

A Correlation: Tennessee Academic Standards and JA BizTown



Updated October 2023

[Tennessee Social Studies Standards](#)

[Tennessee Guidance Standards](#)

[Tennessee Standards for Personal Finance](#)

[TN ELA](#) and Math Standards

Junior Achievement USA

12320 Oracle Blvd.

Suite 310

Colorado Springs, CO 80921

<https://jausa.ja.org>

Overview

The following correlation features the knowledge and skills that students are introduced to in JA Capstone Programs and how they correspond to the Tennessee Social Studies Framework. The correlation is not meant to be exhaustive, nor is it intended to infer that any one resource will completely address any given standard. It is designed to show how *JA BizTown*® will enhance or complement efforts to meet educational standards. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

JA BizTown encompasses important elements of work readiness, entrepreneurship, and financial literacy, providing students with a solid foundation of business, economics, and free enterprise education. Through daily lessons, hands-on activities, and active participation in a simulated community designed to support differentiated learning styles, students develop a strong understanding of the relationship between what they learn in school and successful participation in an economy. *JA BizTown* helps prepare students for a lifetime of learning and academic achievement.

JA BizTown Adventures is an alternative (or supplement) to the simulated community experience when students do not have access to a facility. It provides the same great social studies, work readiness, entrepreneurship, and financial literacy concepts in an online self-guided format. *JA BizTown Adventures* can be easily used in remote implementation and independent study when combined with the student self-guided implementation of the *JA BizTown* curriculum. Both implementation options augment students' core curriculum in social studies, English language arts, and mathematics. Throughout the programs, students use critical-thinking skills to learn about key concepts as they explore and enhance their understanding of free enterprise.

JA BizTown

Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
Unit 1: Financial Literacy				
<p>(Optional) Pre-Program Self-Guided Session JA BizTown Primer</p> <p>The Primer provides students with background information about the founding of the United States and the basic structure of the federal government. It can be used prior to beginning JA BizTown curriculum or in conjunction with the curriculum.</p> <p>Students will:</p> <ul style="list-style-type: none"> Discover key documents such as the Declaration of Independence and the U.S. Constitution and a brief history of their development. Identify civics fundamentals and terms. 	<p>2.21 Recognize that the U.S. has a constitution, which is the basis for our nation’s laws.</p> <p>2.23 Describe the three branches of U.S. government and the basic role of each.</p> <p>2.24 Recognize that our nation makes laws and that there are consequences for breaking them.</p> <p>2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.</p>			NA
<p>Session 1: Financial Services</p> <p>Instruction: Economy and Financial Institutions</p> <ul style="list-style-type: none"> Identify services offered by financial institutions. Describe financial institutions as the center of JA BizTown’s economy. Define private property and its importance in our economy. 	<p>SSP.01. Collect data and information from a variety of primary and secondary sources</p> <p>SSP.02. Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions Recognize author’s purpose, point of view, and reliability <p>2.04 Examine different types of producers and consumers in the U.S.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p>	<p>4-6. RI.KID.1-3</p> <p>4-6. RI.CS.6</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1-3</p>	<p>4. NBT. B.4</p> <p>5.NBT.B.5</p> <p>5.NBT.B.7</p> <p>6.NS.B.3</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Session 1: Financial Services</p> <p>Activity: Financial Services Scavenger Hunt</p> <ul style="list-style-type: none"> Identify services offered by financial institutions. Identify common terms associated with banking and financial institutions. 	<p>SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>SSP.03. Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.CC.3</p>	<p>4. NBT. B.4</p> <p>5.NBT.B.5</p> <p>5.NBT.B.7</p> <p>6.NS.B.3</p>
<p>Session 1: Financial Services</p> <p>Activity: Bank Account Application</p> <ul style="list-style-type: none"> Recognize the purpose for, and demonstrate how to complete, a bank account application. Identify common terms associated with banking and financial institutions. Define private property and its importance in our economy. 	<p>2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IKI.7</p> <p>6.L.KL.3</p> <p>6.L.AU.4</p> <p>4-5. FL.VA.7A</p>	<p>4. NBT. B.4</p> <p>5.NBT.B.5</p> <p>5.NBT.B.7</p> <p>6.NS.B.3</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>(Optional) Application 1: Banking Bingo</p> <ul style="list-style-type: none"> Identify services offered by financial institutions. Identify common terms associated with banking and financial institutions 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) <p>SSP.02. Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IKI.7</p> <p>6.L.KL.3</p> <p>6.L.AU.4</p> <p>4-5. FL.VA.7A</p>	<p>4. NBT. B.4</p> <p>5.NBT.B.5</p> <p>5.NBT.B.7</p> <p>6.NS.B.3</p>
<p>(Optional) Application 2: Choosing a Financial Institution</p> <ul style="list-style-type: none"> Identify services offered by financial institutions. Identify common terms associated with banking and financial institutions. 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials Graphic representations (e.g., maps, timelines, charts, artwork) <p>SSP.02. Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IKI.7</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.CC.3</p>	<p>N/A</p>
<p>(Optional) Extension 1: Bank Teller Computations</p> <ul style="list-style-type: none"> Identify common terms associated with banking and financial institutions. 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials Graphic representations 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p>	<p>5.OA.A.1</p> <p>4. NBT. B.4</p> <p>5.NBT.B.5</p> <p>5.NBT.B.7</p> <p>6.NS.B.3</p>

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<p>(Optional) Extension 2: Private Property</p> <ul style="list-style-type: none"> Define private property and its importance in our economy. 	<p>2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IKI.7</p> <p>4-6. W.PDW.4</p> <p>4-6. W. TTP.1</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.CC.3</p>	<p>N/A</p>
<p>Session 2: Earn, Save, and Spend</p> <p>Instruction: Depositing Paychecks</p> <ul style="list-style-type: none"> Express the purpose of a paycheck. State how the U.S. Constitution provides the right to keep private property. 	<p>2.21 Recognize that the U.S. has a constitution, which is the basis for our nation's laws.</p> <p>2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1-3</p> <p>4-6. RI.CS.6</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1-3</p>	<p>4. NBT. B.4</p> <p>5.NBT.B.7</p>
<p>Session 2: Earn, Save, and Spend</p> <p>Activity: Endorsing Paychecks and Depositing Checks</p> <ul style="list-style-type: none"> Express the purpose of a paycheck. Demonstrate the ability to endorse a paycheck. Demonstrate how to complete a deposit and record it in a money tracker. Recognize the need to make responsible choices regarding your money. 	<p>E.04 Describe the basic characteristics and explain the functions of money, including its role as a medium of exchange, store of value, and unit of account.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.CC.3</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Session 2: Earn, Save, and Spend</p> <p>Activity: Saving and Spending Game</p> <ul style="list-style-type: none"> State the benefit of an interest-earning savings account. Explain how money grows in a savings account. 	<p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions Recognize author’s purpose, point of view, and reliability 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1 4-6. RI.KID.3 4-6. RI.IKI.7 4-6. SL.CC.1</p>	<p>5.NBT.B.7 6.NS.B.3</p>
<p>Session 2: Earn, Save, and Spend (Optional): Application 1: Transaction Actions</p> <ul style="list-style-type: none"> Demonstrate how to complete a deposit and record it in a money tracker. Recognize the need to make responsible choices regarding your money. 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials Graphic representations 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>SS1. Make ethical decisions and practice social responsibility</p>	<p>4-6. RI.KID.1-2 4-6. RI.CS.4 4-6. RI.IKI.7 4-6. SL.CC.1</p>	<p>4. NBT. B.4</p>
<p>Session 2: Earn, Save, and Spend (Optional) Application 2: Direct Deposit</p> <ul style="list-style-type: none"> Express the purpose of a paycheck. Demonstrate how to complete a deposit and record it in a money tracker. 	<p>N/A</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>SS1. Make ethical decisions and practice social responsibility</p>	<p>4-6. RI.KID.1-2 4-6. RI.CS.4 4-6. RI.IKI.7 4-6. SL.CC.1</p>	<p>4. NBT. B.4 5.NBT.B.5 5.NBT.B.7 6.NS.B.3</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Session 2: Earn, Save, and Spend</p> <p>(Optional) Extension 1: Gordon’s Bounced Check</p> <ul style="list-style-type: none"> Describe the consequences of insufficient funds. Demonstrate how to complete a deposit and record it in a money tracker. 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials Graphic representations 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>SS1. Make ethical decisions and practice social responsibility</p>	<p>4-6. RI.KID.1-2</p> <p>4-6. SL.CC.1</p> <p>6.L.KL.3</p> <p>4-5. FL.PWR.3</p>	<p>5.OA.A.1</p> <p>4. NBT. B.4</p> <p>5.NBT.B.5</p> <p>5.NBT.B.7</p> <p>6.NS.B.3</p>
<p>Session 2: Earn, Save, and Spend</p> <p>(Optional) Extension 2: Using Deposit Tickets</p> <ul style="list-style-type: none"> Express the purpose of a paycheck. Demonstrate the ability to endorse a paycheck. 	<p>N/A</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>SS1. Make ethical decisions and practice social responsibility</p>	<p>4-6. RI.KID.1-2</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1</p> <p>4-5. FL.SC.6</p> <p>6. L.C.SE.1-2</p> <p>4-5. FL.VA.7a, c</p>	<p>N/A</p>
<p>Session 3: Banks and Saving</p> <p>Instruction: Checking Accounts vs. Savings Accounts and the Rule of Law</p> <ul style="list-style-type: none"> Make and record electronic payments. Recognize how the rule of law and right to own private property allow people to save. 	<p>2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>SS1. Make ethical decisions and practice social responsibility</p>	<p>4-6. RI.KID.1-3</p> <p>4-6. RI.CS.6</p> <p>4-6. SL.CC.1-3</p> <p>4-5. FL.SC.6</p> <p>6. L.C.SE.1-2</p> <p>6. L.C.SE.1-2</p> <p>4-5. FL.VA.7a, c</p>	<p>5.NBT.B.7</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Session 3: Banks and Saving Activity: Why Go to the Bank?</p> <ul style="list-style-type: none"> Identify services offered by financial institutions. 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>SS1. Make ethical decisions and practice social responsibility</p>	<p>4-6. RI.KID.1-2</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.CC.3</p> <p>4-6. W.TTP.2</p> <p>4-6. W.PDW.4</p>	<p>N/A</p>
<p>Session 3: Banks and Saving (Optional) Application 1: Damian’s Shopping Day</p> <ul style="list-style-type: none"> Make and record electronic payments. 	<p>N/A</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>SS1. Make ethical decisions and practice social responsibility</p>	<p>4-6. RI.KID.1-2</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1-2</p>	<p>5.NBT.B.5</p>
<p>Session 3: Banks and Saving (Optional) Application 2: Savings Plan, Inquiry-Based Lesson</p> <ul style="list-style-type: none"> Explain how money grows in a savings account. 	<p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1-2</p> <p>4-6. W.RBPK.7-8</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Session 3: Banks and Saving (Optional) Extension 1: A Million Dollars or Double the Pennies?</p> <ul style="list-style-type: none"> Explain how money grows in a savings account. 	<p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.IK1.7 4-6. SL.CC.1-2</p>	<p>5.NBT.B.7</p>
<p>Session 3: Banks and Saving (Optional) Extension 2: Compound Interest</p> <ul style="list-style-type: none"> State the benefit of an interest-earning savings account. Explain how money grows in a savings account 	<p>NA</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.IK1.7 4-6. SL.CC.1-2</p>	<p>N/A</p>
<p>Session 4: Types of Payments Instruction: Comparing Payments</p> <ul style="list-style-type: none"> Explore the differences between cash, checks, debit cards, and credit cards and other forms of electronic payments. Explain how money changes hands when a payment occurs. Recognize the impact of scarcity and the need to make responsible choices regarding your money. 	<p>E.01 Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.</p> <p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>SS1. Make ethical decisions and practice social responsibility</p>	<p>4-6. RI.KID.1-2 4-6. RI.IK1.7 4-6. SL.CC.1-2</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Session 4: Types of Payments Activity: Pros and Cons Chart</p> <ul style="list-style-type: none"> Explore the differences between cash, checks, debit cards and credit cards, and other forms of electronic payments. Explain how money changes hands when a payment occurs. Demonstrate use of a money tracker to record a purchase. Demonstrate how to make an electronic payment. 	<p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>SS1. Make ethical decisions and practice social responsibility</p>	<p>4-6. RI.KID.1-2 4-6. RI.IKI.7 4-6. SL.CC.1-2</p>	<p>N/A</p>
<p>Session 4: Types of Payments Activity: Card Payment Game</p> <ul style="list-style-type: none"> Explore the differences between cash, checks, debit cards, and credit cards and other forms of electronic payments. Explain how money changes hands when a payment occurs. 	<p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.IKI.7 4-6. SL.CC.1-2</p>	<p>N/A</p>
<p>Session 4: Types of Payments (Optional) Application 1: Let's Go to the Bank</p> <ul style="list-style-type: none"> Explain how money changes hands when a payment occurs. Demonstrate use of a money tracker to record a purchase. 	<p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1-2 4-6. RI.IKI.7 4-6. SL.CC.1-2</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Session 4: Types of Payments (Optional) Application 2: The Debit Card Transaction</p> <ul style="list-style-type: none"> Explain how money changes hands when a payment occurs. 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1-2 4-6. RI.IKI.7 4-6. SL.CC.1-2</p>	<p>N/A</p>
<p>Session 4: Types of Payments (Optional) Extension 1: Interest in Your Favor</p> <ul style="list-style-type: none"> Recognize the impact of scarcity and the need to make responsible choices regarding your money. 	<p>E.01 Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1-2 4-6. RI.IKI.7 4-6. SL.CC.1-2 4-6. W.RBPK.7-8</p>	<p>5.NBT.B.7</p>
<p>Session 4: Types of Payments (Optional) Extension 2: Personal Checks</p> <ul style="list-style-type: none"> Demonstrate use of a money tracker to record a purchase. 	<p>N/A</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.IKI.7 4-6. SL.CC.1-2</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
Unit 2: Community and Economy				
<p>Unit 2: Session 1: Citizenship</p> <p>Instruction: Introduction to Responsible Citizenship</p> <ul style="list-style-type: none"> Identify the rights and responsibilities of citizenship. Define philanthropy. 	<p>2.25 Identify the rights and responsibilities of citizens of the U.S.</p>	<p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.IK1.7 4-6. SL.CC.1-2</p>	<p>N/A</p>
<p>Unit 2: Session 1: Citizenship</p> <p>Activity: Responsibility of Taxes</p> <ul style="list-style-type: none"> Identify the rights and responsibilities of citizenship. Identify the role of government in community. Explain the relationship between taxes and responsible citizenship. 	<p>2.24 Recognize that our nation makes laws and that there are consequences for breaking them.</p> <p>2.25 Identify the rights and responsibilities of citizens of the U.S.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.IK1.7 4-6. SL.CC.1-2 4-6. W.PDW.4</p>	<p>N/A</p>
<p>Unit 2: Session 1: Citizenship</p> <p>Activity: JA BizTown Citizen Contract</p> <ul style="list-style-type: none"> Identify the rights and responsibilities of citizenship. 	<p>2.24 Recognize that our nation makes laws and that there are consequences for breaking them.</p> <p>2.25 Identify the rights and responsibilities of citizens of the U.S.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1 4-6. RI.IK1.7 4-6. W.PDW.4 4-6. SL.CC.1-2</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 2: Session 1: Citizenship</p> <p>(Optional) Application 1: Benjamin Franklin’s List of Virtues</p> <ul style="list-style-type: none"> Identify the rights and responsibilities of citizenship. 	<p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions Recognize author’s purpose, point of view, and reliability <p>SSP.05 Develop historical awareness by:</p> <ul style="list-style-type: none"> Recognizing how and why historical accounts change over time Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness Identify patterns of continuity and change over time, making connections to the present 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.IKI.7</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p>	<p>N/A</p>
<p>Unit 2: Session 1: Citizenship</p> <p>(Optional) Application 2: I Am a Citizen – Circles of Citizenship</p> <ul style="list-style-type: none"> Identify the rights and responsibilities of citizenship. Define philanthropy. 	<p>2.25 Identify the rights and responsibilities of citizens of the U.S.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.IKI.7</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 2: Session 1: Citizenship (Optional) Extension 1: My Impact Challenge</p> <ul style="list-style-type: none"> Identify the role of government in community. Identify the rights and responsibilities of citizenship. 	<p>2.25 Identify the rights and responsibilities of citizens of the U.S.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1 4-6. RI.IKI.7 4-6. W.PDW.4 4-6. SL.CC.1-2</p>	<p>N/A</p>
<p>Unit 2: Session 1: Citizenship (Optional) Extension 2: iCivics Game</p> <ul style="list-style-type: none"> Identify the rights and responsibilities of citizenship. 	<p>2.25 Identify the rights and responsibilities of citizens of the U.S.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1 4-6. RI.IKI.7</p>	<p>N/A</p>
<p>Unit 2: Session 2: Circular Flow of an Economy Instruction: Introduction to Economy</p> <ul style="list-style-type: none"> Identify and distinguish among goods, services, and resources (human, natural, and capital). Describe how government impacts the circular flow. Explain why government involvement in the economy is sometimes necessary 	<p>3.14 Compare natural resources [within the three grand divisions of Tennessee,] and trace the development of a product from natural resource to a finished product.</p>	<p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1 4-6. RI.IKI.7 4-6.W.TP.2 4-6. W.PDW.4 6. L.C.SE.1 6. L.C.SE.2 4-5. FL.SC.6 4-6. SL.CC.1-2</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 2: Session 2: Circular Flow of an Economy</p> <p>Activity: Lemonade Stand Game</p> <ul style="list-style-type: none"> Describe how government impacts the circular flow. Demonstrate the circular flow of an economy. 	<p>3.14 Compare natural resources [within the three grand divisions of Tennessee,] and trace the development of a product from natural resource to a finished product.</p> <p>E.02 Define land, labor, capital, and entrepreneurship, and explain why they are necessary for the production of goods and services.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.3</p> <p>4-6.RI.CS.4</p> <p>4-6. SL.CC.1-2</p>	<p>N/A</p>
<p>Unit 2: Session 2: Circular Flow of an Economy</p> <p>(Optional) Application 1: Circular Flow Game</p> <ul style="list-style-type: none"> Identify and distinguish among goods, services, and resources (human, natural, and capital). Demonstrate the circular flow of an economy. 	<p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions Recognize author’s purpose, point of view, and reliability <p>3.14 Compare natural resources [within the three grand divisions of Tennessee,] and trace the development of a product from natural resource to a finished product.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1-2</p>	<p>N/A</p>
<p>Unit 2: Session 2: Circular Flow of an Economy</p> <p>(Optional) Application 2: My Business</p> <ul style="list-style-type: none"> Identify and distinguish among goods, services, and resources (human, natural, and capital). Demonstrate the circular flow of an economy. 	<p>3.14 Compare natural resources [within the three grand divisions of Tennessee,] and trace the development of a product from natural resource to a finished product.</p>	<p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.IKI.7</p> <p>4-6.W.TP.2</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p> <p>6. L.C.SE.1</p> <p>6. L.CSE.2</p> <p>4-5. FL.SC.6</p> <p>4-5. FL.VA.7a</p> <p>6. L.AU.4</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 2: Session 2: Circular Flow of an Economy</p> <p>(Optional) Extension 1: The Fishpond Problem</p> <ul style="list-style-type: none"> Describe how government impacts the circular flow. Explain why government involvement in the economy is sometimes necessary. 	<p>E.13 Analyze causes and effects of shortages and surpluses on supply and demand.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.IKI.7</p> <p>4-6.W.TP.2</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p> <p>6. L.C.SE.1</p> <p>6. L.CSE.2</p> <p>4-5. FL.SC.6</p> <p>4-5. FL.VA.7a</p> <p>6. L.AU.4</p>	<p>5.OA.B.3</p>
<p>Unit 2: Session 2: Circular Flow of an Economy</p> <p>(Optional) Extension 2: Government Steps In</p> <ul style="list-style-type: none"> Explain why government involvement in the economy is sometimes necessary. 	<p>E.26 Describe methods of revenue (e.g., taxes, bonds, printing) for governments, and explain ways that they allocate funds</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1-2</p>	<p>N/A</p>
<p>Unit 2: Session 3: Free Enterprise</p> <p>Activity: Becoming Producers</p> <ul style="list-style-type: none"> Identify the function of businesses in producing goods and services. Identify the three basic economic questions (what, how, and for whom to produce). Define scarcity, and explain ways to resolve scarcity. Compare free enterprise with other types of economies. 	<p>3.14 Compare natural resources [within the three grand divisions of Tennessee,] and trace the development of a product from natural resource to a finished product.</p> <p>3.16 Describe how scarcity, supply, and demand affect the prices of products.</p> <p>2.04 Examine different types of producers and consumers in the U.S.</p> <p>2.06 Analyze how supply and demand influence production.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.IKI.7</p> <p>4-6.W.TP.2</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 2: Session 3: Free Enterprise (Optional) Application 1:</p> <p>What are Our Economic Freedoms? What is Free Enterprise?</p> <ul style="list-style-type: none"> List and describe the Economic Freedoms we enjoy in our country. 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions Recognize author’s purpose, point of view, and reliability <p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1 4-6. RI.KID.3 4-6. RI.IKI.7 4-6.W.TTP.1 4-6. W.PDW.4 4-6. SL.CC.1-2</p>	<p>N/A</p>
<p>Unit 2: Session 3: Free Enterprise (Optional) Application 2:</p> <p>Economic Freedoms Poster</p> <ul style="list-style-type: none"> Illustrate the Economic Freedoms we enjoy in our country. 	<p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1 4-6. RI.KID.3 4-6. RI.IKI.7 4-6.W.TTP.1 4-6. W.PDW.4 4-6. SL.CC.1 4-6. SL.PKI.5</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 2: Session 3: Free Enterprise</p> <p>(Optional) Extension 1: Family Resources-Do You Have Enough</p> <ul style="list-style-type: none"> Define scarcity, and explain ways to resolve scarcity. 	<p>E.01 Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.</p> <p>3.16 Describe how scarcity, supply, and demand affect the prices of products. E</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1</p>	<p>N/A</p>
<p>Unit 2: Session 3: Free Enterprise</p> <p>(Optional) Extension 2: Economic Systems- Comparing Economies</p> <ul style="list-style-type: none"> Explain why government involvement in the economy is sometimes necessary. Compare free enterprise with other types of economies Create posters which demonstrate different economic systems 	<p>E.05 Compare and contrast how the various modern economic systems (i.e., market, command, mixed) attempt to answer the following questions: What to produce? How to produce it? To produce it for whom?</p>	<p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.IKI.7</p> <p>4-6.W.TTP.1</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.5</p>	<p>N/A</p>
<p>Unit 2: Session 4: Where Does Your Money Go?</p> <p>Activity: Government in an Economy</p> <ul style="list-style-type: none"> Explain why people pay taxes. Identify or explain why philanthropy is important in a community. 	<p>3.16 Describe how scarcity, supply, and demand affect the prices of products.</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. SL.CC.1</p> <p>4-6. W.PDW.4</p> <p>4-5. FL.VA.7a</p> <p>6. LAU.4</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 2: Session 4: Where Does Your Money Go?</p> <p>Activity: Public Goods</p> <ul style="list-style-type: none"> Explain why people pay taxes. Differentiate between public goods and services and private goods and services. 	<p>3.16 Describe how scarcity, supply, and demand affect the prices of products.</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.</p>	<p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. SL.CC.1-2</p> <p>4-6. RI.IK1.7</p>	<p>N/A</p>
<p>Unit 2: Session 4: Where Does Your Money Go?</p> <p>Activity: Paying Taxes</p> <ul style="list-style-type: none"> Explain why people pay taxes. Define gross pay and net pay. Calculate tax by multiplying with decimals 	<p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. SL.CC.1-2</p>	<p>5.NF.A.2</p> <p>5.NBT.B.5</p>
<p>Unit 2: Session 4: Where Does Your Money Go?</p> <p>(Optional) Application 1: Comparing Goods and Services</p> <ul style="list-style-type: none"> Explain why people pay taxes. Differentiate between public goods and services and private goods and services. 	<p>3.16 Describe how scarcity, supply, and demand affect the prices of products.</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. SL.CC.1-2</p> <p>4-6. W.PDW.4</p> <p>4-5. FL.VA.7a</p> <p>6. LAU.4</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 2: Session 4: Where Does Your Money Go?</p> <p>(Optional) Application 2: Calculating Sales Tax</p> <ul style="list-style-type: none"> Explain why people pay taxes. Calculate tax by multiplying with decimals. 	<p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. SL.CC.1-2</p>	<p>5.NF.A.2</p> <p>5.NBT.B.5</p>
<p>Unit 2: Session 4: Where Does Your Money Go?</p> <p>(Optional) Extension 1: Philanthropy</p> <ul style="list-style-type: none"> State examples of philanthropy. Identify or explain why philanthropy is important in a community. 	<p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.5</p> <p>4-5. FL.VA.7a</p> <p>4-5. FL.VA.7c</p> <p>6. L.AU.4</p> <p>6. L.VAU.6</p>	<p>N/A</p>
<p>Unit 2: Session 4: Where Does Your Money Go?</p> <p>(Optional) Extension 2: Be a Philanthropist</p> <ul style="list-style-type: none"> State examples of philanthropy. Identify or explain why philanthropy is important in a community. 	<p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.5</p> <p>4-6.W.TTP.1</p> <p>4-6. W.PDW.4</p> <p>4-5. FL.VA.7a</p> <p>4-5. FL.VA.7c</p> <p>6. L.AU.4</p> <p>6. L.VAU.6</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
Unit 3: Work and Career Readiness				
<p>Unit 3: Work and Career Readiness</p> <p>Session 1: Interests and Skills</p> <p>Instruction: Skills and Interests Survey</p> <ul style="list-style-type: none"> Identify their interests and skills. Explain the relevance of interests and skills to career exploration and planning. Distinguish the differences among the four primary career types: people, ideas, data, and things. 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1-2</p> <p>4-6. W.PDW.4</p> <p>4-5. FL.VA.7a</p> <p>4-5. FL.VA.7c</p> <p>6. L.AU.4</p> <p>6. L.VAU.6</p>	N/A
<p>Unit 3: Session 1: Interests and Skills</p> <p>Activity: STEM Career Match</p> <ul style="list-style-type: none"> Distinguish the differences among the four primary career types: people, ideas, data, and things. Categorize STEM careers into different types. 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1</p> <p>4-5. FL.VA.7a</p> <p>4-5. FL.VA.7c</p> <p>6. L.AU.4</p> <p>6. L.VAU.6</p>	N/A

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 3: Session 1: Interests and Skills</p> <p>Activity: Investing in Yourself- The Right to an Education</p> <ul style="list-style-type: none"> Discuss how investing in human capital increases an employee’s worth to a business Reflect on the contributions of three education advocates 	<p>SSP.05 Develop historical awareness by:</p> <ul style="list-style-type: none"> Recognizing how and why historical accounts change over time Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness Identify patterns of continuity and change over time, making connections to the present 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1-2</p> <p>4-6. W.PDW.4</p> <p>4-5. FL.VA.7a</p> <p>4-5. FL.VA.7c</p> <p>6. L.AU.4</p> <p>6. L.VAU.6</p>	<p>N/A</p>
<p>Unit 3: Session 1: Interests and Skills</p> <p>Activity: Job Application</p> <ul style="list-style-type: none"> Distinguish the differences among the four primary career types: people, ideas, data, and things. 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials <p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p> <p>4-6. W.PDW.4</p> <p>4-5.FL.SC.6</p> <p>6. L.CSE.2</p> <p>4-5. FL.VA.7a</p> <p>4-5. FL.VA.7c</p> <p>6. L.AU.4</p> <p>6. L.VAU.6</p>	<p>N/A</p>
<p>Unit 3: Session 1: Interests and Skills</p> <p>(Optional) Application 1: My Career Interests</p> <ul style="list-style-type: none"> Identify their interests and skills. Explain the relevance of interests and skills to career exploration and planning 	<p>N/A</p>	<p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p> <p>4-6. W.PDW.4</p> <p>4-5.FL.SC.6</p> <p>6. L.CSE.2</p> <p>4-5. FL.VA.7a</p> <p>4-5. FL.VA.7c</p> <p>6. L.AU.4</p> <p>6. L.VAU.6</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 3: Session 1: Interests and Skills (Optional) Application 2: Education Pays Off</p> <ul style="list-style-type: none"> Explain the relevance of interests and skills to career exploration and planning. 	<p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>CA2. Articulate that career development occurs across the lifespan</p>	<p>4-6. RI.KID.1 4-6. RI.KID.3 4-6. RI.CS.5 4-5. FL.VA.7a 4-5. FL.VA.7c 6. L.AU.4 6. L.VAU.6</p>	<p>5.MD.C.4</p>
<p>Unit 3: Session 1: Interests and Skills (Optional) Extension 1: Writing a Resume</p> <ul style="list-style-type: none"> Explain the relevance of interests and skills to career exploration and planning. 	<p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>CA2. Articulate that career development occurs across the lifespan</p>	<p>4-6. RI.KID.1 4-6. RI.CS.5 4-6. SL.CC.1 4-6.W.TTP.2 4-6. W.PDW.4 4-6. W.RBPK.8 4-5. FL.VA.7a 4-5. FL.VA.7c 6. L.AU.4 6. L.VAU.6</p>	<p>N/A</p>
<p>Unit 3: Session 1: Interests and Skills (Optional) Extension 2: Career STEM Lesson</p> <ul style="list-style-type: none"> Categorize STEM careers into different types. 	<p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.2 4-6. SL.CC.1 4-6. SL.PKI.4 4-6.W.TTP.2 4-6. W.PDW.4 4-5. FL.VA.7a 4-5. FL.VA.7c 6. L.AU.4 6. L.VAU.6</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 3: Session 2: Job Skills and Behaviors</p> <p>Instruction: Workplace Behaviors</p> <ul style="list-style-type: none"> Contribute to group success by demonstrating appropriate workplace behaviors. Define resume, job interview, and applicant. 	<p>SSP.01 Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) 	<p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS1. Develop skills to locate, evaluate and interpret career information</p> <p>CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p>	4-6. SL.CC.1-2	N/A
<p>Unit 3: Session 2: Job Skills and Behaviors</p> <p>Activity: Speed Interviews</p> <ul style="list-style-type: none"> Model appropriate business greetings. Demonstrate proper interview skills. Define resume, job interview, and applicant. 	<p>SSP.01 Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p>	4-6. SL.CC.1-3	N/A

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 3: Session 2: Job Skills and Behaviors</p> <p>Activity: Appropriate Workplace Behaviors</p> <ul style="list-style-type: none"> Model appropriate business greetings. Contribute to group success by demonstrating appropriate workplace behaviors. Distinguish the difference between technical and soft skills. 	<p>SSP.01 Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) 	<p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p>	<p>4-6. SL.CC.1</p> <p>4-6. SL. CC.3</p> <p>4-6. SL.PKI.4</p> <p>4-6. SL.PKI.6</p>	<p>N/A</p>
<p>Unit 3: Session 2: Job Skills and Behaviors</p> <p>(Optional) Application 1: Job Interviews</p> <ul style="list-style-type: none"> Model appropriate business greetings. Contribute to group success by demonstrating appropriate workplace behaviors. Demonstrate proper interview skills. Define resume, job interview, and applicant. 	<p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Extract and paraphrase significant ideas Discern differences between evidence and assertion Draw inferences and conclusions Recognize author’s purpose, point of view, and potential bias Assess the strengths and limitations of arguments 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p>	<p>4-6. SL.CC.1</p> <p>4-6. SL. CC.3</p> <p>4-6. SL.PKI.4</p> <p>4-6. SL.PKI.6</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 3: Session 2: Job Skills and Behaviors</p> <p>(Optional) Application 2: Customer Service</p> <ul style="list-style-type: none"> Contribute to group success by demonstrating appropriate workplace behaviors. 	<p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Extract and paraphrase significant ideas Discern differences between evidence and assertion Draw inferences and conclusions Recognize author’s purpose, point of view, and potential bias Assess the strengths and limitations of arguments 	<p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p>	<p>4-6. RI.KID.2</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.4</p> <p>4-6.W.TTP.2</p> <p>4-6. W.PDW.4</p> <p>4-5. FL.VA.7a</p> <p>4-5. FL.VA.7c</p> <p>6. L.AU.4</p> <p>6. L.VAU.6</p>	<p>5.MD.C.4</p>
<p>Unit 3: Session 2: Job Skills and Behaviors</p> <p>(Optional) Extension 1: Teamwork: Build a Robot</p> <ul style="list-style-type: none"> Contribute to group success by demonstrating appropriate workplace behaviors. 	<p>N/A</p>	<p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p>	<p>4-6. RI.KID.2</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.4</p> <p>4-6.W.TTP.2</p> <p>4-6. W.PDW.4</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 3: Session 2: Job Skills and Behaviors</p> <p>(Optional) Extension 2: Soft Skills</p> <ul style="list-style-type: none"> Contribute to group success by demonstrating appropriate workplace behaviors. 	<p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Extract and paraphrase significant ideas Discern differences between evidence and assertion Draw inferences and conclusions Recognize author’s purpose, point of view, and potential bias Assess the strengths and limitations of arguments 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p>	<p>4-6. RI.KID.1-2</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.4</p> <p>4-6.W.TTP.2</p> <p>4-6. W.PDW.4</p>	<p>N/A</p>
<p>Unit 3 Session 3: Elections, Yesterday and Today</p> <p>Instruction: Forms of Government</p> <ul style="list-style-type: none"> Describe how groups make changes. Describe the importance of elections in a representative democracy. 	<p>2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.3</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1</p> <p>4-6. W.PDW.4</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 3: Session 3: Elections, Yesterday and Today</p> <p>Activity: Running an Election</p> <ul style="list-style-type: none"> Describe the importance of elections in a representative democracy. Identify the steps of the election process. Explain the importance of being an informed voter. 	<p>SSP.05 Develop historical awareness by:</p> <ul style="list-style-type: none"> Recognizing how and why historical accounts change over time Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness Identify patterns of continuity and change over time, making connections to the present <p>2.26 Understand that there are laws written to protect citizens' right to vote.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.3</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.4</p> <p>4-6. SL.PKI.6</p> <p>4-6. W.PDW.4</p>	<p>N/A</p>
<p>Unit 3: Session 3: Elections, Yesterday and Today</p> <p>(Optional) Application 1: Who Gets My Vote?</p> <ul style="list-style-type: none"> Describe the importance of elections in a representative democracy. Explain the importance of being an informed voter. 	<p>2.26 Understand that there are laws written to protect citizens' right to vote.</p>	<p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1-3</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IKI.7</p> <p>4-6. W.RW.10</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.4</p> <p>4-6. SL.PKI.6</p>	<p>N/A</p>
<p>Unit 3: Session 3: Elections, Yesterday and Today</p> <p>(Optional) Application 2: Do You Have an Issue?</p> <ul style="list-style-type: none"> Describe how groups make changes. Explain the importance of being an informed voter. 	<p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.3</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IKI.7</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.4</p> <p>4-6. SL.PKI.6</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 3: Session 3: Elections, Yesterday and Today</p> <p>(Optional) Extension 1: Voting Rights Timeline</p> <ul style="list-style-type: none"> Describe the importance of elections in a representative democracy. 	<p>2.26 Understand that there are laws written to protect citizens' right to vote.</p> <p>SSP.05 Develop historical awareness by:</p> <ul style="list-style-type: none"> Recognizing how and why historical accounts change over time Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness Identify patterns of continuity and change over time, making connections to the present 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.2-3</p> <p>4-6. RI.CS.4</p> <p>4-6. W.RW.10</p>	<p>N/A</p>
<p>Unit 3: Session 3: Elections, Yesterday and Today</p> <p>(Optional) Extension 2: JA My Way</p> <ul style="list-style-type: none"> Explore careers and career paths Create a draft resume or business plan 	<p>N/A</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.2-3</p> <p>4-6. RI.CS.4</p> <p>4-6. W.RW.10</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
Unit 4 Business Management				
<p>Unit 4: Business Management</p> <p>Session 1: Business Costs</p> <p>Instruction: Quality Businesses</p> <ul style="list-style-type: none"> Use descriptive language to describe what makes a quality business. 	N/A	CS4. Communicate effectively using oral, written, and listening communications skills	4-6. RI.KID.2-3 4-6. RI.CS.4 4-6. W.PDW.4	N/A
<p>Unit 4: Session 1: Business Costs</p> <p>Activity: Calculating Business Costs</p> <ul style="list-style-type: none"> Calculate business expenses. Describe costs associated with operating a business. 	<p>3.16 Describe how scarcity, supply, and demand affect the prices of products.</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p>	<p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	4-6. RI.KID.1 4-6. RI.CS.4	5.NBT.B.5
<p>Unit 4: Session 1: Business Costs</p> <p>(Optional) Application 1: Business Budget</p> <ul style="list-style-type: none"> Describe costs associated with operating a business. Calculate business expenses. 	<p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions Recognize author’s purpose, point of view, and reliability <p>2.10 Describe the purpose of a budget.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	4-6. RI.KID.1-3 4-6. RI.CS.4 4-6. W.PDW.4 4-6. SL.CC.1-2	5.NBT.B.5

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 4: Session 1: Business Costs (Optional) Application 2: Quality Task Committee</p> <ul style="list-style-type: none"> Use descriptive language to describe what makes a quality business. 	N/A	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1-3</p> <p>4-6. RI.CS.4</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p>	N/A
<p>Unit 4: Session 1: Business Costs (Optional) Extension 1: Personal Budget</p> <ul style="list-style-type: none"> Describe the importance of keeping track of personal expenses. 	2.10 Describe the purpose of a budget.	<p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.CS.4</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p>	5.NBT.B.5
<p>Unit 4: Session 1: Business Costs (Optional) Extension 2: BizBriefs</p> <ul style="list-style-type: none"> Use descriptive language to describe what makes a quality business. 	N/A	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.CS.4</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p> <p>4-6. SL.PKI.4</p>	N/A

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 4. Session 2: Setting Prices Instruction: Price, Profit, and Revenue</p> <ul style="list-style-type: none"> Define selling price, revenue, profit, and inventory. Describe factors that affect selling price. Explain the relationship between revenue, costs, and profit. 	<p>3.16 Describe how scarcity, supply, and demand affect the prices of products.</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p>	<p>5.NBT.B.5</p>
<p>Unit 4: Session 2: Setting Prices Activity: Price Setting – JA Lemonade Stand Level 2</p> <ul style="list-style-type: none"> Define selling price, revenue, profit, and inventory. Describe factors that affect selling price. Explain the relationship between revenue, costs, and profit. 	<p>3.16 Describe how scarcity, supply, and demand affect the prices of products.</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p>	<p>5.NBT.B.5</p>
<p>Unit 4: Session 2: Setting Prices (Optional) Application 1: The Right Price</p> <ul style="list-style-type: none"> Describe factors that affect selling price. Explain the relationship between revenue, costs, and profit. 	<p>3.16 Describe how scarcity, supply, and demand affect the prices of products.</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p>	<p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p> <p>4-6. SL.CC.1-2</p>	<p>5.NBT.B.5</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 4: Session 2: Setting Prices</p> <p>(Optional) Application 2: Business Costs and Profit</p> <ul style="list-style-type: none"> Define selling price, revenue, profit, and inventory. Describe factors that affect selling price. Explain the relationship between revenue, costs, and profit. 	<p>3.16 Describe how scarcity, supply, and demand affect the prices of products.</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p>	<p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p> <p>4-6. SL.CC.1-2</p>	<p>5.NBT.B.5</p>
<p>Unit 4: Session 2: Setting Prices</p> <p>(Optional) Extension 1: History of Product Pricing</p> <ul style="list-style-type: none"> Explain the relationship between revenue, costs, and profit. 	<p>3.16 Describe how scarcity, supply, and demand affect the prices of products.</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>SSP.05 Develop historical awareness by:</p> <ul style="list-style-type: none"> Sequencing past, present, and future in chronological order Understanding that things change over time 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p> <p>4-6. SL.CC.1-2</p> <p>4-6. K.PDW.4</p> <p>4-6. W.RBPK.7-8</p>	<p>N/A</p>
<p>Unit 4: Session 2: Setting Prices</p> <p>(Optional) Extension 2: Friendly Letter</p> <ul style="list-style-type: none"> Create a friendly letter using a template. 	<p>N/A</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. K.PDW.4</p> <p>6.L.C SE.1</p> <p>6.L.CSE.2</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 4: Session 3: Visit Preparation</p> <p>Instruction: Advertising</p> <ul style="list-style-type: none"> Define advertising. Describe characteristics of effective advertising. 	<p>2.09 Explain why and how producers advertise to sell a product or service.</p> <p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation 	<p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. SL.CC.1-2</p> <p>4-6. K.PDW.4</p> <p>6.L.VAU.5</p>	<p>N/A</p>
<p>Unit 4: Session 3: Visit Preparation</p> <p>Activity: Advertising</p> <p>Describe characteristics of effective advertising.</p> <ul style="list-style-type: none"> Acknowledge how effective teamwork and cooperation enhance business. Appreciate how careful completion of details ensures a more successful JA BizTown visit. 	<p>2.09 Explain why and how producers advertise to sell a product or service.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. SL.CC.1-2</p> <p>4-6. K.PDW.4</p> <p>6.L.VAU.5</p>	<p>N/A</p>
<p>Unit 4: Session 3: Visit Preparation</p> <p>Activity: Preparing for the Visit</p> <ul style="list-style-type: none"> Appreciate how careful completion of details ensures a more successful JA BizTown visit. Manage their personal finances and time. 	<p>N/A</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. SL.CC.1-2</p> <p>4-6. K.PDW.4</p> <p>6.L.VAU.5</p>	<p>5.NBT.B.5</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 4: Session 3: Visit Preparation (Optional) Application 1: Business Ethics</p> <ul style="list-style-type: none"> Recognize that the primary goal of an ethical entrepreneur should be to provide excellent customer service, and profit will follow. 	N/A	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. SL.CC.1-2</p> <p>4-6. K.PDW.4</p> <p>6.L.VAU.5</p> <p>4-6. RI.CS.4-5</p>	N/A
<p>Unit 4: Session 3: Visit Preparation (Optional) Application 2: Slogans, Logos, and Jingles</p> <ul style="list-style-type: none"> Describe characteristics of effective advertising. 	2.09 Explain why and how producers advertise to sell a product or service.	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. SL.CC.1-2</p> <p>4-6. K.PDW.4</p> <p>6.L.VAU.5</p> <p>4-6. RI.CS.4-5</p>	N/A
<p>Unit 4: Session 3: Visit Preparation (Optional) Extension 1: Identity Theft</p> <ul style="list-style-type: none"> Identify the meaning of identity theft, and learn how to prevent it. 	<p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions Recognize author’s purpose, point of view, and reliability 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. SL.CC.1-2</p> <p>4-6. K.PDW.4</p> <p>6.L.VAU.5</p> <p>4-6. RI.CS.4-5</p>	N/A

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 4: Session 3: Visit Preparation</p> <p>(Optional) Extension 2: Letters to the Editor</p> <ul style="list-style-type: none"> Appreciate how careful completion of details ensures a more successful JA BizTown visit. 	N/A	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>6.L.C SE. 1</p> <p>6.L.CSE.2</p> <p>4-6. W.TTP.1</p> <p>4-6. K.PDW.4-5</p> <p>4-6. SL.CC.1-2</p>	N/A
Unit 5: The Visit				
<p>Unit 5: Visit and Debrief</p> <p>Activity: Schedule and Citizen Checklist</p> <ul style="list-style-type: none"> Appreciate how careful completion of details ensures a more successful JA BizTown visit. Manage their personal finances and time. 	N/A	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. W.TTP.1</p> <p>4.6. SL.CC.1</p> <p>4-6.SL.PKI.4</p> <p>6.L.C SE. 1</p> <p>6.L.VAU.6</p>	5.NBT.B.5

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 5: The Visit</p> <ul style="list-style-type: none"> Function in their job capacity at JA BizTown. Manage their personal finances and time. Carry out responsibilities of citizenship, such as voting and job responsibilities. 	<p>2.09 Explain why and how producers advertise to sell a product or service.</p> <p>2.24 Recognize that our nation makes laws and that there are consequences for breaking them.</p> <p>2.25 Identify the rights and responsibilities of citizens of the U.S.</p> <p>3.16 Describe how scarcity, supply, and demand affect the prices of products.</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. W.TTP.1</p> <p>4.6. SL.CC.1</p> <p>4-6.SL.PKI.4</p> <p>6.L.C SE. 1</p> <p>6.L.VAU.6</p>	<p>5.NBT.B.5</p>
<p>Unit 5: Debriefing</p> <p>Warm-Up: Reflect</p> <ul style="list-style-type: none"> Evaluate team performance at JA BizTown. 	<p>N/A</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. W.TTP.1</p> <p>4.6. SL.CC.1</p> <p>4-6.SL.PKI.4</p> <p>6.L.C SE. 1</p> <p>6.L.VAU.6</p>	<p>N/A</p>
<p>Unit 5: Instruction: Team Meeting</p> <ul style="list-style-type: none"> Evaluate team performance at JA BizTown. Describe how citizens work within a quality business. 	<p>N/A</p>	<p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. W.TTP.1</p> <p>4.6. SL.CC.1</p> <p>4-6.SL.PKI.4</p> <p>6.L.C SE. 1</p> <p>6.L. AU.4</p> <p>6.L.VAU.5</p> <p>6.L.VAU.6</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 5: Activity: Bringing It Home</p> <p>Explain circular flow.</p> <ul style="list-style-type: none"> Describe how citizens use financial institutions. 	<p>3.16 Describe how scarcity, supply, and demand affect the prices of products.</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.</p>	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. W.TTP.1</p> <p>4.6. SL.CC.1</p> <p>4-6.SL.PKI.4</p> <p>6.L.C SE. 1</p> <p>6.L. AU.4</p> <p>6.L.VAU.5</p> <p>6.L.VAU.6</p>	<p>N/A</p>
<p>Unit 5: (Optional) Application 1: Rank Your Business Performance</p> <ul style="list-style-type: none"> Evaluate team performance at JA BizTown. Describe how citizens work within a quality business. 	<p>N/A</p>	<p>AE4. Participate in enrichment or extracurricular activities</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. W.TTP.1</p> <p>4.6. SL.CC.1</p> <p>4-6.SL.PKI.4</p> <p>6.L.C SE. 1</p> <p>6.L. AU.4</p> <p>6.L.VAU.5</p> <p>6.L.VAU.6</p>	<p>N/A</p>
<p>Unit 5: (Optional) Application 2: BizQuiz</p> <ul style="list-style-type: none"> Explain circular flow. Describe how citizens use financial institutions. Describe how citizens work within a quality business. 	<p>N/A</p>	<p>AE4. Participate in enrichment or extracurricular activities</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. W.TTP.1</p> <p>4.6. SL.CC.1</p> <p>4-6.SL.PKI.4</p> <p>6.L.C SE. 1</p> <p>6.L. AU.4</p> <p>6.L.VAU.5</p> <p>6.L.VAU.6</p>	<p>N/A</p>

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Unit Description and Learning Objectives	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Unit 5: (Optional) Extension: Business Letter</p> <ul style="list-style-type: none"> Evaluate team performance at JA BizTown. Describe how citizens work within a quality business. 	N/A	<p>AE4. Participate in enrichment or extracurricular activities</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. W.TTP.1</p> <p>4.6. SL.CC.1</p> <p>4-6.SL.PKI.4</p> <p>6.L.C SE. 1</p> <p>6.L. AU.4</p> <p>6.L.VAU.5</p> <p>6.L.VAU.6</p>	N/A

JA BizTown Adventures

Session Details	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Adventure One: CEO</p> <p>AS CEO students discover some of the responsibilities of running a business. They match their interests and skills to choose a corporation to lead, use the company’s mission statement to make a strategic decision, explore market analysis to identify a target market, compare applicant resumes to make a hiring decision while considering the company budget, and compile a letter to encourage customers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Compare potential customers ▪ Identify target market ▪ Make a strategic decision ▪ Identify points in a mission statement ▪ Compare applicant resumes ▪ Make a budget-based decision ▪ Create a letter by making appropriate word choices 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources 	<p>AA6. Build aspirations for postsecondary education and training.</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>K2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>K3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p>	<p>4-6. RI.KID.1-3</p> <p>4-6.RI.CS.4-5</p> <p>4-6. W.TTP.2</p> <p>4-6. W. RBPK.8</p> <p>4-6. SL.CC.3</p> <p>6.L. AU.4</p> <p>6.L.VAU.6</p>	<p>4.OA.A.1</p> <p>4.NBT.B.4</p>

JA BizTown Adventures

Session Details	Social Studies Standards	School Counseling Standards	TN ELA	TN Math
<p>Adventure Two CFO</p> <p>As CFO students make budget decisions following a decision-making process and mathematical formula. They determine how much to charge for their services and which companies' services offer the best value. They explore the need for cyber insurance to prevent online security breaches and review the company's mission statement.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Deduct taxes to calculate net pay ▪ Determine price of items to make a profit using a formula ▪ Compare costs to make budget decisions ▪ Read terms and conditions to compare offers ▪ Evaluate proposals as part of a decision-making process 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources 	<p>AA6. Build aspirations for postsecondary education and training.</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p>	<p>4-6. RI.KID.1-3</p> <p>4-6.RI.CS.4-5</p> <p>4-6. W.TTP.2</p> <p>4-6. W. RBPK.8</p> <p>4-6. SL.CC.3</p> <p>6.L. AU.4</p> <p>6.L.VAU.6</p>	<p>4.OA.A.1</p> <p>4.NBT.A.1-2</p> <p>4.NBT.B.5-6</p> <p>5.NBT.A.1</p> <p>5.NBT.B.5</p>

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<p>Adventure Three: Marketing Director</p> <p>As Marketing Director, students use their knowledge of skills and interests to choose a company to work for. They identify an idea for a new product or service and use a decision-making strategy to refine their idea, identify a target market, and plan an advertising campaign that is consistent with the business mission statement.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Identify an idea for a new product or service ▪ Attempt to resolve solutions to customer pain points ▪ Identify characteristics of target markets ▪ Explore advertising avenues and marketing tools ▪ Plan a marketing campaign ▪ Compare cost effectiveness of different advertisements ▪ Examine fine print on contracts 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources <p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and reliability 	<p>AA6. Build aspirations for postsecondary education and training.</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p>	<p>4-6. RI.KID.1-3</p> <p>4-6.RI.CS.4-5</p> <p>4-6. W.RBPK.7-8</p> <p>4-6. W.RW.10</p> <p>4-6. SL.CC.3</p> <p>6.L. AU.4</p> <p>6.L.VAU.6</p>	<p>4.OA.A.1</p> <p>4.NBT.B.4</p> <p>5.NBT.A.1-2</p>

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<p>Adventure Four: Sales Manager</p> <p>Once the Sales manager chooses which company he or she will represent, they will be lead through decision making and problem-solving processes to make hiring and customer service decisions based on budget and work ethic parameters.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Explore traits that convey good work ethic ▪ Compare resumes ▪ Use a decision-making process to make hiring decisions ▪ Use a problem-solving process to improve customer service 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources <p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and reliability 	<p>AA6. Build aspirations for postsecondary education and training.</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p>	<p>4-6. RI.KID.1-3</p> <p>4-6.RI.CS.4-5</p> <p>4-6. W.TTP.2</p> <p>4-6. W. RBPk.8</p> <p>4-6. SL.CC.3</p> <p>6.L. AU.4</p> <p>6.L.VAU.6</p>	<p>4.OA.A.1</p> <p>4.NBT.A.1-2</p> <p>4.NBT.B.4-6</p> <p>5.NBT.A.1-2</p> <p>5.NBT.B.4-5</p>

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<p>Adventure Five: Consumer</p> <p>As consumer, students make financial decisions and choices having to do with bank accounts and types of payments. They learn to keep a transaction register, calculate net pay, choose needs over wants, and set and re-evaluate a budget.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define gross pay and net pay and calculate net pay ▪ Identify services offered by financial institutions. ▪ Explore a bank account application ▪ Identify parts of a transaction register ▪ Explain the importance of a savings account ▪ Explore the differences between checks, debit cards, and credit cards and other forms of electronic payments. ▪ Explain how money changes hands when a debit card or electronic payment form is used. ▪ Demonstrate use of a transaction register to record a debit purchase. ▪ Distinguish between needs and wants ▪ Create a budget based on monthly income ▪ Use fixed costs and needs to make budget decisions ▪ Make shopping decisions based on budget and opportunity cost 	<p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources <p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and reliability 	<p>CS2. Balance school, home, and community activities effectively</p> <p>AA4. Apply self-motivation and self-direction to learning.</p> <p>AK2. Describe the benefits of education for career, life management, and personal and professional satisfaction</p>	<p>4-6. RI.KID.1-3</p> <p>4-6.RI.CS.4-5</p> <p>4-6. W.TTP.2</p> <p>4-6. W. RBPK.7</p> <p>4-6. W.RW.10</p> <p>4-6. SL.CC.3</p> <p>6.L. AU.4</p> <p>6.L.VAU.6</p>	<p>4.OA.A.1</p> <p>4.NBT.A.1-2</p> <p>4.NBT.B.4</p> <p>5.NBT.A.1-2</p>