



Junior  
Achievement®



empowering young people to  
own their economic success®

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

Updated December 2020 (January 2022)  
Mississippi State Academic Standards  
[Mississippi Social Emotional Learning Standards](#)

Junior Achievement USA®  
One Education Way  
Colorado Springs, CO 80906  
[www.ja.org](http://www.ja.org)

# Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills.

In this document, Junior Achievement programs are correlated to the Mississippi State academic standards, where appropriate for grades K-5 and the Mississippi Social Emotional Learning Standards, as well as the Common Core standards for English Language Arts and Math.

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 ELA   | Common Core Math  |
|---|--|---|---|
| <p><b>Session One: This or That? Make a Choice</b></p> <p>Students practice economics by making personal choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify personal interests</li> <li>▪ Consider the factors that determine their choices</li> <li>▪ Define money</li> </ul>                           | <p><b>Social Studies</b></p> <p>E.K.1 Identify and explain the function of money.</p> <p>E.1.3 Analyze the role of money within a home.</p> <p><b>Social Emotional Learning</b></p> <p>5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.</p>  | <p>Reading Foundations<br/>RF.K.1-3</p> <p>Writing<br/>W.K.1-2,8</p> <p>Literature<br/>RL.K.7</p> <p>Speaking and Listening<br/>SL.K.1-6</p> <p>Language<br/>L.K.4,6</p>                          | <p>Counting and Cardinality<br/>CC.2.1.K.A.2</p>  |
| <p><b>Session Two: Do I Need What I Want?</b></p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the difference between needs and wants</li> <li>▪ Create a simple chart</li> </ul> | <p><b>Social Studies</b></p> <p>E.K.3 Differentiate between needs and wants of individuals.</p> <p>E.1.1 Differentiate between needs and wants of individuals at home and school.</p> <p><b>Social Emotional Learning</b></p> <p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.</p> | <p>Reading Foundations<br/>RF.K.1-3</p> <p>Literature<br/>RL.K.1,4<br/>RL.K.7</p> <p>Speaking and Listening<br/>SL.K.1-3</p> <p>SL.K.6</p> <p>Language<br/>L.K.4,6</p>                            | <p>Counting and Cardinality<br/>CC.2.1.K.A.3</p> <p>Measurement and Data<br/>CC.2.4.K.A.4</p> |
| <p><b>Session Three: A Penny Earned</b></p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the role of money in society</li> <li>▪ Identify jobs they can do to earn money</li> </ul>                                | <p><b>Social Studies</b></p> <p>E.K.1 Identify and explain the function of money</p>   | <p>Reading Foundations<br/>RF.K.1-4</p> <p>Writing<br/>W.K.2,8</p> <p>Literature<br/>RL.K.1-4<br/>RL.K.7<br/>RL.K.9-10</p> <p>Speaking and Listening<br/>SL.K.1-6</p> <p>Language<br/>L.K.4,6</p> | <p>Counting and Cardinality<br/>CC.2.1.K.A.1-3</p>  |

# JA Ourselves

| Session Details  | Academic Standards   | Common Core ELA   | Common Core Math  |
|--|--|---|---|
| <p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of saving money</li> <li>▪ Identify a savings goal</li> <li>▪ Identify a place where people save money</li> </ul>            | <p><b>Social Emotional Learning</b></p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p>                   | <p>Reading Foundations<br/>RF.K.1-4</p> <p>Literature<br/>RL.K.1-4</p> <p>Speaking and Listening<br/>SL.K.1-6</p> <p>Language<br/>L.K.4,6</p>   | <p>Counting and Cardinality<br/>CC.2.1.K.A.1</p> <p>Measurement and Data<br/>CC.2.4.K.A.4</p> |
| <p><b>Session Five: A Penny Shared</b></p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of giving</li> <li>▪ Organize a chronological sequence of events</li> </ul> | <p><b>Social Emotional Learning</b></p> <p>5B. Analyze outcomes of decisions including the consideration of their effects on others.</p> | <p>Reading Foundations<br/>RF.K.1-4</p> <p>Writing<br/>W.K.1,8</p> <p>Literature<br/>RL.K.1-4<br/>RL.K.7<br/>RL.K.9-10</p> <p>Speaking and Listening<br/>SL.K.1-6</p> <p>Language<br/>L.K.4,6</p> | <p>Counting and Cardinality<br/>CC.2.1.K.A.1-3</p>  |

# JA Our Families

| Session Descriptions   | Academic Standards   | Common Core ELA  | Common Core Math   |
|--|--|--|--|
| <p><b>Session One: All Kinds of Families</b></p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to understand the similarities and differences between families</li> <li>▪ Recognize the importance of businesses in neighborhoods</li> </ul>       | <p><b>Social Studies</b></p> <p>CI.1.1 Examine how individuals play different roles and exercise good citizenship.</p> <p>CI.1.1 Examine how individuals play different roles and exercise good citizenship.</p> <p><b>Social Emotional Learning</b></p> <p>3B. Develop an awareness of and respect for individual differences, including cultural diversity.</p>                | <p>Reading Literature<br/>RI.1.1<br/>RI.1.3-4<br/>RI.1.7,9,10</p> <p>Reading Foundations<br/>RF.1.1-4</p> <p>Writing<br/>W.1.2,5,8</p> <p>Speaking &amp; Listening<br/>SL.1.1-2<br/>SL.1.4-5</p> <p>Language<br/>L.1.1-2<br/>L.1.4</p> | <p>Mathematical Practices<br/>8</p>  |
| <p><b>Session Two: Money for Needs and Wants</b></p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the difference between needs and wants</li> <li>▪ Explain that families must earn money for the things they need and want</li> </ul>                       | <p><b>Social Studies</b></p> <p>E.1.1 Differentiate between needs and wants of individuals at home and school.</p> <p>E.1.3 Analyze the role of money within a home.</p> <p><b>Social Emotional Learning</b></p> <p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home, and community life.</p> | <p>Reading for Information<br/>RI.1.1<br/>RI.1.3-4<br/>RI.1.6-7<br/>RI.1.10</p> <p>Reading Foundations<br/>RF.1.1-4</p> <p>Speaking &amp; Listening<br/>SL.1.1-2<br/>SL.1.4</p> <p>Language<br/>L.1.1<br/>L.1.4</p>                    | <p>Measurement and Data<br/>1.MD.C.4</p> <p>Mathematical Practices<br/>1-2<br/>4-5<br/>7-8</p> |
| <p><b>Session Three: Businesses All Around the Neighborhood</b></p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, goods, and services</li> <li>▪ Interpret map symbols</li> <li>▪ Identify the goods or services businesses provide</li> </ul> | <p><b>Social Studies</b></p> <p>G.1.3 Recognize maps, graphs, and other representations of the earth.</p> <p>E.1.2 Evaluate how families use goods and services.</p> <p>G.1.3 Recognize maps, graphs, and other representations of the earth.</p>  | <p>Reading Foundations<br/>RF.1.1-4</p> <p>Reading for Information<br/>RI.1.1<br/>RI.1.3-4<br/>RI.1.6-7<br/>RI.1.10</p> <p>Writing<br/>W.1.2,5,8</p> <p>Speaking &amp; Listening<br/>SL.1.1-2<br/>SL.1.4</p>                           | <p>Measurement and Data<br/>1.MD.C.4</p> <p>Mathematical Practices<br/>1-2<br/>5-8</p>         |

# JA Our Families

| Session Descriptions   | Academic Standards  | Common Core ELA  | Common Core Math   |
|--|---|--|--|
| <p><b>Session Four: Jobs All Around the Neighborhood</b></p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the jobs people do</li> <li>▪ Analyze their own skills to determine ways they can support family members</li> </ul> | <p><b>Social Studies</b></p> <p>E.3.3 Explain how people earn income.</p> <p><b>Social Emotional Learning</b></p> <p>3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.</p> | <p>Reading Foundations<br/>RF.1.1-4</p> <p>Reading for Information<br/>RI.1.6-7</p> <p>Writing<br/>W.1.5</p> <p>Speaking &amp; Listening<br/>SL.1.1-2<br/>SL.1.4-5</p> <p>Language<br/>L.1.1-2<br/>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><b>Social Emotional Learning</b></p> <p>3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.</p>  | <p>Reading Foundations<br/>RF.1.1-4</p> <p>Reading for Information<br/>RI.1.1<br/>RI.1.3-4<br/>RI.1.6-7<br/>RI.1.10</p> <p>Writing<br/>W.1.2,5,8</p> <p>Speaking &amp; Listening<br/>SL.1.1-2<br/>SL.1.4</p> <p>Language<br/>L.1.1-2<br/>L.1.4</p> | <p>Operations in Algebra<br/>OA. 1 ELO<br/>OA. . 6-7</p> <p>Measurement and Data</p> <p>1.MD.C.4</p> <p>Mathematical Practices</p> <p>2-4</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></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe a community.</li> <li>▪ State how people contribute to and benefit from a community.</li> <li>▪ Identify the variety of jobs in a community and how each requires specific skills.</li> </ul> | <p><b>Social Studies</b></p> <p>CI.2.2 Demonstrate knowledge of how to be a good citizen in the local community.</p>         | <p>Reading Literature<br/>RL.2.1<br/>RL.2.7</p> <p>Reading for Information<br/>RI.2.1<br/>RI.2.4 -5<br/>RI.7</p> <p>Reading Foundations<br/>RF.2.3-4</p> <p>Speaking and Listening<br/>SL.2.1-4</p> <p>Language L.2.1-6</p> | <p>Geometry<br/>G.2.2</p> <p>Mathematical Practices<br/>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></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define the terms produce, product, production, goods, and services.</li> <li>▪ Apply innovation to the production process.</li> <li>▪ Explain that people in a community earn money by performing work.</li> </ul>                 | <p><b>Social Studies</b></p> <p>E.2.1 Explain how individual wants and needs impact the production of goods and service.</p> | <p>Reading Foundations<br/>RF.2.3-4</p> <p>Writing<br/>W.2.2</p> <p>Speaking and Listening<br/>SL.2.1-6</p> <p>Language L.2.1-6</p>   | <p>Operations and Algebraic Thinking<br/>OA.2.1</p> <p>Numbers Base Ten<br/>NBT.2.1-2<br/>NBT.2.5</p> <p>Measurement and Data<br/>MD.2.7</p> |
| <p><b>Session Three: Business and Government Jobs</b></p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></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>E.3.1 Analyze the role of money within a community and local government.</p>                 | <p>Reading for Information<br/>RI.2.1<br/>RI.2.4 -5<br/>RI.7</p> <p>Reading Foundations<br/>RF.2.3-4</p> <p>Speaking and Listening<br/>SL.2.1-4</p> <p>Language L.2.1-6</p>   | <p>Operations and Algebraic Thinking<br/>OA.2.1</p> <p>Mathematical Practices<br/>1-2<br/>4-5<br/>8</p>                                      |

# JA Our Community

| Session Descriptions  | Social Studies Standards  | Common Core ELA  | Common Core Math  |
|---|---|--|---|
| <p><b>The Session Four: Let's Vote!</b></p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></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>CI.K.2 Demonstrate knowledge of how to be a good citizen.</p> <p><b>Social Emotional Learning</b></p> <p>5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.</p> | <p>Reading Foundations<br/>RF.2.3</p> <p>Writing<br/>W.2.2<br/>W.2.7-8</p> <p>Speaking and Listening<br/>SL.2.1-6</p> <p>Language<br/>L.2.1</p>  | <p>Measurement and Data<br/>MD.2.7<br/>MD.2.9</p> <p>Mathematical Practices<br/>2<br/>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></p> <p><b>Students will:</b></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>NA</p>   | <p>Reading Literature<br/>RL.2.1<br/>RL.2.4<br/>RL.2.7</p> <p>Reading for Information<br/>RI.2.1<br/>RI.2.3 -5<br/>RI.7</p> <p>Reading Foundations<br/>RF.2.3</p> <p>Speaking and Listening<br/>SL.2.1-4</p> <p>Language L.2.1-6</p> | <p>Operations and Algebraic Thinking<br/>OA.2.1</p> <p>Numbers Base Ten<br/>NBT.2.1-2<br/>NBT.2.5</p> <p>Measurement and Data MD.2.7<br/>MD.2.9</p> <p>Mathematical Practices<br/>1-2<br/>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></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the four choices we have with money.</li> <li>▪ Define deposits and withdrawals.</li> </ul>                                     | <p><b>Social Studies</b></p> <p>E.3.1 Analyze the role of money within a community and local government.</p> <p><b>Social Emotional Learning</b></p> <p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.</p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p> | <p>Reading for Information<br/>RI.3.4-5</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Writing<br/>W.3.2 <sup>ELO</sup><br/>W.3.7 -8<sup>ELO</sup></p> <p>Speaking and Listening<br/>SL.3.1<br/>SL.3.3<br/>SL.3.6</p> <p>Language<br/>L.3.1<br/>L.3.3<br/>L.3.4</p> | <p>Measurement and Data<br/>MD.3.4<br/>MD.3.5<br/>MD.3.6</p> <p>Mathematical Practices<br/>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></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define goods and services.</li> <li>▪ Explain how people spend money.</li> <li>▪ Recognize methods of payment and whether they are readily visible or invisible.</li> </ul> | <p><b>Social Studies</b></p> <p>E.3.3 Explain how people earn income.</p> <p><b>Social Emotional Learning</b></p> <p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.</p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p>                                    | <p>Reading for Information<br/>RI.3.1-5</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Writing<br/>W.3.7 -8<sup>ELO</sup></p> <p>Speaking and Listening<br/>SL.3.1-4<br/>SL.3.6</p> <p>Language<br/>L.3.1<br/>L.3.3-4</p>   | <p>Operations and Algebraic Thinking<br/>OA.3.8<br/>OA.3.9</p> <p>Mathematical Practices<br/>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></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, producer, and consumer.</li> <li>▪ Explain the need for a business plan.</li> <li>▪ Discuss the ways in which entrepreneurs help a city.</li> </ul>           | <p><b>Social Studies</b></p> <p>E.2.1 Explain how individual wants and needs impact the production of goods and service.</p>   | <p>Reading for Information<br/>RI.3.1-5</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Speaking and Listening<br/>SL.3.1-3<br/>SL.3.6</p> <p>Language<br/>L.3.1<br/>L.3.3-4</p>   | <p>Operations and Algebraic Thinking<br/>OA.3.8</p> <p>Numbers Base Ten<br/>NBT.3.2</p> <p>Mathematical Practices<br/>1-2<br/>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></p> <p><b>Students will:</b></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>E.3.1 Analyze the role of money within a community and local government.</p>            | <p>Reading for Information<br/>RI.3.1<br/>RI.3.3-6</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Speaking and Listening<br/>SL.3.1-3<br/>SL.3.6</p> <p>Language<br/>L.3.1<br/>L.3.3<br/>L.3.4</p>          | <p>Operations in Algebra<br/>OA.3.8<br/>OA.3.9</p> <p>Numbers Base Ten<br/>NBT.3.2</p> <p>Mathematical Practices<br/>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></p> <p><b>Students will:</b></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>G.4.2. Understand how geographic and environmental factors influence life and work.</p> | <p>Reading for Information<br/>RI.3.1<br/>RI.3.3-6</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Writing<br/>W.3.2</p> <p>Speaking and Listening<br/>SL.3.1-3<br/>SL.3.6</p> <p>Language<br/>L.3.1,3,4</p> | <p>Operations in Algebra<br/>OA.3.8</p> <p>Numbers Base Ten<br/>NBT.3.2</p> <p>Mathematical Practices<br/>1-7</p>            |

# JA Our Region

| Session Details  | Academic Standards  | Common Core ELA  | Common Core Math  |
|--|---|--|---|
| <p><b>Session One: Be an Entrepreneur</b></p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the impact entrepreneurs have on a region</li> <li>▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities</li> </ul>   | <p><b>Social Studies</b></p> <p>E.2.1 Explain how individual wants and needs impact the production of goods and service.</p>  | <p>Reading for Information<br/>RI.4.1-2<br/>RI.4.4<br/>RI.4.7</p> <p>Reading Foundations<br/>RF.4.3-4</p> <p>Speaking and Listening<br/>SL.4.1<br/>SL.4.3</p> <p>Language<br/>L.4.3-4<br/>L.4.6</p>                | <p>Mathematical Practices<br/>1-2<br/>4-7</p>                   |
| <p><b>Session Two: Resources–Tools for Entrepreneurs</b></p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define natural, human, and capital resources</li> <li>▪ Describe how products and services use resources</li> </ul>   | <p><b>Social Studies</b></p> <p>E.5.1 Examine the various types of resources required to provide goods and services.</p>  | <p>Reading for Information<br/>RI.4.4<br/>RI.4.7</p> <p>Reading Foundations<br/>RF.4.3-4</p> <p>Writing<br/>W.4.2<br/>W.4.8</p> <p>Speaking and Listening<br/>SL.4.1-5</p> <p>Language<br/>L.4.3-4<br/>L.4.1-6</p> | <p>Mathematical Practices<br/>1-2<br/>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><b>Social Emotional Learning</b></p> <p>2B. Identify and utilize skills needed in organization and self-motivation.</p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p> | <p>Reading for Information<br/>RI.4.2-4<br/>RI.4.7</p> <p>Reading Foundations<br/>RF.4.3-4</p> <p>Speaking and Listening<br/>SL.4.1<br/>SL.4.3</p> <p>Language<br/>L.4.1<br/>L.4.3-6</p>                           | <p>NBT 4.4<br/>NF.4.7</p> <p>Mathematical Practices<br/>1-7</p> |

# JA Our Region

| Session Details   | Academic 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</li> <li>▪ business decisions</li> </ul> | <p><b>Social Emotional Learning</b></p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p> <p>5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.</p> <p>5B. Analyze outcomes of decisions including the consideration of their effects on others.</p> | <p>Reading for Information<br/>RI.4.1<br/>RI.4.3-4<br/>RI.4.7</p> <p>Reading Foundations<br/>RF.4.3-4</p> <p>Writing<br/>W.4.2<br/>W.4.8</p> <p>Speaking and Listening<br/>SL.4.1-2<br/>SL.4.4</p> <p>Language<br/>L.4.1<br/>L.4.3-4<br/>L.4.6</p> | <p>Mathematical Practices<br/>1-2<br/>4<br/>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><b>Social Studies</b></p> <p>E.5.1 Examine the various types of resources required to provide goods and services.</p>  | <p>Reading for Information<br/>RI.4.3-4<br/>RI.4.7</p> <p>Reading Foundations<br/>RF.4.3-4</p> <p>Speaking and Listening<br/>SL.4.1-4</p> <p>Language<br/>L.4.1<br/>L.4.3-4<br/>L.4.6</p>  | <p>NA</p>   |

# JA Our Nation

| Session Details   | Academic Standards   | Common Core ELA  | Common Core Math   |
|---|--|--|--|
| <p><b>Session One: Free to Choose Your Work or Business</b></p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the characteristics of a free market economy</li> <li>▪ Explain how pricing guides economic decisions</li> </ul>   | <p><b>Social Studies</b></p> <p>E.5.2 Explain how currency makes exchange easier by comparing a bartering economy to a currency-based economy.</p> | <p>Reading for Information<br/>RI.5.1-2<br/>RI.5.4<br/>RI.5.7</p> <p>Reading Foundations<br/>RF.5.3-4</p> <p>Speaking and Listening<br/>SL.5.1-4<br/>SL.5.6</p> <p>Language<br/>L.5.1-5</p>                                      | <p>Operations and Algebraic Thinking<br/>OA.5.2</p> <p>Numbers Base Ten<br/>NBT.5.6-7</p>          |
| <p><b>Session Two: Innovation Nation</b></p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur and entrepreneurship</li> <li>▪ Describe resources and how entrepreneurs use them</li> <li>▪ Explore STEM skills and the process of innovation</li> </ul> | <p><b>Social Studies</b></p> <p>E.5.1 Examine the various types of resources required to provide goods and services.</p>                           | <p>Reading for Information<br/>RI.5.1-2<br/>RI.5.4<br/>RI.5.7</p> <p>Reading Foundations<br/>RF.5.3-4</p> <p>Writing<br/>WS.5.2<br/>WS.5.4</p> <p>Speaking and Listening<br/>SL.5.1-4<br/>SL.5.6</p> <p>Language<br/>L.5.1-5</p> | <p>Operations and Algebraic Thinking<br/>CC.2.2.5.A.1</p> <p>Numbers Base Ten<br/>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>NA</p>  | <p>Reading for Information<br/>RI.5.1-2<br/>RI.5.4<br/>RI.5.7</p> <p>Reading Foundations<br/>RF.5.3-4</p> <p>Speaking and Listening<br/>SL.5.1-4<br/>SL.5.6</p> <p>Language<br/>L.5.1-5</p>                                      | <p>Numbers Base Ten<br/>CC.2.1.5.B.2</p>   |

# JA Our Nation

| Session Descriptions   | Academic 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><b>Social Emotional Learning</b></p> <p>3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p> <p>4B. Develop and maintain positive relationships with others.</p> | <p>Reading for Information<br/>RI.5.1-2<br/>RI.5.4<br/>RI.5.7</p> <p>Reading Foundations<br/>RF.5.3-4</p> <p>Writing<br/>WS.5.2<br/>WS.5.4</p> <p>Speaking and Listening<br/>SL.5.1-4<br/>SL.5.6</p> <p>Language<br/>L.5.1-5</p> | <p>Operations and Algebraic Thinking<br/>CC.2.2.5.A.1</p> <p>Numbers Base Ten<br/>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>NA</p>   | <p>Reading for Information<br/>RI.5.1-2<br/>RI.5.4<br/>RI.5.7</p> <p>Reading Foundations<br/>RF.5.3-4</p> <p>Speaking and Listening<br/>SL.5.1-4<br/>SL.5.6</p> <p>Language<br/>L.5.1-5</p>                                      | <p>NA</p>  |
| <p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify three basic ways businesses are organized.</li> </ul>              | <p>NA</p>   | <p>Speaking and Listening<br/>SL.5.1-4</p> <p>Language<br/>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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the role of money in everyday life</li> <li>▪ Explain the benefits of using a savings account</li> </ul>         | <p><b>Social Studies</b></p> <p>E.3.1 Analyze the role of money within a community and local government.</p>             | <p>Reading for Information<br/>RI.3.1<br/>RI.3.3-4<br/>RI.3.6</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Speaking and Listening<br/>SL.3.1<br/>SL.3.6</p> <p>Language<br/>L.3.1<br/>L.3.4<br/>L.3.4</p> | <p>Numbers Base Ten<br/>3.NBT.2.2<br/>3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5<br/>5.NBT.7</p> <p>Mathematical Practices<br/>1-8</p>                      |
| <p><b>Session Two: Create a Business</b></p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define business, goods, and services</li> <li>▪ Identify businesses they would like to start that align with their personal interests and skills</li> <li>▪ Appreciate their own roles as entrepreneurs in affecting their community and their world</li> </ul> | <p><b>Social Studies</b></p> <p>E.5.1 Examine the various types of resources required to provide goods and services.</p> | <p>Reading for Information<br/>RI.3.2-4<br/>RI.3.6</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Speaking and Listening<br/>SL.3.1-3<br/>SL.3.6</p> <p>Language<br/>L.3.1-4<br/>L.3.6</p>                  | <p>Numbers Base Ten<br/>3.NBT.3.3</p> <p>4.NBT.4<br/>4.NBT.5</p> <p>5.NBT.5<br/>5.NBT.7</p> <p>Mathematical Practices<br/>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><b>Social Emotional Learning</b></p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p>   | <p>Reading for Information<br/>RI.3.2-6</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Speaking and Listening<br/>SL.3.1<br/>SL.3.6</p> <p>Language<br/>L.3.1-4<br/>L.3.6</p>                               | <p>Numbers Base Ten<br/>3.NBT.2.2<br/>3.NBT.3.3</p> <p>4.NBT.4<br/>4.NF.4.7</p> <p>5.NBT.5<br/>5.NBT.7</p> <p>Mathematical Practices<br/>1-2<br/>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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain why financial institutions lend money</li> <li>▪ Explain decision making and the traits of trustworthy borrowers</li> <li>▪ Record and track financial gains and losses</li> </ul> | <p><b>Social Emotional Learning</b></p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p>  | <p>Reading for Information<br/>RI.3.1-5<br/>RI.3.7</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Writing<br/>W.3.2-4</p> <p>Speaking and Listening<br/>SL.3.1-3<br/>SL.3.6</p> <p>Language<br/>L.3.4<br/>L.3.6</p> | <p>Numbers Base Ten<br/>3.NBT.2.2<br/>3.NBT.3.3</p> <p>4.NBT.4<br/>4.NBT.5</p> <p>5.NBT.5<br/>5.NBT.7</p> <p>Mathematical Practices<br/>1-8</p> |
| <p><b>Session Five: Global Success</b></p> <p>The students explore the opportunities and challenges of global markets.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explore reasons why businesses import and export goods</li> <li>▪ Describe the economic considerations related to selling in a global market</li> <li>▪ Define opportunity cost</li> </ul>   | <p><b>Social Studies</b></p> <p>E.3.2 Evaluate the role of trade within a community and local government.</p> <p>E.5.1 Examine the various types of resources required to provide goods and services.</p> | <p>Reading for Information<br/>RI.3.1<br/>RI.3.3-7</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Writing<br/>W.3.3</p> <p>Speaking and Listening<br/>SL.3.1-2<br/>SL.3.6</p> <p>Language<br/>L.3.1-4<br/>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></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Examine the jobs of family members.</li> <li>▪ Identify jobs within the community.</li> </ul>   | <p><b>Social Studies</b></p> <p>CI.K.1 Examine how individuals play different roles and exercise good citizenship.</p> <p>CI.K.3 Describe the role and responsibilities of authority figures.</p> <p>E.3.3 Explain how people earn income.</p>  | <p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W 2</p> <p>W 5</p> <p>W 8</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 4</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>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express ideas and questions concerning the jobs people have.</li> </ul> | <p><b>Social Studies</b></p> <p>E.3.3 Explain how people earn income.</p> <p>Social Emotional Learning</p> <p>3B. Develop an awareness of and respect for individual differences, including cultural diversity.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p> | <p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 4</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p> |
| <p><b>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to identify a future career interest.</li> </ul>   | <p><b>Social Emotional Learning</b></p> <p>2B. Identify and utilize skills needed in organization and self-motivation.</p>  | <p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>   |

# JA Career Exploration Fair 3-5

| Session Descriptions  | Academic Standards  | Common Core ELA  |
|---|---|--|
| <p><b>Pre-JA Career Exploration Fair Session: A Job for Everyone</b></p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace.</li> <li>▪ Construct new understandings connected to prior knowledge.</li> </ul>  | <p><b>Social Studies</b><br/>E.3.3 Explain how people earn income.</p> <p><b>Social Emotional Learning</b><br/>2B. Identify and utilize skills needed in organization and self-motivation.</p>  | <p>Foundational Skills<br/>RF 3<br/>RF 4</p> <p>Speaking and Listening<br/>SL 1<br/>SL 6</p> <p>Language<br/>L 4<br/>L 5<br/>L 6</p>                   |
| <p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how school skills apply to career paths.</li> </ul> | <p><b>Social Studies</b><br/>E.3.3 Explain how people earn income.</p> <p><b>Social Emotional Learning</b><br/>3B. Develop an awareness of and respect for individual differences, including cultural diversity.<br/>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p> | <p>Foundational Skills<br/>RF 3<br/>RF 4</p> <p>Speaking and Listening<br/>SL 1<br/>SL 3<br/>SL 5<br/>SL 6</p> <p>Language<br/>L 4<br/>L 5<br/>L 6</p> |
| <p><b>Post-JA Career Exploration Fair Activity: Someday I'll Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Prepare a personal interest "resume."</li> <li>▪ Begin to identify a future career interest.</li> </ul>  | <p><b>Social Studies</b><br/>E.3.3 Explain how people earn income.</p> <p><b>Social Emotional Learning</b><br/>2B. Identify and utilize skills needed in organization and self-motivation.</p>  | <p>Foundational Skills<br/>RF 3<br/>RF 4</p> <p>Writing<br/>W.4<br/>W.5<br/>W.6</p> <p>Language<br/>L 4<br/>L 5<br/>L 6</p>                            |

# JA Career Speaker Series K-5

| Session Descriptions   | Academic Standards   | Common Core ELA   |
|--|--|---|
| <p><b>Before the Event</b></p> <p>Students prepare questions for the speaker to answer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify skills and interests</li> <li>▪ Explain how the speaker’s job helps people in the community</li> </ul>  | <p><b>Social Studies</b></p> <p>CI.K.1 Examine how individuals play different roles and exercise good citizenship.</p> <p>CI.K.3 Describe the role and responsibilities of authority figures.</p> <p>E.3.3 Explain how people earn income.</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><b>Social Studies</b></p> <p>E.3.3 Explain how people earn income.</p> <p><b>Social Emotional Learning</b></p> <p>3B. Develop an awareness of and respect for individual differences, including cultural diversity.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</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><b>Social Studies</b></p> <p>E.3.3 Explain how people earn income. Social Emotional Learning</p> <p>2B. Identify and utilize skills needed in organization and self-motivation.</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>                               |