for something else.</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 healthy city is built on the money choices of consumers, businesses, and the government. A city thrives when these sectors of the economy earn, save, spend, and donate.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe how personal choices make a city a good place to live, work, play, and go to school.</li> </ul>	<p><b>Social Studies</b></p> <p>E1.3.1 Identify the costs and benefits of individual choices.</p> <p>E1.3.2 Identify positive and negative incentives that influence the decisions people make.</p> <p>E.1.3.3 Describe how individual choices are influenced by various cultural norms.</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>

## JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: Be an Entrepreneur</b> Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying their own entrepreneurial traits.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognize the impact entrepreneurs have on a region</li> <li>▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities</li> </ul>	<p><b>Financial Literacy</b></p> <p>4.EI.1. Analyze how different jobs require different skills, training, and tools.</p> <p>4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.</p> <p>4.EI.3. Research jobs related to a career of interest.</p> <p>4.EI.4. Classify the types of businesses run by local entrepreneurs.</p> <p>4.EI.5. Describe how people form businesses to meet customers’ needs while generating income for themselves.</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> Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define natural, human, and capital resources</li> <li>▪ Describe how products and services use resources</li> </ul>	<p><b>Social Studies</b></p> <p>E2.4.2 Identify the basic elements of Washington state’s economic system, including agriculture, businesses, industry, natural resources, and labor.</p> <p>E2.4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services in Washington state.</p> <p>E2.4.4 Explain why individuals and businesses specialize and trade in Washington state.</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> Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Track the revenue and expenses of a business</li> <li>▪ Identify the fundamental tasks required to run a business</li> <li>▪ Explain the importance of keeping an accurate account of a business’s financial information</li> </ul>	<p><b>Social Studies</b></p> <p>E1.4.2 Compare the costs and benefits of individual choices.</p> <p><b>Financial Literacy</b></p> <p>4.FD.6. Explain how limited personal financial resources affect the choices people make.</p> <p>4.FD.7. Make a decision based on the description of an acceptable outcome.</p> <p>4.FD.8. Construct a plan to achieve a specific, measurable goal.</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	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Entrepreneurs Solve Problems</b> Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the problem-solving process</li> <li>• Identify the potential risks and rewards in making business decisions</li> </ul>	<p><b>Social Studies</b> EI.4.2 Compare the costs and benefits of individual choices.</p> <p><b>Financial Literacy</b> 4.EI.1. Analyze how different jobs require different skills, training, and tools. 4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice. 4.EI.3. Research jobs related to a career of interest. 4.EI.4. Classify the types of businesses run by local entrepreneurs. 4.EI.5. Describe how people form businesses to meet customers’ needs while generating income for themselves.</p>	<p>Reading for Information RI.4.1 RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-2 SL.4.4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4 6-7</p>
<p><b>Session Five: Entrepreneurs Go Global</b> Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the supply chain to a manufacturing example</li> <li>• Explain how resource providers, businesses, and consumers are interdependent</li> </ul>	<p><b>Social Studies</b> EI.4.2 Compare the costs and benefits of individual choices.</p> <p><b>Financial Literacy</b> 4.EI.1. Analyze how different jobs require different skills, training, and tools. 4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice. 4.EI.3. Research jobs related to a career of interest. 4.EI.4. Classify the types of businesses run by local entrepreneurs. 4.EI.5. Describe how people form businesses to meet customers’ needs while generating income for themselves.</p>	<p>Reading for Information RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1-4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>

## JA Our Nation

Session Details	Academic Standards	Common Core English Language Arts	Common Core Math
<p><b>Session One: Free to Choose Your Work or Business</b></p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the characteristics of a free market economy</li> <li>▪ Explain how pricing guides economic decisions</li> </ul>	<p><b>Social Studies</b></p> <p>E2.5.1 Describe how colonial American economic systems worked.</p> <p>E2.5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p>E2.5.3 Explain why individuals and businesses specialize and trade.</p> <p>E2.5.4 Explain the relationship between investment in human capital, productivity, and future incomes.</p> <p><b>Financial Literacy</b></p> <p>5.FD.2. Compare the benefits of financial responsibility with the consequences of financial irresponsibility.</p> <p>5.FD.3. Predict how influences such as current fashion trends, peer pressure, and procrastination can affect financial decisions.</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>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur and entrepreneurship</li> <li>▪ Describe resources and how entrepreneurs use them</li> <li>▪ Explore STEM skills and the process of innovation</li> </ul>	<p><b>Financial Literacy</b></p> <p>5.I.1. Describe what a company is and what it does.</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>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	<p><b>Financial Literacy</b></p> <p>5.EI. Explore job and career options.</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	Academic Standards	Common Core English Language Arts	Common Core Math
<p><b>Session Four: Get and Keep the Job!</b></p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the soft skills wanted by today's employers</li> </ul>	<p><b>Financial Literacy</b></p> <p>5.FD.16. Categorize the types of rights and responsibilities typically found in employee handbooks.</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>The students will be able to:</p> <ul style="list-style-type: none"> <li>Discuss why businesses specialize and trade</li> <li>Define opportunity cost</li> </ul>	<p><b>Social Studies</b></p> <p>E2.5.3 Explain why individuals and businesses specialize and trade.</p> <p>E2.5.4 Explain the relationship between investment in human capital, productivity, and future incomes.</p> <p><b>Financial Literacy</b></p> <p>5.FD.10. Determine the cost of achieving a financial goal.</p> <p>5.FD.11. Evaluate the results of a financial decision.</p> <p>5.I.1. Describe what a company is and what it does.</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>The students will be able to:</p> <ul style="list-style-type: none"> <li>Identify three basic ways businesses are organized.</li> </ul>	<p><b>Social Studies</b></p> <p>E2.5.3 Explain why individuals and businesses specialize and trade.</p> <p><b>Financial Literacy</b></p> <p>5.I.1. Describe what a company is and what it does.</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	Common Core ELA	Common Core Math
<p><b>Session One: The Money Garden</b></p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the role of money in everyday life</li> <li>Explain the benefits of using a savings account</li> </ul>	<p><b>Social Studies</b></p> <p>E2.3.4 Explain the role of money in making exchange easier.</p> <p><b>Financial Literacy</b></p> <p>3.SS.5. List reasons why people keep money in banks and credit unions.</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>The students will be able to:</p> <ul style="list-style-type: none"> <li>Define business, goods, and services</li> <li>Identify businesses they would like to start that align with their personal interests and skills</li> <li>Appreciate their own roles as entrepreneurs in affecting their community and their world</li> </ul>	<p><b>Social Studies</b></p> <p>E2.3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p><b>Financial Literacy</b></p> <p>4.EI.5. Describe how people form businesses to meet customers’ needs while generating income for themselves.</p> <p>4.EI.6. List ways that owning a business involves risk that the business will not be able to earn enough revenue to pay its costs.</p> <p>5.I.1. Describe what a company is and what it does.</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>The students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the basic steps for building a small business</li> <li>Develop a basic business plan</li> </ul>	<p><b>Social Studies</b></p> <p>E2.3.3 Explain why individuals and businesses specialize and trade.</p> <p><b>Financial Literacy</b></p> <p>4.EI.5. Describe how people form businesses to meet customers’ needs while generating income for themselves.</p> <p>4.EI.6. List ways that owning a business involves risk that the business will not be able to earn enough revenue to pay its costs.</p> <p>5.I.1. Describe what a company is and what it does.</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>

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

## JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Run a Business</b></p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain why financial institutions lend money</li> <li>▪ Explain decision making and the traits of trustworthy borrowers</li> <li>▪ Record and track financial gains and losses</li> </ul>	<p><b>Social Studies</b></p> <p>E2.3.7 Describe the role of financial institutions in an economy.</p> <p><b>Financial Literacy</b></p> <p>4.EI.5. Describe how people form businesses to meet customers’ needs while generating income for themselves.</p> <p>4.EI.6. List ways that owning a business involves risk that the business will not be able to earn enough revenue to pay its costs.</p> <p>5.SS.4. State the advantages and disadvantages of saving for financial goals.</p> <p>5.SS.5. Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions for different individuals.</p> <p>5.I.1. Describe what a company is and what it does.</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>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explore reasons why businesses import and export goods</li> <li>▪ Describe the economic considerations related to selling in a global market</li> <li>▪ Define opportunity cost</li> </ul>	<p><b>Social Studies</b></p> <p>E2.3.3 Explain why individuals and businesses specialize and trade.</p> <p><b>Financial Literacy</b></p> <p>3.FD.7. Identify the opportunity cost of a decision.</p> <p>3.FD.8. Categorize the costs and benefits when making a decision.</p> <p>5.I.1. Describe what a company is and what it does.</p> <p>5.FD.10. Determine the cost of achieving a financial goal.</p> <p>5.FD.11. Evaluate the results of a financial decision.</p> <p>5.FD.12. Give examples of how decisions made today can affect future opportunities.</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>	

## 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> The students will:</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>Financial Literacy</b></p> <p>1.EI.1. Identify the different skills, training, and tools required by different jobs.</p> <p>2.EI.1. Recognize that different jobs require different skills, training, and tools.</p> <p>2.EI.2. Give examples of careers related to a personal interest.</p>	<p>Foundational Skills RF 1 RF 2 RF 3</p> <p>Writing W 2 W 5 W 8</p> <p>Speaking and Listening SL 1 SL 3 SL 4 SL 5 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> The students will:</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>Financial Literacy</b></p> <p>1.EI.1. Identify the different skills, training, and tools required by different jobs.</p> <p>2.EI.1. Recognize that different jobs require different skills, training, and tools.</p> <p>2.EI.2. Give examples of careers related to a personal interest.</p>	<p>Foundational Skills RF 1 RF 2 RF 3</p> <p>Writing W.4 W.5 W.6</p> <p>Speaking and Listening SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language L 4 L 5 L 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> The students will:</p> <ul style="list-style-type: none"> <li>▪ Begin to identify a future career interest.</li> </ul>	<p><b>Financial Literacy</b></p> <p>1.EI.1. Identify the different skills, training, and tools required by different jobs.</p> <p>2.EI.1. Recognize that different jobs require different skills, training, and tools.</p> <p>2.EI.2. Give examples of careers related to a personal interest.</p>	<p>Foundational Skills RF 1 RF 2 RF 3</p> <p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 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> The students will:</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>Financial Literacy</b></p> <p>3.EI.1. Explain the difference between a career and a job.</p> <p>3.EI.4. Give an example of how an individual’s interests, knowledge, and abilities can affect job and career choice.</p> <p>3.EI.5. Give examples of careers related to a personal interest.</p> <p>4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.</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> The students will:</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>Financial Literacy</b></p> <p>3.EI.1. Explain the difference between a career and a job.</p> <p>3.EI.2. Identify various jobs within a specific career.</p> <p>3.EI.3. Distinguish how different jobs require different skills, training, and tools.</p> <p>3.EI.4. Give an example of how an individual’s interests, knowledge, and abilities can affect job and career choice.</p> <p>3.EI.5. Give examples of careers related to a personal interest.</p> <p>3.EI.6. Examine jobs related to a career of interest.</p> <p>4.EI.1. Analyze how different jobs require different skills, training, and tools.</p> <p>4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.</p> <p>4.EI.3. Research jobs related to a career of interest.</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> The students will:</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>Financial Literacy</b></p> <p>3.EI.1. Explain the difference between a career and a job.</p> <p>3.EI.2. Identify various jobs within a specific career.</p> <p>3.EI.3. Distinguish how different jobs require different skills, training, and tools.</p> <p>3.EI.5. Give examples of careers related to a personal interest.</p> <p>4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.</p> <p>4.EI.3. Research jobs related to a career of interest.</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	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> The students will:</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>Financial Literacy</b></p> <p>3.EI.1. Explain the difference between a career and a job.</p> <p>3.EI.4. Give an example of how an individual’s interests, knowledge, and abilities can affect job and career choice.</p> <p>3.EI.5. Give examples of careers related to a personal interest.</p> <p>4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.</p>	<p>Foundational Skills RF 1 RF 2 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>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> The students will:</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>Financial Literacy</b></p> <p>3.EI.1. Explain the difference between a career and a job.</p> <p>3.EI.2. Identify various jobs within a specific career.</p> <p>3.EI.3. Distinguish how different jobs require different skills, training, and tools.</p> <p>3.EI.4. Give an example of how an individual’s interests, knowledge, and abilities can affect job and career choice.</p> <p>3.EI.5. Give examples of careers related to a personal interest.</p> <p>3.EI.6. Examine jobs related to a career of interest.</p> <p>4.EI.1. Analyze how different jobs require different skills, training, and tools.</p> <p>4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.</p> <p>4.EI.3. Research jobs related to a career of interest.</p>	<p>Foundational Skills RF 1 RF 2 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>After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</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>Financial Literacy</b></p> <p>3.EI.1. Explain the difference between a career and a job.</p> <p>3.EI.2. Identify various jobs within a specific career.</p> <p>3.EI.3. Distinguish how different jobs require different skills, training, and tools.</p> <p>3.EI.5. Give examples of careers related to a personal interest.</p> <p>4.EI.2. Explain how an individual’s interests, knowledge, and abilities can affect job and career choice.</p> <p>4.EI.3. Research jobs related to a career of interest.</p>	<p>Foundational Skills RF 1 RF 2 RF 3 RF 4</p> <p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 6</p>