



empowering young people to  
own their economic success®

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

Updated March 2020  
Ohio Social Studies Standards 2018  
Financial Literacy Standards 2019  
Career Connections Framework

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

# Overview

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

In this document, Junior Achievement programs are correlated to the Ohio 2018 Academic Standards for Social Studies for grades K-5 with the addition of Career Connections Framework and 2019 Financial Literacy Standards as well as Common Core English Language Arts (ELA) and mathematics.

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. When Extended Learning Opportunities within the curriculum directly support an academic standard, the letters ELO will appear superscripted next to the standard.

## JA Elementary School Programs

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

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

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

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

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

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

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

*JA Career Exploration Fair*<sup>™</sup> is an event where students learn about a range of career options across multiple career clusters. (Grades K-5)

*JA Career Speakers Series*<sup>™</sup> In JA Career Speakers Series, a volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience. (Grades K-5)

For *JA BizTown*, refer to the Capstone Correlations Report.

# JA Ourselves

| Session Details  | Academic Standards   | Common Core ELA   | Common Core Math   |
|--|--|---|--|
| <p><b>Session One: This or That? Make a Choice</b></p> <p>Students practice economics by making personal choices.</p> <p><b>Objectives:</b><br/>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify personal interests</li> <li>▪ Consider the factors that determine their choices</li> <li>▪ Define money</li> </ul>                           | <p><b>SS Economics</b><br/>12. Goods are objects that can satisfy people’s wants. Services are actions that can satisfy people’s wants.</p> <p><b>SS Geography-Human Systems</b><br/>8. Individuals are unique but share common characteristics of multiple groups.</p> <p><b>Financial Literacy</b><br/>1. Choices can be made with your money. Choices include spending, saving and donating. [Money can also be saved in financial institutions].</p>   | <p>Reading Foundations<br/>RF.K.1-3</p> <p>Writing<br/>W.K.1-2,8</p> <p>Literature<br/>RL.K.7</p> <p>Speaking and Listening<br/>SL.K.1-6</p> <p>Language<br/>L.K.4,6</p>                          | <p>Counting and Cardinality<br/>K.CC.4</p>   |
| <p><b>Session Two: Do I Need What I Want?</b></p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p><b>Objectives:</b><br/>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the difference between needs and wants</li> <li>▪ Create a simple chart</li> </ul> | <p><b>SS Economics</b><br/>11. Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.<br/>12. Goods are objects that can satisfy people’s wants. Services are actions that can satisfy people’s wants.</p> <p><b>Financial Literacy</b><br/>1. Choices can be made with your money. Choices include spending, saving and donating. Money can also be saved in financial institutions.</p> <ul style="list-style-type: none"> <li>• Describe ways in which a given amount of money can or will be used.</li> </ul>   | <p>Reading Foundations<br/>RF.K.1-3</p> <p>Literature<br/>RL.K.1,4<br/>RL.K.7</p> <p>Speaking and Listening<br/>SL.K.1-3<br/>SL.K.6</p> <p>Language<br/>L.K.4,6</p>                               | <p>Counting and Cardinality<br/>K.CC.4-6</p> <p>Measurement and Data<br/>K.CC.4-6<br/>K.MD.1,3</p> |
| <p><b>Session Three: A Penny Earned</b></p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b><br/>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the role of money in society</li> <li>▪ Identify jobs they can do to earn money</li> </ul>                                | <p><b>SS Government</b><br/>9. Identify responsibilities at home and in the school and community and describe how individuals share those responsibilities to achieve common goals.</p> <p><b>SS Geography</b><br/>5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.</p> <p><b>Financial Literacy</b><br/>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability..</p> <ul style="list-style-type: none"> <li>• Identify an occupation and the skill set needed for the occupation.</li> </ul> <p>3. People may receive money as gifts, allowance or income. People earn income by working.</p> <ul style="list-style-type: none"> <li>• Identify the ways people can receive money</li> <li>• Identify options for earning money in the local school or community.</li> </ul> | <p>Reading Foundations<br/>RF.K.1-4</p> <p>Writing<br/>W.K.2,8</p> <p>Literature<br/>RL.K.1-4<br/>RL.K.7<br/>RL.K.9-10</p> <p>Speaking and Listening<br/>SL.K.1-6</p> <p>Language<br/>L.K.4,6</p> | <p>Counting and Cardinality<br/>K CC.1<br/>K CC.3-5</p>  |

# JA Ourselves

| Session Details  | Academic Standards   | Common Core ELA   | Core Math   |
|--|--|---|---|
| <p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the importance of saving money</li> <li>▪ Identify a savings goal</li> <li>▪ Identify a place where people save money</li> </ul>            | <p><b>SS Geography</b></p> <p>6. Models and maps represent places.</p> <p><b>Financial Literacy</b></p> <p>1. Choices can be made with your money. Choices include spending, saving and donating. Money can also be saved in financial institutions.</p> <p>4. Financial responsibility includes the development of a spending and savings plan.</p>   | <p>Reading Foundations<br/>RF.K.1-4</p> <p>Literature<br/>RL.K.1-4</p> <p>Speaking and Listening<br/>SL.K.1-6</p> <p>Language<br/>L.K.4,6</p>   | <p>Counting and Cardinality<br/>K.CC.4-6</p> <p>Measurement and Data<br/>K.MD.1-3</p> <p>Operations in Algebra<br/>K.OA.1</p> |
| <p><b>Session Five: A Penny Shared</b></p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the importance of giving</li> <li>▪ Organize a chronological sequence of events</li> </ul> | <p><b>SS History</b></p> <p>1. Time can be measured.</p> <p>2. Personal history can be shared through stories and pictures.</p> <p><b>SS Government</b></p> <p>9. Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities.</p> <p><b>Financial Literacy</b></p> <p>6. Recognize that money is needed to purchase goods and services.</p> | <p>Reading Foundations<br/>RF.K.1-4</p> <p>Writing<br/>W.K.1,8</p> <p>Literature<br/>RL.K.1-4<br/>RL.K.7<br/>RL.K.9-10</p> <p>Speaking and Listening<br/>SL.K.1-6</p> <p>Language<br/>L.K.4,6</p> | <p>Counting and Cardinality<br/>K.CC.4</p>  |

# JA Our Families

| Session Descriptions   | Academic Standards   | Common Core ELA  | Common Core Math   |
|--|--|--|--|
| <p><b>Session One: All Kinds of Families</b></p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Begin to understand the similarities and differences between families</li> <li>▪ Recognize the importance of businesses in neighborhoods</li> </ul> | <p><b>SS Geography</b><br/>6. Families interact with the physical environment differently in different times and places.</p> <p><b>SS Government</b><br/>9. Collaboration requires group members to respect the rights and opinions of others.</p> <p><b>Financial Literacy</b><br/>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability..</p> <ul style="list-style-type: none"> <li>• Identify an occupation and the skill set needed for the occupation.</li> </ul>   | <p>Reading Literature<br/>RI.1.1<br/>RI.1.3-4<br/>RI.1.7,9,10</p> <p>Reading Foundations<br/>RF.1.1-4</p> <p>Writing<br/>W.1.2,5,8</p> <p>Speaking &amp; Listening<br/>SL.1.1-2<br/>SL.1.4-5</p> <p>Language<br/>L.1.1-2<br/>L.1.4</p> | <p>Mathematical Practices<br/>8</p>  |
| <p><b>Session Two: Money for Needs and Wants</b></p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the difference between needs and wants</li> <li>▪ Explain that families must earn money for the things they need and want</li> </ul>                 | <p><b>SS Economics</b><br/>11. Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.<br/>14. Currency is used as a means of economic exchange.</p> <p><b>Financial Literacy</b><br/>1. Choices can be made with your money. Choices include spending, saving and donating. Money can also be saved in financial institutions.</p> <ul style="list-style-type: none"> <li>• Describe ways in which a given amount of money can or will be used.</li> </ul> <p>3. People may receive money as gifts, allowance or income. People earn income by working.</p> <ul style="list-style-type: none"> <li>• Identify the ways people can receive money</li> <li>• Identify options for earning money in the local school or community.</li> </ul> | <p>Reading for Information<br/>RI.1.1<br/>RI.1.3-4<br/>RI.1.6-7<br/>RI.1.10</p> <p>Reading Foundations<br/>RF.1.1-4</p> <p>Speaking &amp; Listening<br/>SL.1.1-2<br/>SL.1.4</p> <p>Language<br/>L.1.1<br/>L.1.4</p>                    | <p>Measurement and Data<br/>1.MD.C.4</p> <p>Mathematical Practices<br/>1-2<br/>4-5<br/>7-8</p> |

# JA Our Families

| Session Descriptions   | Academic Standards  | Common Core ELA  | Common Core Math  |
|--|---|--|---|
| <p><b>Session Three: Businesses All Around the Neighborhood</b></p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Define entrepreneur, goods, and services</li> <li>Interpret map symbols</li> </ul> <p>Identify the goods or services businesses provide</p> | <p><b>Career Connections</b><br/>Discuss related careers that are involved in the many aspects of consumption</p> <p><b>SS Geography</b><br/>4. Maps can be used to locate and identify places.</p> <p><b>SS Economics</b><br/>12. People produce and consume goods and services in the community.</p> <p><b>Financial Literacy</b><br/>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability..</p> <ul style="list-style-type: none"> <li>Identify an occupation and the skill set needed for the occupation.</li> </ul>  | <p>Reading Foundations<br/>RF.1.1-4</p> <p>Reading for Information<br/>RI.1.1<br/>RI.1.3-4<br/>RI.1.6-7<br/>RI.1.10</p> <p>Writing<br/>W.1.2,5,8</p> <p>Speaking &amp; Listening<br/>SL.1.1-2<br/>SL.1.4</p> <p>Language<br/>L.1.1-2<br/>L.1.4</p> | <p>Measurement and Data<br/>1.MD.C.4</p> <p>Mathematical Practices<br/>1-2<br/>5-8</p>  |
| <p><b>Session Four: Jobs All Around the Neighborhood</b></p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the jobs people do</li> <li>Analyze their own skills to determine ways they can support family members</li> </ul>   | <p><b>Career Connections</b><br/>Discuss related careers that are involved in the many aspects of consumption</p> <p><b>SS Economics</b><br/>13. People trade to obtain goods and services they want.</p> <p><b>Financial Literacy</b><br/>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability..</p> <ul style="list-style-type: none"> <li>Identify an occupation and the skill set needed for the occupation.</li> </ul>   | <p>Reading Foundations<br/>RF.1.1-4</p> <p>Reading for Information<br/>RI.1.6-7</p> <p>Writing<br/>W.1.5</p> <p>Speaking &amp; Listening<br/>SL.1.1-2<br/>SL.1.4-5</p> <p>Language<br/>L.1.1-2<br/>L.1.4</p>                                       | <p>Mathematical Practices<br/>1-2<br/>4-5<br/>7-8</p>   |
| <p><b>Session Five: A New Business</b></p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</li> </ul>   | <p><b>Career Connections</b><br/>Discuss related careers that are involved in the many aspects of consumption</p> <p><b>SS Economics</b><br/>12. People produce and consume goods and services in the community.</p> <p><b>Financial Literacy</b><br/>1. Choices can be made with your money. Choices include spending, saving and donating. Money can also be saved in financial institutions.</p> <ul style="list-style-type: none"> <li>Describe ways in which a given amount of money can or will be used.</li> </ul> <p>3. People may receive money as gifts, allowance or income. People earn income by working.</p> <ul style="list-style-type: none"> <li>Identify the ways people can receive money</li> <li>Identify options for earning money in the local school or community.</li> </ul> | <p>Reading Foundations<br/>RF.1.1-4</p> <p>Reading for Information<br/>RI.1.1<br/>RI.1.3-4<br/>RI.1.6-7<br/>RI.1.10</p> <p>Writing<br/>W.1.2,5,8</p> <p>Speaking &amp; Listening<br/>SL.1.1-2<br/>SL.1.4</p> <p>Language<br/>L.1.1-2<br/>L.1.4</p> | <p>Operations in Algebra<br/>OA. 1 ELO<br/>OA. . 6-7</p> <p>Measurement and Data<br/>1.MD.C.4</p> <p>Mathematical Practices<br/>2<br/>4<br/>7<br/>8</p> |

# JA Our Community

| Session Details  | Academic Standards  | Common Core ELA  | Common Core Math  |
|--|---|--|---|
| <p><b>Session One:</b><br/><b>People in a Community Working Together</b></p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p><b>Objectives</b><br/>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe a community.</li> <li>State how people contribute to and benefit from a community.</li> <li>Identify the variety of jobs in a community and how each requires specific skills.</li> </ul> | <p><b>Career Connections</b><br/>Interpret connections between school and future work</p> <p><b>Financial Literacy</b><br/>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability..</p> <ul style="list-style-type: none"> <li>Identify an occupation and the skill set needed for the occupation.</li> </ul>   | <p>Reading Literature<br/>RL.2.1,7</p> <p>Reading for Information<br/>RI.2.1<br/>RI.2.4 -5<br/>RI.2.7</p> <p>Reading Foundations<br/>RF.2.3-4</p> <p>Speaking and Listening<br/>SL.2.1-4</p> | <p>Mathematical Practices<br/>4.</p> <p>Geometry<br/>G.2.2</p>  |
| <p><b>Session Two:</b><br/><b>Sweet “O” Donuts</b></p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p><b>Objectives</b><br/>The students will be able to:</p> <ul style="list-style-type: none"> <li>Define the terms <i>produce, product, production, goods, and services.</i></li> <li>Apply innovation to the production process.</li> <li>Explain that people in a community earn money by performing work.</li> </ul>      | <p><b>SS Economics</b><br/>15. Most people around the world work in jobs in which they produce specific goods and services<br/>17. People earn income by working</p> <p><b>Financial Literacy</b><br/>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability..</p> <ul style="list-style-type: none"> <li>Identify an occupation and the skill set needed for the occupation.</li> </ul>  | <p>Reading Foundations<br/>RF.2.3-4</p> <p>Speaking and Listening<br/>SL.2.1-4</p> <p>Language<br/>L.2.1<br/>L.2.3-6</p>   | <p>Mathematical Practices<br/>1,2,4,6</p> <p>Operations and Algebraic Thinking<br/>OA.2.1</p> <p>Numbers Base Ten<br/>NBT. 2.1<br/>NBT.2.2<br/>NBT. 2.5</p> |
| <p><b>Session Three: Business and Government Jobs</b></p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p><b>Objectives</b><br/>Students will be able to:</p> <ul style="list-style-type: none"> <li>Locate businesses and identify government careers.</li> <li>Explain how taxation supports government services.</li> </ul>   | <p><b>Career Connections</b></p> <ul style="list-style-type: none"> <li>Describe careers</li> <li>Identify career information</li> </ul> <p><b>SS Geography</b><br/>5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.<br/>6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live</p> <p><b>SS Economics</b><br/>17. People earn income by working</p> <p><b>Financial Literacy</b><br/>3. People may receive money as gifts, allowance or income. People earn income by working.</p> <ul style="list-style-type: none"> <li>Identify the ways people can receive money</li> <li>Identify options for earning money in the local school or community.</li> </ul> | <p>Reading for Information<br/>RI.2.1<br/>RI.2.4-5<br/>RI.2.7</p> <p>Reading Foundations<br/>RF.2.3-4</p> <p>Speaking and Listening<br/>SL.2.1-4</p> <p>Language<br/>L.2.1<br/>L.2.3-6</p>   | <p>Operations and Algebraic Thinking<br/>2.OA.1-2</p> <p>Numbers Base Ten<br/>2.NBT.5<br/>2.MD.8</p>  |

# JA Our Community

| Session Descriptions  | Academic Standards   | Common Core ELA  | Common Core Math   |
|---|--|--|--|
| <p><b>Session Four: Let’s Vote!</b><br/>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p><b>Objectives</b><br/>Students will be able to:</p> <ul style="list-style-type: none"> <li>Apply a decision-making process.</li> <li>Recognize voting as a way responsible citizens act and contribute to meet a community’s needs</li> </ul> | <p><b>SS Geography</b><br/>7. Human activities alter the physical environment, both positively and negatively.</p> <p><b>SS Government</b><br/>11. Groups are accountable for choices they make and actions they take</p> <p><b>Financial Literacy</b><br/>1. Choices can be made with your money. Choices include spending, saving and donating. Money can also be saved in financial institutions.</p> <ul style="list-style-type: none"> <li>Describe ways in which a given amount of money can or will be used.</li> </ul>   | <p>Reading Foundations<br/>RF.2.2-3</p> <p>Writing<br/>W.2.2<br/>W.2.7-8</p> <p>Speaking and Listening<br/>SL.2.1-6<br/>L.2.1-6</p>  | <p>Mathematical Practices<br/>2,4</p> <p>Measurement and Data<br/>MD.2.7,9</p>   |
| <p><b>Session Five: Money Moves in a Community</b><br/>Students learn about money and how it moves through a community.</p> <p><b>Objectives</b><br/>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify coins and money terms.</li> <li>Describe how money flows through a community’s economy.</li> </ul>   | <p><b>SS Economics</b><br/>16. People use money to buy and sell goods and services.</p> <p><b>Financial Literacy</b><br/>1. Choices can be made with your money. Choices include spending, saving and donating. Money can also be saved in financial institutions.</p> <ul style="list-style-type: none"> <li>Describe ways in which a given amount of money can or will be used.</li> </ul> <p>6. Recognize that money is needed to purchase goods and services.</p> <ul style="list-style-type: none"> <li>Identify different methods of payment and when they are most appropriate to use.</li> </ul> | <p>Reading Literature<br/>RL.2.1,4,7</p> <p>Reading for Information<br/>RI.2 1-5<br/>RI.2.7</p> <p>Reading Foundations<br/>RF.2.3</p> <p>Speaking and Listening<br/>SL.2.1-4<br/>L.2.1-6</p> | <p>Mathematical Practices<br/>1,2,5,6,7</p> <p>Operations and Algebraic Thinking<br/>OA.2.1</p> <p>Numbers Base Ten<br/>NBT.2.1-2<br/>NBT.2.5</p> <p>Measurement and Data<br/>MD.2.7,9</p> |



# JA Our City

| Session Descriptions   | Academic Standards  | Common Core ELA   | Common Core Math  |
|--|---|---|---|
| <p><b>Session One: Earn, Save, Spend and Donate</b></p> <p>Students develop an awareness of the choices they have with money. In the session, students watch and discuss Cha-Ching's "Money Choices" music video and play a board game to reinforce the importance of balancing the choices consumers have with money.</p> <p><b>Objectives:</b><br/>The students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the four choices we have with money</li> <li>Define deposits and withdrawals</li> </ul>   | <p><b>SS Geography</b></p> <p>4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.</p> <p>6. Evidence of human modification of the environment can be observed in the local community.</p> <p><b>SS Government</b></p> <p>10. Individuals make the community a better place by solving problems in a way that promotes the common good.</p> <p><b>Financial Literacy</b></p> <p>1. Choices can be made with your money. Choices include spending, saving and donating. Money can also be saved in financial institutions.</p> <ul style="list-style-type: none"> <li>Describe ways in which a given amount of money can or will be used.</li> </ul>                           | <p>Reading for Information<br/>RI.3.4-5</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Writing<br/>W.3.2<sup>ELO</sup><br/>W.3.7-8<sup>ELO</sup></p> <p>Speaking and Listening<br/>SL.3.1<br/>SL.3.3<br/>SL.3.6</p> <p>Language<br/>L.3.1<br/>L.3.3<br/>L.3.4</p> | <p>Measurement and Data<br/>MD.3.4<br/>MD.3.5<br/>MD.3.6</p> <p>Mathematical Practices<br/>1-8</p>                                    |
| <p><b>Session Two: Invisible Money</b></p> <p>Students learn about the different forms of money and how people use them to pay for goods and services. In the session, students watch and discuss Cha-Ching's "Invisible Money" music video and examine the Many Ways to Pay! Poster.</p> <p><b>Objectives:</b><br/>The students will be able to:</p> <ul style="list-style-type: none"> <li>Define goods and services</li> <li>Explain the role of money in making an exchange easier</li> <li>Recognize methods of payment and whether they are readily visible or invisible.</li> </ul> | <p><b>SS Economics</b></p> <p>17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.</p> <p><b>Financial Literacy</b></p> <p>3. People may receive money as gifts, allowance or income. People earn income by working.</p> <ul style="list-style-type: none"> <li>Identify the ways people can receive money</li> </ul> <p>6. Recognize that money is needed to purchase goods and services.</p> <ul style="list-style-type: none"> <li>Identify different methods of payment and when they are most appropriate to use.</li> </ul>   | <p>Reading for Information<br/>RI.3.1-5</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Writing<br/>W.3.7-8<sup>ELO</sup></p> <p>Speaking and Listening<br/>SL.3.1-4<br/>SL.3.6</p> <p>Language<br/>L.3.1<br/>L.3.3-4</p>  | <p>Operations and Algebraic Thinking<br/>OA.3.8<br/>OA.3.9</p> <p>Mathematical Practices<br/>1-8</p>                                  |
| <p><b>Session Three: How Do I Become an Entrepreneur?</b></p> <p>Students develop an understanding of entrepreneurship and are introduced to the idea that entrepreneurs promote a healthy economy within a city</p> <p><b>Objectives:</b><br/>The students will be able to:</p> <ul style="list-style-type: none"> <li>Define entrepreneur, producer, and consumer</li> <li>Explain the need for a business plan</li> <li>Discuss the ways in which entrepreneurs help a city.</li> </ul>   | <p><b>SS Economics</b></p> <p>17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.</p> <p><b>Financial Literacy</b></p> <p>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability..</p> <ul style="list-style-type: none"> <li>Identify an occupation and the skill set needed for the occupation.</li> </ul> <p>3. People may receive money as gifts, allowance or income. People earn income by working.</p> <ul style="list-style-type: none"> <li>Identify options for earning money in the local school or community.</li> </ul> | <p>Reading for Information<br/>RI.3.1-5</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Speaking and Listening<br/>SL.3.1-3<br/>SL.3.6</p> <p>Language<br/>L.3.1<br/>L.3.3-4</p>   | <p>Operations and Algebraic Thinking<br/>OA.3.8</p> <p>Numbers Base Ten<br/>NBT.3.2</p> <p>Mathematical Practices<br/>1-2<br/>4-8</p> |

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

# JA Our City

| Session Descriptions  | Academic Standards   | Common Core ELA   | Common Core Math   |
|---|--|---|--|
| <p><b>Session Four: Money Choices Make the City Go Round</b></p> <p>Students examine the importance of money as it travels back and forth between consumers, businesses, and the city government. In the session, students watch and discuss Cha-Ching's "When You Get Money" music video and role-play how money moves in a city.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the importance of earn, save, spend, and donate in everyday life.</li> <li>▪ Describe how money flows through a city's economy.</li> <li>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</li> </ul> | <p><b>SS Economics</b></p> <p>16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.</p> <p>18. A market is where buyers and sellers exchange goods and services.</p> <p><b>Financial Literacy</b></p> <p>6. Recognize that money is needed to purchase goods and services.</p> <ul style="list-style-type: none"> <li>▪ Identify different methods of payment and when they are most appropriate to use.</li> </ul>   | <p>Reading for Information<br/>RI.3.1<br/>RI.3.3-6</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Speaking and Listening<br/>SL.3.1-3<br/>SL.3.6</p> <p>Language<br/>L.3.1<br/>L.3.3<br/>L.3.4</p>                          | <p>Operations in Algebra<br/>OA.3.8<br/>OA.3.9</p> <p>Numbers Base Ten<br/>NBT.3.2</p> <p>Mathematical Practices<br/>1-8</p> |
| <p><b>Session Five: The Business Zone</b></p> <p>A city thrives when all three sectors of the economy earn, save, spend, and donate. In the session, students watch and discuss Cha-Ching's "Cha-Cha Choices" music video and design and construct a pop-up business to place on the City Map.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe how personal choices make a city a good place to live, work, and play.</li> <li>▪ Recognize that businesses and the government make money choices.</li> </ul>   | <p><b>SS Geography</b></p> <p>4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.</p> <p>6. Evidence of human modification of the environment can be observed in the local community.</p> <p><b>Financial Literacy</b></p> <p>1. Choices can be made with your money. Choices include spending, saving and donating. Money can also be saved in financial institutions.</p> <ul style="list-style-type: none"> <li>• Describe ways in which a given amount of money can or will be used.</li> </ul> | <p>Reading for Information<br/>RI.3.1<br/>RI.3.3-6</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Writing<br/>W.3.2</p> <p>Speaking and Listening<br/>SL.3.1-3<br/>SL.3.6</p> <p>Language<br/>L.3.1<br/>L.3.3<br/>L.3.4</p> | <p>Operations in Algebra<br/>OA.3.8</p> <p>Numbers Base Ten<br/>NBT.3.2</p> <p>Mathematical Practices<br/>1-7</p>            |

# JA Our Region

| Session Details   | Academic Standards   | Common Core ELA  | Common Core Math  |
|---|--|--|---|
| <p><b>Session One: Be an Entrepreneur</b><br/>Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying their own entrepreneurial traits.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognize the impact entrepreneurs have on a region</li> <li>▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities</li> </ul>  | <p><b>SS Economics</b><br/>23. Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.</p> <p><b>Financial Literacy</b><br/>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <ul style="list-style-type: none"> <li>▪ Explain how an individual’s interest, knowledge and ability can affect job and career choices.</li> <li>▪ Compare the knowledge, skills and experience needed for various occupations.</li> </ul>                           | <p>Reading for Information<br/>RI.4.1-2<br/>RI.4.4<br/>RI.4.7</p> <p>Reading Foundations<br/>RF.4.3-4</p> <p>Speaking and Listening<br/>SL.4.1<br/>SL.4.3</p> <p>Language<br/>L.4.3-4<br/>L.4.6</p>                | <p>Mathematical Practices<br/>1-2<br/>4-7</p>                   |
| <p><b>Session Two: Resources–Tools for Entrepreneurs</b><br/>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define natural, human, and capital resources</li> <li>▪ Describe how products and services use resources</li> </ul>   | <p><b>SS Geography</b><br/>9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the US.</p> <p>10. The economic development of the US continues to influence and be influenced by agriculture, industry and natural resources [in Ohio.]</p> <p>11. The regions of the United States known as the North, South and West developed [in the early 1800s largely] based on their physical environments and economies</p> <p><b>SS Economics</b><br/>21. Entrepreneurs [in Ohio and the United States] organize productive resources and take risks to make a profit and compete with other producers</p> | <p>Reading for Information<br/>RI.4.4<br/>RI.4.7</p> <p>Reading Foundations<br/>RF.4.3-4</p> <p>Writing<br/>W.4.2<br/>W.4.8</p> <p>Speaking and Listening<br/>SL.4.1-5</p> <p>Language<br/>L.4.3-4<br/>L.4.1-6</p> | <p>Mathematical Practices<br/>1-2<br/>4-8</p>                   |
| <p><b>Session Three: Hot Dog Stand Game</b><br/>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Track the revenue and expenses of a business</li> <li>▪ Identify the fundamental tasks required to run a business</li> <li>▪ Explain the importance of keeping an accurate account of a business’s financial information</li> </ul> | <p><b>SS Economics</b><br/>21. Entrepreneurs [in Ohio and the United States] organize productive resources and take risks to make a profit and compete with other producers</p> <p><b>Financial Literacy</b><br/>3. People may receive money as gifts, allowance or income. Incomes can vary based on knowledge, skills and experiences. Identify factors that can determine income.</p>   | <p>Reading for Information<br/>RI.4.2-4<br/>RI.4.7</p> <p>Reading Foundations<br/>RF.4.3-4</p> <p>Speaking and Listening<br/>SL.4.1<br/>SL.4.3</p> <p>Language<br/>L.4.1<br/>L.4.3-6</p>                           | <p>NBT 4.4<br/>NF.4.7</p> <p>Mathematical Practices<br/>1-7</p> |

# JA Our Region

| Session Details   | Academic Standards   | Common Core ELA  | Common Core Math                                    |
|---|--|--|---|
| <p><b>Session Four: Entrepreneurs Solve Problems</b><br/>Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the problem-solving process</li> <li>▪ Identify the potential risks and rewards in making business decisions</li> </ul> | <p><b>Career Connections</b><br/>Interpret connections between school and future work</p> <p><b>SS Economics</b><br/>21. Entrepreneurs [in Ohio and the United States] organize productive resources and take risks to make a profit and compete with other producers</p> <p><b>Financial Literacy</b><br/>6. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.</p> <ul style="list-style-type: none"> <li>▪ Explain why comparable goods and services vary in cost.</li> </ul> | <p>Reading for Information<br/>RI.4.1<br/>RI.4.3-4<br/>RI.4.7</p> <p>Reading Foundations<br/>RF.4.3-4</p> <p>Writing<br/>W.4.2<br/>W.4.8</p> <p>Speaking and Listening<br/>SL.4.1-2<br/>SL.4.4</p> <p>Language<br/>L.4.1<br/>L.4.3-4<br/>L.4.6</p> | <p>Mathematical Practices<br/>1-2<br/>4<br/>6-7</p> |
| <p><b>Session Five: Entrepreneurs Go Global</b><br/>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Apply the supply chain to a manufacturing example</li> <li>▪ Explain how resource providers, businesses, and consumers are interdependent</li> </ul>   | <p><b>SS Economics</b><br/>21. Entrepreneurs [in Ohio and the United States] organize productive resources and take risks to make a profit and compete with other producers</p>  | <p>Reading for Information<br/>RI.4.3-4<br/>RI.4.7</p> <p>Reading Foundations<br/>RF.4.3-4</p> <p>Speaking and Listening<br/>SL.4.1-4</p> <p>Language<br/>L.4.1<br/>L.4.3-4<br/>L.4.6</p>  | <p>NA</p>   |

# JA Our Nation

| Session Details   | Academic Standards   | Common Core ELA  | Common Core Math  |
|---|--|--|---|
| <p><b>Session One: Free to Choose Your Work or Business</b></p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the characteristics of a free market economy</li> <li>▪ Explain how pricing guides economic decisions</li> </ul>   | <p><b>SS Economics</b><br/>14. The choices people make have both present and future consequences.</p> <p><b>Financial Literacy</b><br/>6. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.</p> <ul style="list-style-type: none"> <li>• Explain why comparable goods and services vary in cost.</li> </ul>   | <p>Reading for Information<br/>RI.5.1-2<br/>RI.5.4,7</p> <p>Reading Foundations<br/>RF.5.3-4</p> <p>Speaking and Listening<br/>SL.5.1-6<br/>Language<br/>L.5.1<br/>L.5.3-5</p>                   | <p>Operations and Algebraic Thinking<br/>OA.5.2</p> <p>Numbers Base Ten<br/>NBT.5.6<br/>NBT.5.7</p> <p>Mathematical Practices<br/>1-2<br/>4-7</p> |
| <p><b>Session Two: Innovation Nation</b></p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur and entrepreneurship</li> <li>▪ Describe resources and how entrepreneurs use them</li> <li>▪ Explore STEM skills and the process of innovation</li> </ul> | <p><b>Career Connections</b><br/>Interpret connections between school and future work</p> <p><b>SS Economics</b><br/>15. The availability of productive resources promotes specialization that leads to trade.<br/>18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p> <p><b>Financial Literacy</b><br/>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> | <p>Reading for Information<br/>RI.5.1-2<br/>RI.5.4,7</p> <p>Reading Foundations<br/>RF.5.3-4</p> <p>Writing<br/>WS.5.2,4</p> <p>Speaking and Listening<br/>SL.5.1-6<br/>Language<br/>L.5.1-5</p> | <p>Operations and Algebraic Thinking<br/>OA.5.2</p> <p>Numbers Base Ten<br/>NBT.5.7</p> <p>Mathematical Practices<br/>1-2<br/>4-8</p>             |

# JA Our Nation

| Session Details  | Academic Standards   | Common Core ELA   | Common Core Math  |
|--|--|---|---|
| <p><b>Session Three: Career Quest</b></p> <p>Students examine career groups and the skills needed for a variety of careers.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Examine career groupings and the skills necessary for a variety of careers.</li> </ul>   | <p><b>Career Connection</b><br/>Students research the knowledge, skills and experiences necessary for a career in which they show interest.</p> <p><b>SS Economics</b><br/>14. The choices people make have both present and future consequences.<br/>18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p> <p><b>Financial Literacy</b><br/>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <ul style="list-style-type: none"> <li>Explain how an individual’s interest, knowledge and ability can affect job and career choices.</li> <li>Compare the knowledge, skills and experience needed for various occupations.</li> </ul> | <p>Reading for Information<br/>RI.5.1-2<br/>RI.5.4,7</p> <p>Reading Foundations<br/>RF.5.3-4</p> <p>Speaking and Listening<br/>SL.5.1-6</p> <p>Language<br/>L.5.1-5</p>                             | <p>Numbers Base Ten<br/>NBT.5.6<br/>NBT.5.7</p> <p>Mathematical Practices<br/>1-7</p> |
| <p><b>Session Four: Get and Keep the Job!</b></p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the soft skills wanted by today’s employers</li> </ul>      | <p><b>Economics</b><br/>14. The choices people make have both present and future consequences.<br/>18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p>  | <p>Reading for Information<br/>RI.5.1-2<br/>RI.5.4,7</p> <p>Reading Foundations<br/>RF.5.3-4</p> <p>Writing<br/>WS.5.2,4</p> <p>Speaking and Listening<br/>SL.5.1-6</p> <p>Language<br/>L.5.1-5</p> | <p>Numbers Base Ten<br/>NBT.5.6<br/>NBT.5.7</p>                                       |
| <p><b>Session Five: Global Connections</b></p> <p>Students explore how the United States is connected to the global economy.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Discuss why businesses specialize and trade</li> <li>Define opportunity cost</li> </ul> | <p><b>SS Geography</b><br/>4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments.<br/>9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.</p> <p><b>SS Economics</b><br/>15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.<br/>17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.</p>   | <p>Reading for Information<br/>RI.5.1-2<br/>RI.5.4,7</p> <p>Reading Foundations<br/>RF.5.3-4</p> <p>Speaking and Listening<br/>SL.5.1-6</p> <p>Language<br/>L.5.1-5</p>                             | <p>NA</p>   |

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|---|--|--|-----------|
| <p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify three basic ways businesses are organized.</li> </ul> | <p><b>SS Economics</b></p> <p>18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p> | <p>Speaking and Listening<br/>SL.5.1-6</p> | <p>NA</p> |
|---|--|--|-----------|

# JA More than Money

| Session Descriptions   | Academic Standards   | Common Core ELA   | Common Core Math  |
|--|--|---|---|
| <p><b>Session One: The Money Garden</b></p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the role of money in everyday life</li> <li>▪ Explain the benefits of using a savings account</li> </ul>         | <p><b>SS Economics</b></p> <p>4 20. Tables and charts organize data in a variety of formats to help individuals understand information and issues.</p> <p>4.22. Saving a portion of income contributes to an individuals’ financial well-being. Individuals can reduce spending to save more of their income</p> <p><b>Financial Literacy</b></p> <p>1. People have limited resources and must prioritize their needs and wants. Saving and/or investing a percentage of income contributes to an individual’s financial well-being. Professionals can help individuals determine financial goals.</p> <ul style="list-style-type: none"> <li>▪ Identify personal priorities when making financial decisions or purchases.</li> </ul> <p>3. People may receive money as gifts, allowance or income. Incomes can vary based on knowledge, skills and experiences.</p> <ul style="list-style-type: none"> <li>▪ Identify factors that can determine income.</li> </ul> <p>6. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.</p>  | <p>Reading for Information<br/>RI.3.1<br/>RI.3.3-4<br/>RI.3.6</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Speaking and Listening<br/>SL.3.1<br/>SL.3.6</p> <p>Language<br/>L.3.1<br/>L.3.4<br/>L.3.4</p> | <p>Numbers Base Ten<br/>3.NBT.2.2<br/>3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5<br/>5.NBT.7</p> <p>Mathematical Practices<br/>1-8</p> |
| <p><b>Session Two: Create a Business</b></p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define business, goods, and services</li> <li>▪ Identify businesses they would like to start that align with their personal interests and skills</li> <li>▪ Appreciate their own roles as entrepreneurs in affecting their community and their world</li> </ul> | <p><b>Career Connections</b></p> <p>Discuss related careers that are involved in the many aspects of consumption.</p> <p><b>SS Economics</b></p> <p>4. 21. Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.</p> <p>5.14. The choices made by individuals and governments have both present and future consequences.</p> <p>5. 18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p> <p><b>Financial Literacy</b></p> <p>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability</p> <ul style="list-style-type: none"> <li>▪ Explain how an individual’s interest, knowledge and ability can affect job and career choices.</li> </ul> <p>3. People may receive money as gifts, allowance or income. Incomes can vary based on knowledge, skills and experiences.</p> <ul style="list-style-type: none"> <li>▪ Identify factors that can determine income.</li> </ul> | <p>Reading for Information<br/>RI.3.2-4<br/>RI.3.6</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Speaking and Listening<br/>SL.3.1-3<br/>SL.3.6</p> <p>Language<br/>L.3.1-4<br/>L.3.6</p>                  | <p>Numbers Base Ten<br/>3.NBT.3.3</p> <p>4.NBT.4<br/>4.NBT.5</p> <p>5.NBT.5<br/>5.NBT.7</p> <p>Mathematical Practices<br/>1-8</p>   |



# JA More than Money

| Session Descriptions  | Academic Standards   | Common Core ELA   | Common Core Math   |
|---|--|---|--|
| <p><b>Session Three: Build a Business</b></p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the basic steps for building a small business</li> <li>▪ Develop a basic business plan</li> </ul>  | <p><b>Financial Literacy</b></p> <p>5. Financial responsibility includes the development of a spending and savings plan</p> <ul style="list-style-type: none"> <li>▪ Describe the relationship between spending and saving money</li> </ul>  | <p>Reading for Information<br/>RI.3.2-6</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Speaking and Listening<br/>SL.3.1<br/>SL.3.6</p> <p>Language<br/>L.3.1-4<br/>L.3.6</p>                                       | <p>Numbers Base Ten<br/>3.NBT.2.2<br/>3.NBT.3.3</p> <p>4.NBT.4<br/>4.NF.4.7</p> <p>5.NBT.5<br/>5.NBT.7</p> <p>Mathematical Practices<br/>1-2<br/>4-8</p> |
| <p><b>Session Four: Run a Business</b></p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain why financial institutions lend money</li> <li>▪ Explain decision making and the traits of trustworthy borrowers</li> <li>▪ Record and track financial gains and losses</li> </ul> | <p><b>Financial Literacy</b></p> <p>8. People may have to borrow money for large purchases. There are financial responsibilities with borrowing.</p> <ul style="list-style-type: none"> <li>▪ Identify situations in which borrowing may be necessary for planned or unplanned expenses</li> </ul> | <p>Reading for Information<br/>RI.3.1-5<br/>RI.3.7</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Writing<br/>W.3.2-4</p> <p>Speaking and Listening<br/>SL.3.1-3<br/>SL.3.6</p> <p>Language<br/>L.3.4<br/>L.3.6</p> | <p>Numbers Base Ten<br/>3.NBT.2.2<br/>3.NBT.3.3</p> <p>4.NBT.4<br/>4.NBT.5</p> <p>5.NBT.5<br/>5.NBT.7</p> <p>Mathematical Practices<br/>1-8</p>          |

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| <p><b>Session Five: Global Success</b></p> <p>The students explore the opportunities and challenges of global markets.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explore reasons why businesses import and export goods</li> <li>▪ Describe the economic considerations related to selling in a global market</li> <li>▪ Define opportunity cost</li> </ul> | <p><b>SS Economics</b></p> <p>5.15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.</p> <p>5.17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.</p> <p><b>SS Geography</b></p> <p>4.9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.</p> <p>5.4. Geographic tools can be used to gather, process and report information about people, places and environments.</p> <p><b>Financial Literacy</b></p> <p>7. Examine the different ways that people pay for goods and services.</p> | <p>Reading for Information<br/>RI.3.1<br/>RI.3.3-7</p> <p>Reading Foundations<br/>RF.3.3-4</p> <p>Writing<br/>W.3.3</p> <p>Speaking and Listening<br/>SL.3.1-2<br/>SL.3.6</p> <p>Language<br/>L.3.1-4<br/>L.3.6</p> |  |
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\*ELO- Indicates a skill best supported by an Extended Learning Opportunity

# JA Career Exploration Fair K-2

| Session Descriptions   | Academic Standards   | Common Core ELA   |
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| <p><b>Pre-JA Career Exploration Fair Session: A Job to Do!</b></p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p><b>Objectives:</b><br/>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Examine the jobs of family members.</li> <li>▪ Identify jobs within the community.</li> </ul>   | <p><b>Career Connections</b><br/>Students become familiar with various types of careers and stimulate interest in future work</p> <p><b>Financial Literacy</b><br/>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <ul style="list-style-type: none"> <li>• Identify an occupation and the skill set needed for the occupation.</li> <li>• Acknowledge that knowledge, interest and skills are a basis for future employment opportunities that are open and endless</li> </ul> <p><b>SS Economics</b><br/>2.15. Most people around the world work in jobs in which they produce specific goods and services.</p>  | <p>Foundational Skills<br/>RF 1<br/>RF 2<br/>RF 3</p> <p>Writing<br/>W 2<br/>W 5<br/>W 8</p> <p>Speaking and Listening<br/>SL 1<br/>SL 3<br/>SL 4<br/>SL 5<br/>SL 6</p> <p>Language<br/>L 4<br/>L 5<br/>L 6</p> |
| <p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b><br/>The students will:</p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express ideas and questions concerning the jobs people have.</li> </ul> | <p><b>Career Connections</b></p> <ul style="list-style-type: none"> <li>• Students become familiar with various types of careers and stimulate interest in future work</li> <li>• Describe careers</li> </ul> <p>Identify career information</p> <p><b>Financial Literacy</b><br/>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <ul style="list-style-type: none"> <li>• Identify an occupation and the skill set needed for the occupation.</li> <li>• Acknowledge that knowledge, interest and skills are a basis for future employment opportunities that are open and endless</li> </ul> <p><b>SS Economics</b><br/>2.15. Most people around the world work in jobs in which they produce specific goods and services.</p> | <p>Foundational Skills<br/>RF 1<br/>RF 2<br/>RF 3</p> <p>Writing<br/>W.4<br/>W.5<br/>W.6</p> <p>Speaking and Listening<br/>SL 1<br/>SL 3<br/>SL 4<br/>SL 5<br/>SL 6</p> <p>Language<br/>L 4<br/>L 5<br/>L 6</p> |
| <p><b>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b><br/>The students will:</p> <ul style="list-style-type: none"> <li>▪ Begin to identify a future career interest.</li> </ul>   | <p><b>Career Connections</b><br/>Students become familiar with careers through learning that connects classroom instruction to future work</p> <p><b>Financial Literacy</b><br/>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <p><b>SS Economics</b><br/>2.17. People earn income by working.</p>  | <p>Foundational Skills<br/>RF 1<br/>RF 2<br/>RF 3</p> <p>Writing<br/>W.4<br/>W.5<br/>W.6</p> <p>Language<br/>L 4<br/>L 5<br/>L 6</p>  |

# JA Career Exploration Fair 3-5

| Session Descriptions  | Academic Standards   | Common Core ELA  |
|---|--|--|
| <p><b>Pre-JA Career Exploration Fair Session: A Job for Everyone</b></p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p><b>Objectives:</b><br/>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace.</li> <li>▪ Construct new understandings connected to prior knowledge.</li> </ul>  | <p><b>Career Connections</b></p> <p>Students become familiar with various types of careers and stimulate interest in future work</p> <p><b>Financial Literacy</b></p> <p>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <ul style="list-style-type: none"> <li>• Explain how an individual’s interest, knowledge and ability can affect job and career choices</li> </ul>   | <p>Foundational Skills<br/>RF 3<br/>RF 4</p> <p>Speaking and Listening<br/>SL 1<br/>SL 6</p> <p>Language<br/>L 4<br/>L 5<br/>L 6</p>                   |
| <p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b><br/>The students will:</p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how school skills apply to career paths.</li> </ul> | <p><b>Career Connections</b></p> <ul style="list-style-type: none"> <li>• Students become familiar with various types of careers and stimulate interest in future work</li> <li>• Describe careers</li> </ul> <p>Identify career information</p> <p><b>Financial Literacy</b></p> <p>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <ul style="list-style-type: none"> <li>• Compare the knowledge, skills and experience needed for various occupations.</li> <li>• Explain how education and training can impact lifetime income</li> </ul> <p><b>SS Economics</b></p> <p>5.18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences</p> | <p>Foundational Skills<br/>RF 3<br/>RF 4</p> <p>Speaking and Listening<br/>SL 1<br/>SL 3<br/>SL 5<br/>SL 6</p> <p>Language<br/>L 4<br/>L 5<br/>L 6</p> |
| <p><b>Post-JA Career Exploration Fair Activity: Someday I’ll Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b><br/>The students will:</p> <ul style="list-style-type: none"> <li>▪ Prepare a personal interest “resume.”</li> <li>▪ Begin to identify a future career interest.</li> </ul>  | <p><b>Career Connections</b></p> <ul style="list-style-type: none"> <li>• Students become familiar with various types of careers and stimulate interest in future work</li> <li>• Describe careers</li> </ul> <p><b>Financial Literacy</b></p> <p>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p>  | <p>Foundational Skills<br/>RF 3<br/>RF 4</p> <p>Writing<br/>W.4<br/>W.5<br/>W.6</p> <p>Language<br/>L 4<br/>L 5<br/>L 6</p>                            |

## JA Career Speaker Series K-5

| Session Descriptions   | Academic Standards   | Common Core ELA   |
|--|--|---|
| <p><b>Before the Event</b></p> <p>Students prepare questions for the speaker to answer.</p> <p><b>Objectives:</b><br/>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify skills and interests</li> <li>▪ Explain how the speaker’s job helps people in the community</li> </ul>  | <p><b>Career Connections</b></p> <p>Students become familiar with various types of careers and stimulate interest in future work</p> <ul style="list-style-type: none"> <li>• Students become familiar with careers through learning that connects classroom instruction to future work</li> <li>• Describe careers</li> </ul> <p><b>Financial Literacy</b></p> <p>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <ul style="list-style-type: none"> <li>•</li> </ul>   | <p>Foundational Skills</p> <p>RF 1<br/>RF 2<br/>RF 3<br/>RF 4</p> <p>Speaking and Listening</p> <p>SL 1<br/>SL 6</p> <p>Language</p> <p>L 4<br/>L 5<br/>L 6</p>                   |
| <p><b>Speaker Day: Invite a Career Speaker to Class</b></p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p><b>Objectives:</b><br/>The students will:</p> <ul style="list-style-type: none"> <li>▪ Listen to a career speaker.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how interests and skills apply to careers.</li> </ul> | <p><b>Career Connections</b></p> <ul style="list-style-type: none"> <li>• Students become familiar with various types of careers and stimulate interest in future work</li> <li>• Identify career information</li> </ul> <p><b>Financial Literacy</b></p> <p>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <p><b>SS Economics</b></p> <p>2.15. Most people around the world work in jobs in which they produce specific goods and services.</p> <p>2.17. People earn income by working.</p> <p>5.18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences</p> <ul style="list-style-type: none"> <li>•</li> </ul> | <p>Foundational Skills</p> <p>RF 1<br/>RF 2<br/>RF 3<br/>RF 4</p> <p>Speaking and Listening</p> <p>SL 1<br/>SL 3<br/>SL 5<br/>SL 6</p> <p>Language</p> <p>L 4<br/>L 5<br/>L 6</p> |
| <p><b>After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <ul style="list-style-type: none"> <li>▪ Recognize career clusters.</li> <li>▪ Identify careers that relate to personal interests and skills.</li> </ul>  | <p><b>Career Connections</b></p> <ul style="list-style-type: none"> <li>• Students become familiar with careers through learning that connects classroom instruction to future work</li> <li>• Interpret connections between classroom career speakers and future work</li> </ul> <p><b>Financial Literacy</b></p> <p>2. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <ul style="list-style-type: none"> <li>•</li> </ul>  | <p>Foundational Skills</p> <p>RF 1<br/>RF 2<br/>RF 3<br/>RF 4</p> <p>Writing</p> <p>W.4<br/>W.5<br/>W.6</p> <p>Language</p> <p>L 4<br/>L 5<br/>L 6</p>                            |