

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



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Academic Standards
[Nebraska Social Studies Standards](#)
Junior Achievement USA®
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Colorado Springs, CO 80906
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Overview

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

In this document, Junior Achievement programs are correlated to the Nebraska Academic Standards for Social Studies where appropriate, for grades K-5. Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard, but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed.

JA Elementary School Programs

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

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

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

[JA Our Community](#)[®] 2.0 immerses students in the daily life of their community through digital and hands-on interactives. They gain the skills and knowledge to be both a worker and an active citizen, exercising their civic duty to make decisions for the good of the community.

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

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

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

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

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

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

JA Ourselves

Session Details	Nebraska Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify personal interests ▪ Consider the factors that determine their choices ▪ Define money 	<p>Economic Decision Making</p> <p>SS K.2.1 Differentiate between wants and needs in decision-making.</p> <p>SS K.2.1.a Classify wants and needs and explain subsequent choices.</p> <p>Financial Literacy</p> <p>SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.</p> <p>SS K.2.2.a Explain the purposes of money.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Writing W.K.1-2,8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.2</p>
<p>Session Two: Do I Need What I Want?</p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the difference between needs and wants ▪ Create a simple chart 	<p>Economic Decision Making</p> <p>SS K.2.1 Differentiate between wants and needs in decision-making.</p> <p>SS K.2.1.a Classify wants and needs and explain subsequent choices.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Literature RL.K.1,4 RL.K.7</p> <p>Speaking and Listening SL.K.1-3 SL.K.6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.3</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the role of money in society ▪ Identify jobs they can do to earn money 	<p>Financial Literacy</p> <p>SS K.2.2.a Explain the purposes of money.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.2,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

JA Ourselves

Session Details	Nebraska Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Four: A Penny Saved Students are introduced to the concept of saving.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of saving money ▪ Identify a savings goal ▪ Identify a place where people save money 	<p>Financial Literacy</p> <p>SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Literature RL.K.1-4</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p>Session Five: A Penny Shared Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving ▪ Organize a chronological sequence of events 	<p>History</p> <p>SS K.4.1.a Identify concepts of time and chronology.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.1,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

JA Our Families

Session Descriptions	Nebraska Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: All Kinds of Families</p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Begin to understand the similarities and differences between families ▪ Recognize the importance of businesses in neighborhoods 	<p>Multiple Perspectives</p> <p>SS. 1.4.2.a Compare and contrast family traditions across cultures.</p> <p>Historical Inquiry and Research</p> <p>SS 1.4.4.a Construct and answer questions</p>	<p>Reading Literature RI.1.1 RI.1.3-4 RI.1.7,9,10</p> <p>Reading Foundations RF.1.1-4</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 8</p>
<p>Session Two: Money for Needs and Wants</p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the difference between needs and wants ▪ Explain that families must earn money for the things they need and want 	<p>Change, Continuity, and Context</p> <p>SS 1.4.1.b Compare and contrast family life from earlier times and today.</p> <p>Financial Literacy</p> <p>SS 1.2.2 Compare spending and saving opportunities.</p> <p>SS 1.2.2.a Give examples of situations where students and families could choose to save for future purchases.</p>	<p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Reading Foundations RF.1.1-4</p> <p>Speaking & Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 4-5 7-8</p>
<p>Session Three: Businesses All Around the Neighborhood</p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, goods, and services ▪ Interpret map symbols ▪ Identify the goods or services businesses provide 	<p>Exchange and Markets</p> <p>SS 1.2.3 Explain that resources are used to produce goods and services.</p> <p>Location and Place</p> <p>SS 1.3.1.c Create and use maps.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 5-8</p>

JA Our Families

Session Descriptions	Nebraska Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Four: Jobs All Around the Neighborhood</p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the jobs people do Analyze their own skills to determine ways they can support family members 	<p>Forms and Functions of Government</p> <p>SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.6-7</p> <p>Writing W.1.5</p> <p>Speaking & Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>
<p>Session Five: A New Business</p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>Financial Literacy</p> <p>SS 1.2.2 Compare spending and saving opportunities.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7</p> <p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>2-4</p> <p>7-8</p>

JA Our Community

Session Descriptions	Nebraska Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: People in a Community Working Together</p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe a community. State how people contribute to and benefit from a community. Identify the variety of jobs in a community and how each requires specific skills. 	<p>Civic Participation</p> <p>SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.</p>	<p>Reading Literature RL.2.1 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Geometry G.2.2</p> <p>Mathematical Practices 4</p>
<p>Session Two: Sweet “O” Donuts</p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define the terms produce, product, production, goods, and services. Apply innovation to the production process. Explain that people in a community earn money by performing work. 	<p>Exchange and Markets</p> <p>SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.</p> <p>SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community.</p> <p>SS 2.2.3.b. Describe how people in their communities earn income/wages through work.</p>	<p>Reading Foundations RF.2.3-4</p> <p>Writing W.2.2</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7</p>
<p>Session Three: Business and Government Jobs</p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Locate businesses and identify government careers. Explain how taxation supports government services. 	<p>National Economy</p> <p>SS 2.2.4 Identify the goods and services governments provide.</p> <p>SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.</p> <p>Location and Place</p> <p>SS 2.3.1.b Identify and describe locations in neighborhoods</p>	<p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Mathematical Practices 1-2 4-5 8</p>

JA Our Community

Session Descriptions	Nebraska Social Studies Standards	Common Core ELA	Common Core Math
<p>The Session Four: Let’s Vote!</p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply a decision-making process. Recognize voting as a way responsible citizens act and contribute to meet a community’s needs. 	<p>Forms and Functions of Government</p> <p>SS 2.1.1.a Contribute to developing rules by considering multiple points of view.</p> <p>Civic Participation</p> <p>SS 2.1.2.a Identify and apply civic responsibilities that are important to individuals and their communities.</p> <p>Career Readiness Standards</p> <p><i>Makes sense of problems and perseveres in solving them</i></p> <p>B. Problem Solving</p> <ol style="list-style-type: none"> Presents multiple solutions to the problem based on evidence and insights. Evaluates solutions and determines the potential value toward solving the problem. Employs critical thinking skills independently and in teams to solve problems and make decisions 	<p>Reading Foundations RF.2.3</p> <p>Writing W.2.2 W.2.7-8</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1</p>	<p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 2 4</p>
<p>Session Five: Money Moves in a Community</p> <p>Students learn about money and how it moves through a community.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify coins and money terms. Describe how money flows through a community’s economy. 	<p>Financial Literacy</p> <p>SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.</p> <p>Exchange and Markets</p> <p>SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.</p> <p>National Economy</p> <p>SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.</p>	<p>Reading Literature RL.2.1 RL.2.4 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.3 -5 RI.7</p> <p>Reading Foundations RF.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 1-2 5-7</p>

JA Our Community® 2.0

Session Details	Nebraska Social Studies Standards	Common Core
<p>Session One: Communities at Work</p> <p>Students are introduced to the idea of a community and discover what types of workers help make their community strong.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define and describe a community. ▪ Identify the variety of jobs in a community. ▪ Locate jobs and businesses on a community map. ▪ Apply listening and focused attention skills ▪ Describe how different jobs require different skills. ▪ State how people contribute to and benefit from a community. 	<p>Civic Participation</p> <p>SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.</p> <p>Location and Place</p> <p>SS 2.3.1.b Identify and describe locations in neighborhoods</p> <p>Exchange and Markets</p> <p>SS 2.2.3.b. Describe how people in their communities earn income/wages through work.</p> <p>Career Readiness</p> <p><i>Communicates effectively and appropriately</i></p> <p>A. Speaking</p> <p>4. Practices active and attentive listening skills.</p>	<p>ELA</p> <p>Reading RL.2.1 RI.2.1 RI.2.3--2.7 RF. 2.3-2.4</p> <p>Writing W. 2.1-2.2 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>
<p>Session Three: Money at Work</p> <p>Students learn how people use money to buy goods and services they want and need for personal or business purposes.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Match coin and dollar values. ▪ Describe the role of banks in an economy. ▪ Recognize the price of goods and services in the local market. ▪ Describe how money flows through a community's economy. ▪ Collaborate and communicate to make exchanges of money for goods or services. ▪ Summarize how money is spent on goods and services related to businesses 	<p>Financial Literacy</p> <p>SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.</p> <p>SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange.</p> <p>Exchange and Markets</p> <p>SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.</p> <p>National Economy</p> <p>SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.</p>	<p>ELA</p> <p>Reading RI.2.1 RI.2.3--2.5 RI. 2.7 RF. 2.3-2.4</p> <p>Writing W.2.2 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p> <p>MATH 2.md.8</p>

JA Our Community® 2.0

Session Details	Nebraska Social Studies Standards	Common Core
<p>Session Four: Votes Count</p> <p>Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use reason and logic to assess and analyze problems. ▪ Use empathy and observation skills to express community wants and needs. ▪ Generate solutions to a problem using brainstorming techniques. ▪ Identify and propose a creative solution to a community problem. ▪ Recognize that community members have a responsibility to get involved to help meet a community's needs. 	<p>Civic Participation</p> <p>SS 2.1.2.a Identify and apply civic responsibilities that are important to individuals and their communities.</p> <p>SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.</p> <p>SS 2.1.2.e Model and communicate characteristics of good citizenship.</p> <p>Career Readiness</p> <p><i>Demonstrates innovation and creativity</i></p> <p>A. Creativity</p> <p>2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities</p> <p>B. Innovation</p> <p>1. Searches for new ways to improve the efficiency of existing processes.</p> <p><i>Models ethical leadership and effective management</i></p> <p>A. Leadership</p> <p>3. Models the positive attributes of effective leaders (e.g. self-awareness, self-regulation, motivation, empathy and social skills).</p>	<p>ELA</p> <p>Reading</p> <p>RL.2.1</p> <p>RL.2.6</p> <p>RI.2.1</p> <p>RI.2.3-2.6</p> <p>RI.2.8</p> <p>RF. 2.3-2.4</p> <p>Writing</p> <p>W. 2.1</p> <p>W. 2.7-2.8</p> <p>Speaking and Listening</p> <p>SL. 2.1-2.4</p> <p>Language</p> <p>L.2.1-2.6</p>

JA Our Community® 2.0

Session Details	Nebraska Social Studies Standards	Common Core
<p>Session Five: Making Choices</p> <p>Students are introduced to the concept of taxes and how those funds are used to pay government workers and provide services to support the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define taxes. ▪ Identify government jobs. ▪ Explain why community members pay taxes. ▪ Recognize how government services support the community. ▪ Recognize that many viewpoints must be considered when making decisions for the community. ▪ Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change. 	<p>National Economy</p> <p>SS 2.2.4.a Identify goods and services that local governments provide.</p> <p>SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.</p> <p>Multiple Perspectives</p> <p>SS 2.4.2 Compare multiple perspectives of events within neighborhoods.</p> <p>Career Readiness</p> <p><i>Uses Critical Thinking</i></p> <p>A. Critical Thinking</p> <p>2. Uses reason and logic to evaluate situations from multiple perspectives.</p> <p>B. Decision Making</p> <p>1. Conducts research, gathers input and analyzes information necessary for decision-making</p> <p>C. Adaptability</p> <p>1. Demonstrates a willingness to learn new knowledge and skills.</p> <p>2. Considers multiple and diverse points of view</p>	<p>ELA</p> <p>Reading RL.2.1 RL.2.6 RI.2.1 RI 2.3-2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>
<p>Session Six: Crack the Code (Optional)</p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the digital skills and knowledge required to produce certain goods and services. ▪ Recognize digital tools and computer skills. ▪ Use simple programming language and knowledge to complete tasks. ▪ Define code as the language computers use. 	<p>Career Readiness Standards</p> <p><i>Utilizes Technology</i></p> <p>A. Data Gathering, Access and Management</p> <p>1. Uses various methods to search for valid, relevant data to complete workplace tasks</p> <p>B. Tools and Applications</p> <p>1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.</p> <p>3. Identifies the workplace value of technology tools and applications</p>	<p>ELA</p> <p>Reading RL.2.1 RI.2.1 RI 2.3-2.4 RI.2.7 RF. 2.3-2.4</p> <p>Writing W. 2.7</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>

JA Our City

Session Descriptions	Nebraska Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: Earn, Save, Spend, and Donate</p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the four choices we have with money. ▪ Define deposits and withdrawals. 	<p>N/A</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2 ^{ELO} W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p>Session Two: Invisible Money</p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define goods and services. ▪ Explain how people spend money. ▪ Recognize methods of payment and whether they are readily visible or invisible. 	<p>Financial Literacy</p> <p>SS 3.2.2 Evaluate choices and consequences for spending and saving.</p> <p>SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>

JA Our City

Session Descriptions	Nebraska Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Three: How Do I Become an Entrepreneur?</p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, producer, and consumer. ▪ Explain the need for a business plan. ▪ Discuss the ways in which entrepreneurs help a city. 	<p>Civic Participation</p> <p>SS 3.1.2.d Identify and engage in opportunities to serve the local community.</p> <p>Career Readiness Standards</p> <p><i>Manages Personal Career Development</i></p> <p>E. Entrepreneurship</p> <ol style="list-style-type: none"> 1. Understands the knowledge and skills required of an entrepreneur. 2. Describes the opportunities for entrepreneurship in a given industry. 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career 	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-2 4-8</p>

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

JA Our City

Session Descriptions	Nebraska Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Four: Money Choices Make the City Go Round</p> <p>Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate the importance of money in everyday life. ▪ Describe how money flows through a city's economy. ▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides. 	<p>Economic Decision Making</p> <p>SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.</p> <p>SS 3.2.1.a Identify goods and services funded through state or local taxes</p> <p>Exchange and Markets</p> <p>SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.</p> <p>SS 3.2.3.a Indicate various markets where buyers and sellers meet.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8 OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Let's Build a City</p> <p>A healthy city is built on the money choices of consumers, businesses, and the government. A city thrives when these sectors of the economy earn, save, spend, and donate.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe how personal choices make a city a good place to live, work, play, and go to school. 	<p>Civic Participation</p> <p>SS 3.1.2.d Identify and engage in opportunities to serve the local community.</p> <p>Financial Literacy</p> <p>SS 3.2.2 Evaluate choices and consequences for spending and saving.</p> <p>SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1,3,4</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

JA Our Region

Session Details	Nebraska Social Studies State Standards	Common Core ELA	Common Core Math
<p>Session One: Be an Entrepreneur</p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the impact entrepreneurs have on a region Apply traits that are common to successful entrepreneurs to their own skills and abilities 	<p>Career Readiness Standards</p> <p><i>Uses Critical Thinking</i></p> <p>Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback</p> <p><i>Manages Personal Career Development</i></p> <p>E. Entrepreneurship</p> <ol style="list-style-type: none"> Understands the knowledge and skills required of an entrepreneur. Describes the opportunities for entrepreneurship in a given industry. Weights the opportunities, benefits and risks of entrepreneurship versus employment in a career 	<p>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4-7</p>
<p>Session Two: Resources–Tools for Entrepreneurs</p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define natural, human, and capital resources Describe how products and services use resources 	<p>Exchange and Markets</p> <p>SS 4.2.3 Investigate how resources are used to make other goods and produce services.</p> <p>SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States National Economy</p> <p>National Economy</p> <p>SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces.</p> <p>Career Readiness Standards</p> <p><i>Demonstrates innovation and creativity</i></p> <p>Creativity</p> <ol style="list-style-type: none"> Uses information, knowledge, and experience to generate original ideas and challenge assumptions <p><i>Works productively in teams and demonstrates cultural competency</i></p> <p>Teamwork</p> <ol style="list-style-type: none"> Builds consensus within a team to accomplish results. Contributes to team-oriented projects and assignments. Engages team members and utilizes individual talents and skills 	<p>Reading for Information RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-5</p> <p>Language L.4.3-4 L.4.1-6</p>	<p>Mathematical Practices 1-2 4-8</p>

JA Our Region

Session Details	Nebraska Social Studies State Standards	Common Core ELA	Common Core Math
<p>Session Three: Hot Dog Stand Game</p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Track the revenue and expenses of a business ▪ Identify the fundamental tasks required to run a business ▪ Explain the importance of keeping an accurate account of a business’s financial information 	<p>Career Readiness Standards</p> <p><i>Utilizes Technology</i></p> <p>Data Gathering, Access and Management</p> <p>3. Develops and uses a consistent approach for managing data</p>	<p>Reading for Information RI.4.2-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.1 L.4.3-6</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>

JA Our Region

Session Details	Nebraska Social Studies State Standards	Common Core ELA	Common Core Math
<p>Session Four: Entrepreneurs Solve Problems</p> <p>Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate the problem-solving process ▪ Identify the potential risks and rewards in making business decisions 	<p>Economic Decision Making</p> <p>SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them</p> <p>Career Readiness Standards</p> <p><i>Makes sense of problems and perseveres in solving them</i></p> <p>B. Problem Solving</p> <ol style="list-style-type: none"> 1. Presents multiple solutions to the problem based on evidence and insights. 2. Evaluates solutions and determines the potential value toward solving the problem. 3. Employs critical thinking skills independently and in teams to solve problems and make decisions <p><i>Demonstrates innovation and creativity</i></p> <p>A. Creativity</p> <ol style="list-style-type: none"> 2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities <p>B. Innovation</p> <ol style="list-style-type: none"> 1. Searches for new ways to improve the efficiency of existing processes. 	<p>Reading for Information RI.4.1 RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-2 SL.4.4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4 6-7</p>
<p>Session Five: Entrepreneurs Go Global</p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Apply the supply chain to a manufacturing example ▪ Explain how resource providers, businesses, and consumers are interdependent 	<p>National Economy</p> <p>SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.</p> <p>Career Readiness</p> <p><i>Works productively in teams and demonstrates cultural competency</i></p> <p>A. Teamwork</p> <ol style="list-style-type: none"> 1. Builds consensus within a team to accomplish results. 2. Contributes to team-oriented projects and assignments. 3. Engages team members and utilizes individual talents and skills. 	<p>Reading for Information RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1-4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>

JA Our Nation

Session Details	Nebraska Content Standards	Common Core ELA	Common Core Math
<p>Session One: Free to Choose Your Work or Business</p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the characteristics of a free market economy Explain how pricing guides economic decisions 	<p>Exchange and Markets</p> <p>SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.</p> <p>SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</p>
<p>Session Two: Innovation Nation</p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define entrepreneur and entrepreneurship Describe resources and how entrepreneurs use them Explore STEM skills and the process of innovation 	<p>Exchange and Markets</p> <p>SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.</p> <p>Career Readiness</p> <p><i>Manages personal career development</i></p> <p>E. Entrepreneurship</p> <ol style="list-style-type: none"> Understands the knowledge and skills required of an entrepreneur. Describes the opportunities for entrepreneurship in a given industry. 	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Examine career groupings and the skills necessary for a variety of careers. 	<p>Exchange and Markets</p> <p>SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.</p> <p>Career Readiness</p> <p><i>Manages personal career development</i></p> <p>A. Planning</p> <ol style="list-style-type: none"> Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. 	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Numbers Base Ten CC.2.1.5.B.2</p>

JA Our Nation

Session Descriptions	Nebraska Content Standards	Common Core ELA	Common Core Math
<p>Session Four: Get and Keep the Job!</p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the soft skills wanted by today's employers 	<p>Civic Participation</p> <p>SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems to daily life.</p> <p>Career Readiness Standards</p> <p>Overview of the following soft-skill areas:</p> <ol style="list-style-type: none"> Communicates effectively and appropriately Contributes to employer and community success Makes sense of problems and perseveres in solving them Uses critical thinking Demonstrates innovation and creativity Models ethical leadership and effective management Works productively in teams and demonstrates cultural competency 	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Discuss why businesses specialize and trade Define opportunity cost 	<p>Exchange and Markets</p> <p>SS 5.2.4 Explain how specialization, division of labor, and technology increases productivity and interdependence.</p> <p>Global Economy</p> <p>G SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.</p> <p>Geography</p> <p>SS 5.3.1 Explore where (spatial) and why people, places and environments are organized in the United States.</p> <p>Geospatial Skills and Geo-literacy</p> <p>SS 5.3.5 Use geographic skills to interpret issues and events.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>NA</p>
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify three basic ways businesses are organized. 	<p>Exchange and Markets</p> <p>SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy</p> <p>Career Readiness</p> <p><i>Manages personal career development</i></p> <p>E. Entrepreneurship</p> <ol style="list-style-type: none"> Understands the knowledge and skills required of an entrepreneur. Describes the opportunities for entrepreneurship in a given industry. 	<p>Speaking and Listening SL.5.1-4</p> <p>Language L.5.1,5</p>	<p>NA</p>

JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: The Money Garden</p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the role of money in everyday life ▪ Explain the benefits of using a savings account 	<p>Financial Literacy</p> <p>SS 3.2.2 Evaluate choices and consequences for spending and saving.</p> <p>SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.</p>	<p>Reading for Information RI.3.1 RI.3.3-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1 L.3.4 L.3.4</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Two: Create a Business</p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define business, goods, and services ▪ Identify businesses they would like to start that align with their personal interests and skills ▪ Appreciate their own roles as entrepreneurs in affecting their community and their world 	<p>Economic Decision Making</p> <p>SS 3.2.1.a Identify goods and services funded through state or local taxes.</p> <p>Career Readiness Standards</p> <p><i>10. Manages personal career development</i></p> <p>A. Planning</p> <p>1. Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</p> <p>E. Entrepreneurship</p> <p>1. Understands the knowledge and skills required of an entrepreneur.</p> <p>2. Describes the opportunities for entrepreneurship in a given industry.</p> <p>3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career</p>	<p>Reading for Information RI.3.2-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Three: Build a Business</p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the basic steps for building a small business ▪ Develop a basic business plan 	<p>Career Readiness Standards</p> <p><i>2. Communicates effectively and appropriately</i></p> <p>A. Speaking</p> <p>1. Asks pertinent questions to acquire or confirm information.</p> <p>2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.</p> <p>B. Writing</p> <p>1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>2. Composes focused written documents such as:</p>	<p>Reading for Information RI.3.2-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NF.4.7</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-2 4-8</p>

JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
	<p>agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.</p> <p>3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate a point of view.</p> <p>C. Presentations</p> <p>1. Prepares presentations to provide information for specific purposes and audiences.</p> <p>2. Delivers presentations that sustain listeners' attention and interest.</p> <p>3. Uses technology appropriately to effectively present information</p>		

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JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Run a Business</p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain why financial institutions lend money ▪ Explain decision making and the traits of trustworthy borrowers ▪ Record and track financial gains and losses 	<p>Financial Literacy</p> <p>SS 3.2.2 Evaluate choices and consequences for spending and saving.</p> <p>Career Readiness Standards</p> <p><i>Uses critical thinking</i></p> <p>A. Critical Thinking</p> <ol style="list-style-type: none"> 1. Demonstrates the ability to reason critically and systematically. 2. Uses reason and logic to evaluate situations from multiple perspectives <p><i>Utilizes Technology</i></p> <p>B. Tools and Applications</p> <ol style="list-style-type: none"> 1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes. 	<p>Reading for Information RI.3.1-5 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explore reasons why businesses import and export goods ▪ Describe the economic considerations related to selling in a global market ▪ Define opportunity cost 	<p>Exchange and Markets</p> <p>SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services. SS 3.2.3.a Indicate various markets where buyers and sellers meet.</p> <p>National Economy</p> <p>SS 3.2.4 Describe how the local community trades with other communities. SS 3.2.4.a Identify local goods and services that could be traded with people everywhere</p>	<p>Reading for Information RI.3.1 RI.3.3-7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.3</p> <p>Speaking and Listening SL.3.1-2 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	

JA Career Exploration Fair K-2

Session Descriptions	Academic Standards	Common Core ELA
<p>Pre-JA Career Exploration Fair Session: A Job to Do!</p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define careers. Examine the jobs of family members. Identify jobs within the community. 	<p>Forms and Functions of Government</p> <p>SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W 2 W 5 W 8</p> <p>Speaking and Listening</p> <p>SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</p>
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Observe speakers and the tools they use. Identify the variety of careers people have in the community and how each job requires specific skills. Express ideas and questions concerning the jobs people have. 	<p>Forms and Functions of Government</p> <p>SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles.</p> <p>Career Readiness Standards</p> <p><i>Communicates effectively and appropriately</i></p> <p>Speaking</p> <p>1. Asks pertinent questions to acquire or confirm information</p> <p>4. Practices active and attentive listening skills.</p> <p><i>Uses critical thinking</i></p> <p>A. Critical Thinking</p> <p>2. Uses reason and logic to evaluate situations from multiple perspectives.</p> <p>C. Adaptability</p> <p>1. Demonstrates a willingness to learn new knowledge and skills.</p> <p>2. Considers multiple and diverse points of view</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Speaking and Listening</p> <p>SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</p>
<p>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Begin to identify a future career interest. 	<p>Career Readiness Standards</p> <p><i>Uses critical thinking</i></p> <p>A. Critical Thinking</p> <p>2. Uses reason and logic to evaluate situations from multiple perspectives.</p> <p><i>Manages personal career development</i></p> <p>A. Planning</p> <p>1. Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L 4 L 5 L 6</p>

JA Career Speaker Series K-5

Session Descriptions	Academic Standards	Common Core ELA
<p>Pre-JA Career Exploration Fair Session: A Job for Everyone</p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace. ▪ Construct new understandings connected to prior knowledge. 	<p>Career Readiness Standards</p> <p><i>Uses critical thinking</i></p> <p>B. Decision Making</p> <p>1. Conducts research, gathers input and analyzes information necessary for decision-making.</p> <p><i>Manages personal career development</i></p> <p>A. Planning</p> <p>1. Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Observe speakers and the tools they use. ▪ Identify the variety of careers people have in the community and how each job requires specific skills. ▪ Express how jobs require specific interests and skills. ▪ Examine how school skills apply to career paths. 	<p>Exchange and Markets</p> <p>SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.</p> <p>SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living</p> <p>Career Readiness Standards</p> <p><i>Communicates effectively and appropriately</i></p> <p>Speaking</p> <p>1. Asks pertinent questions to acquire or confirm information</p> <p>4. Practices active and attentive listening skills.</p> <p><i>Uses critical thinking</i></p> <p>A. Critical Thinking</p> <p>2. Uses reason and logic to evaluate situations from multiple perspectives.</p> <p>C. Adaptability</p> <p>1. Demonstrates a willingness to learn new knowledge and skills.</p> <p>2. Considers multiple and diverse points of view</p> <p><i>Applies appropriate academic and technical skills</i></p> <p>Academic Attainment</p> <p>Technical Skill Attainment</p> <p>Strategic Thinking</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 3 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>

JA Career Speaker Series K-5

Session Descriptions	Academic Standards	Common Core ELA
<p>Post-JA Career Exploration Fair Activity: Someday I'll Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Prepare a personal interest "resume." ▪ Begin to identify a future career interest. 	<p>Career Readiness Standards</p> <p><i>Manages personal career development</i></p> <p>A. Planning</p> <p>1. Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</p> <p>C. Résumés, Portfolios and Interviews</p> <p>1. Prepares a professional résumé appropriate for each situation.</p>	<p>Foundational Skills</p> <p>RF 3</p> <p>RF 4</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p>Before the Event</p> <p>Students prepare questions for the speaker to answer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests ▪ Explain how the speaker's job helps people in the community 	<p>Forms and Functions of Government</p> <p>SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles.</p> <p>Career Readiness Standards</p> <p><i>Communicates effectively and appropriately</i></p> <p>Speaking</p> <p>1. Asks pertinent questions to acquire or confirm information</p> <p>4. Practices active and attentive listening skills.</p> <p><i>Uses critical thinking</i></p> <p>A. Critical Thinking</p> <p>2. Uses reason and logic to evaluate situations from multiple perspectives.</p> <p>C. Adaptability</p> <p>1. Demonstrates a willingness to learn new knowledge and skills.</p> <p>2. Considers multiple and diverse points of view</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p>Speaker Day: Invite a Career Speaker to Class</p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Listen to a career speaker. ▪ Express how jobs require specific interests and skills. ▪ Examine how interests and skills apply to careers. 	<p>Exchange and Markets</p> <p>SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.</p> <p>SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living</p> <p>Career Readiness Standards</p> <p><i>Communicates effectively and appropriately</i></p> <p>Speaking</p> <p>1. Asks pertinent questions to acquire or confirm information</p> <p>4. Practices active and attentive listening skills.</p> <p><i>Uses critical thinking</i></p> <p>A. Critical Thinking</p> <p>2. Uses reason and logic to evaluate situations from multiple perspectives.</p> <p>C. Adaptability</p> <p>1. Demonstrates a willingness to learn new knowledge and skills.</p> <p>2. Considers multiple and diverse points of view</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>

JA Career Speaker Series K-5

Session Descriptions	Academic Standards	Common Core ELA
<p>After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize career clusters. ▪ Identify careers that relate to personal interests and skills. 	<p>Career Readiness Standards</p> <p><i>Manages personal career development</i></p> <p>A. Planning</p> <p>1. Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>