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

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Arizona Social Studies Standards  
[Arizona Career Literacy Standards](#)

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# Overview

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

In this document, Junior Achievement programs are correlated to the Arizona Academic Standards for Social Studies and the Arizona Career Literacy Standards, where appropriate, for grades K-5.

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

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

## JA Elementary School Programs

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

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

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

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

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

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

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

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

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

# JA Ourselves

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: This or That? Make a Choice</b></p> <p>Students practice economics by making personal choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify personal interests</li> <li>▪ Consider the factors that determine their choices</li> <li>▪ Define money</li> </ul>	<p><b>Social Studies</b></p> <p>K.E2.1 Explain how needs, wants, and the availability of resources affect decision making.</p> <p>K.E2.2 Identify what one gains and gives up when they make choices.</p> <p><b>AZ Career Literacy Standards</b></p> <p>3.5 Identify personal wants, needs, and feelings, and demonstrate how to communicate them appropriately.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Writing W.K.1-2,8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.2</p>
<p><b>Session Two: Do I Need What I Want?</b></p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the difference between needs and wants</li> <li>▪ Create a simple chart</li> </ul>	<p><b>Social Studies</b></p> <p>K.E2.1 Explain how needs, wants, and the availability of resources affect decision making.</p> <p>K.E2.2 Identify what one gains and gives up when they make choices.</p> <p><b>AZ Career Literacy Standards</b></p> <p>3.5 Identify personal wants, needs, and feelings, and demonstrate how to communicate them appropriately.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Literature RL.K.1,4 RL.K.7</p> <p>Speaking and Listening SL.K.1-3 SL.K.6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.3</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p><b>Session Three: A Penny Earned</b></p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the role of money in society</li> <li>▪ Identify jobs they can do to earn money</li> </ul>	<p><b>Social Studies</b></p> <p>K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.</p> <p><b>AZ Career Literacy Standards</b></p> <p>5.1 Describe personal responsibility and goals. Identify situations at home, in school, and in community where these are important.</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>
<p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of saving money</li> <li>▪ Identify a savings goal</li> <li>▪ Identify a place where people save money</li> </ul>	<p><b>Social Studies</b></p> <p>K.G1.2 Explore locations in stories shared.</p> <p><b>AZ Career Literacy Standards</b></p> <p>3.1 Utilize illustration to effectively communicate ideas.</p> <p>5.1 Describe personal responsibility and goals.</p> <p>5.2 Describe the importance of goals.</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>

# JA Ourselves

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Five: A Penny Shared</b></p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of giving</li> <li>▪ Organize a chronological sequence of events</li> </ul>	<p><b>Social Studies</b></p> <p>K.E2.1 Explain how needs, wants, and the availability of resources affect decision making.</p> <p>K.E2.2 Identify what one gains and gives up when they make choices.</p> <p><b>AZ Career Literacy Standards</b></p> <p>3.1 Utilize illustration to effectively communicate ideas.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.1,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

# JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: All Kinds of Families</b></p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to understand the similarities and differences between families</li> <li>▪ Recognize the importance of businesses in neighborhoods</li> </ul>	<p><b>Social Studies</b></p> <p>1.SP3.1 Generate questions about issues in your community past and present.</p> <p>1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.</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 &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 8</p>
<p><b>Session Two: Money for Needs and Wants</b></p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the difference between needs and wants</li> <li>▪ Explain that families must earn money for the things they need and want</li> </ul>	<p><b>Social Studies</b></p> <p>1.E2.1 Explain how needs, wants, and availability of resources affect decision making.</p> <p>1.E2.2 Identify the benefits and costs of making various personal decisions</p> <p>1.E3.2 Explain how people in our community earn income.</p> <p>1.E3.3 Explain how people can be producers and consumers in our community</p> <p>1.E1.2 Describe reasons to save or spend money.</p> <p><b>AZ Career Literacy Standards</b></p> <p>3.5 Identify wants, needs, and feelings, and demonstrate how to communicate them appropriately.</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 &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 4-5 7-8</p>
<p><b>Session Three: Businesses All Around the Neighborhood</b></p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, goods, and services</li> <li>▪ Interpret map symbols</li> <li>▪ Identify the goods or services businesses provide</li> </ul>	<p><b>Social Studies</b></p> <p>1.SP3.3 With support construct and communicate solutions to issues in your community.</p> <p>1.E1.1 Identify different occupations and the skills and education needed for those jobs in our community.</p> <p>1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.</p> <p>1.E3.2 Explain how people in our community earn income.</p> <p>1.E3.3 Explain how people can be producers and consumers in our community.</p> <p>1.G1.1 Use, explore and construct maps, graphs and other geographical representations to support content focus.</p> <p><b>AZ Career Literacy Standards</b></p> <p>1.1 Recognize and solve problems using best available resources.</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 &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 5-8</p>

# JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Jobs All Around the Neighborhood</b></p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the jobs people do</li> <li>▪ Analyze their own skills to determine ways they can support family members</li> </ul>	<p><b>Social Studies</b></p> <p>1.E1.1 Identify different occupations and the skills and education needed for those jobs in our community.</p> <p><b>AZ Career Literacy Standards</b></p> <p>3.1 Utilize illustration to effectively communicate ideas.</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 &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>
<p><b>Session Five: A New Business</b></p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</li> </ul>	<p><b>Social Studies</b></p> <p>1.E1.1 Identify different occupations and the skills and education needed for those jobs in our community.</p> <p>1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.</p> <p><b>AZ Career Literacy Standards</b></p> <p>3.1 Utilize illustration to effectively communicate ideas.</p> <p>1.1 Recognize and solve problems using best available resources.</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 &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7</p> <p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>2</p> <p>4</p> <p>7-8</p>

# JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session One: People in a Community Working Together</b></p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe a community.</li> <li>▪ State how people contribute to and benefit from a community.</li> <li>▪ Identify the variety of jobs in a community and how each requires specific skills.</li> </ul>	<p><b>Social Studies</b></p> <p>2.C4.1 Explain how people work together to identify and solve problems within our world.</p> <p>2.C2.1 Describe roles and responsibilities of people in authority within our country and world.</p>	<p>Reading Literature RL.2.1 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Geometry G.2.2</p> <p>Mathematical Practices 4</p>
<p><b>Session Two: Sweet “O” Donuts</b></p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define the terms produce, product, production, goods, and services.</li> <li>▪ Apply innovation to the production process.</li> <li>▪ Explain that people in a community earn money by performing work.</li> </ul>	<p><b>Social Studies</b></p> <p>2.E3.1 Identify and describe the goods and services that are produced around the world.</p> <p>2.E3.2 Explain how people around the world earn income.</p> <p><b>AZ Career Literacy Standards</b></p> <p>2.1 Develop collaboration skills to interact cooperatively with others.</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><b>Session Three: Business and Government Jobs</b></p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Locate businesses and identify government careers.</li> <li>▪ Explain how taxation supports government services.</li> </ul>	<p><b>Social Studies</b></p> <p>2.SP4.1 Generate possible reasons for an event or development.</p> <p>2.SP4.2 Select which reasons might be more likely than others to explain an event or development.</p> <p>2.E1.1 Identify different occupations and skills needed in a global economy.</p> <p>2.C2.1 Describe roles and responsibilities of people in authority within our country and world.</p> <p>2.E4.1 Describe the public services that governments provide and how they meet the needs of individuals.</p> <p>2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.</p> <p><b>AZ Career Literacy Standards</b></p> <p>1.1 Recognize and solve problems using best available resources.</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	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>The Session Four: Let's Vote!</b></p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply a decision-making process.</li> <li>▪ Recognize voting as a way responsible citizens act and contribute to meet a community's needs.</li> </ul>	<p><b>Social Studies</b></p> <p>2.C4.1 Explain how people work together to identify and solve problems within our world.</p> <p>2.C4.2 Explain how rules function in public settings.</p> <p><b>AZ Career Literacy Standards</b></p> <p>1.2 Identify and follow steps of the decision-making process to solve problems and make choices.</p> <p>2.1 Use brainstorming techniques individually and in groups to enhance creativity on assigned tasks.</p>	<p>Reading Foundations RF.2.3</p> <p>Writing W.2.2 W.2.7-8</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1</p>	<p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 2 4</p>
<p><b>Session Five: Money Moves in a Community</b></p> <p>Students learn about money and how it moves through a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify coins and money terms.</li> <li>▪ Describe how money flows through a community's economy.</li> </ul>	<p><b>Social Studies</b></p> <p>2.E1.2 Describe reasons to save or spend money.2.</p> <p>E3.3 Explain how people can be producers and consumers [in a global economy.]</p> <p>2.G3.1 Explain why and how people, goods, and ideas move from place to place.</p> <p><b>AZ Career Literacy Standards</b></p> <p>2.3 Apply collaborative skills to group activities.</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 Blended

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session One: Communities at Work</b></p> <p>Students are introduced to the idea of a community and discover what types of workers help to make their community strong. They play an “I Spy” game to learn more about jobs and skills and discover different workers in the community.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Define and describe a community.</li> <li>▪ Identify the variety of jobs in a community.</li> <li>▪ Locate jobs and businesses on a community map.</li> <li>▪ Apply listening and focused attention skills to identify described workers.</li> <li>▪ Describe how different jobs require different skills.</li> <li>▪ State how people contribute to and benefit from a community.</li> </ul>	<p><b>Social Studies</b></p> <p>2.C4.1 Explain how people work together to identify and solve problems within our world.</p> <p>2.C2.1 Describe roles and responsibilities of people in authority within our country and world.</p> <p><b>AZ Career Literacy Standards</b></p> <p>5.4 Use digital media as a communication tool in classroom activities. □</p>	<p>Reading for Information RI.2.1</p> <p>Reading Foundations RF.2.3-4</p> <p>Writing W.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	NA
<p><b>Session Two: People at Work</b></p> <p>Students experience working in the community to earn a paycheck and produce goods and services. They play a game in teams to produce pizzas to help them connect productivity with earning money. They also analyze the data produced by teams during their pizza activity.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Define the terms business, produce, goods, and services.</li> <li>▪ Explain how people earn income.</li> <li>▪ Describe how goods are made using skills and knowledge.</li> <li>▪ Collect, record, and interpret data using digital tools</li> </ul>	<p><b>Social Studies</b></p> <p>2.E3.1 Identify and describe the goods and services that are produced [around the world.]</p> <p>2.E3.2 Explain how people [around the world] earn income.</p> <p><b>AZ Career Literacy Standards</b></p> <p>2.1 Develop collaboration skills to interact cooperatively with others.</p> <p>1.4 Use digital web-based resources, gather data to make informed choices, and solve problems.</p> <p>5.4 Use digital media as a communication tool in classroom activities. □</p>	<p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Writing W.2.3</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>Measurement and Data MD.2.8 MD.10</p> <p>Geometry 2.G 1 2.G.2 <sup>ELO</sup></p>

# JA Our Community Blended

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session Three: Money at Work</b></p> <p>Students learn how people use money to buy goods and services they want and need for personal or business purposes. They review money values, identify prices of products in the community, and role play exchanging goods and services for money to simulate the circulation of money in the community’s economy.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Match coin and dollar values.</li> <li>▪ Describe the role of banks in an economy.</li> <li>▪ Recognize the price of goods and services in the local market.</li> <li>▪ Describe how money flows through a community’s economy.</li> <li>▪ Collaborate and communicate to make exchanges of money for goods or services.</li> <li>▪ Summarize how money is spent on goods and services related to businesses.</li> </ul>	<p><b>Social Studies</b></p> <p>2.E3.1 Identify and describe the goods and services that are produced [around the world.]</p> <p>2.E3.2 Explain how people [around the world] earn income.</p> <p>2.E1.1 Identify different occupations and skills needed in a [global] economy.</p> <p>2.C2.1 Describe roles and responsibilities of people in authority within our country [and world.]</p> <p>2.E4.1 Describe the public services that governments provide and how they meet the needs of individuals.</p> <p>2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.</p> <p><b>AZ Career Literacy Standards</b></p> <p>1.1 Recognize and solve problems using best available resources.</p> <p>7.2 Describe functions and purpose of money.</p>	<p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Writing W.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Measurement and Data MD.2.8</p>
<p><b>Session Four: Votes Count</b></p> <p>Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community. They identify a list of potential issues from a story about the community park, seek perspectives from other community members to inform decision making, brainstorm solutions, and vote on a resolution.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Use reason and logic to assess and analyze problems.</li> <li>▪ Use empathy and observation skills to express community wants and needs.</li> <li>▪ Generate solutions to a problem using brainstorming techniques.</li> <li>▪ Identify and propose a creative solution to a community problem.</li> <li>▪ Recognize that community members have a responsibility to get involved to help meet a community’s needs.</li> </ul>	<p><b>Social Studies</b></p> <p>2.E3.1 Identify and describe the goods and services that are produced [around the world.]</p> <p>2.E3.2 Explain how people [around the world] earn income.</p> <p>2.E1.1 Identify different occupations and skills needed in a [global] economy.</p> <p>2.C2.1 Describe roles and responsibilities of people in authority within our country [and world.]</p> <p>2.E4.1 Describe the public services that governments provide and how they meet the needs of individuals.</p> <p>2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.</p> <p><b>AZ Career Literacy Standards</b></p> <p>1.1 Recognize and solve problems using best available resources.</p> <p>1.2 Identify and follow steps of the decision-making process to solve problems and make choices.</p> <p>1.3 Evaluate decisions.</p> <p>1.5 Apply critical thinking and problem-solving skills to situations at home and in the classroom.</p>	<p>Reading Literature RL.2.1 RL.2.3 RL.6</p> <p>Writing W.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>NA</p>

# JA Our Community Blended

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session Five: Making Choices</b></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. They learn about choices community leaders must make in a scenario by assuming roles of the community council working with the mayor. Students make choices about how to allocate funds and react to consequences in the story based on the outcomes of their decisions in a “choose your own adventure” activity.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Define taxes.</li> <li>▪ Identify government jobs.</li> <li>▪ Explain why community members pay taxes.</li> <li>▪ Recognize how government services support the community.</li> <li>▪ Recognize that many viewpoints must be considered when making decisions for the community.</li> <li>▪ Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change.</li> </ul>	<p><b>Social Studies</b></p> <p>2.C2.1 Describe roles and responsibilities of people in authority within our country [and world.]</p> <p>2.E4.1 Describe the public services that governments provide and how they meet the needs of individuals.</p> <p>2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.</p> <p><b>AZ Career Literacy Standards</b></p> <p>1.1 Recognize and solve problems using best available resources.</p> <p>1.2 Identify and follow steps of the decision-making process to solve problems and make choices.</p> <p>1.3 Evaluate decisions</p> <p>1.5 Apply critical thinking and problem-solving skills to situations at home and in the classroom.</p> <p>7.2 Describe functions and purpose of money.</p>	<p>Reading Literature RL.2.1 RL.2.3 RL.6</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Measurement and Data MD.2.8</p>
<p><b>Session Six: Crack the Code (Optional)</b></p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills. They work in pairs to simulate coding a robot to do work, write a story and translate it into programming commands, or debug an existing code to deliver the mail in the community, depending on the class’s familiarity with computers and skill level.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the digital skills and knowledge required to produce certain goods and services.</li> <li>▪ Recognize digital tools and computer skills.</li> <li>▪ Use simple programming language and knowledge to complete tasks.</li> <li>▪ Define code as the language computers use.</li> </ul>	<p><b>Social Studies</b></p> <p>2.C2.1 Describe roles and responsibilities of people in authority within our country [and world.]</p> <p>2.E4.1 Describe the public services that governments provide and how they meet the needs of individuals.</p> <p>2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.</p> <p><b>AZ Career Literacy Standards</b></p> <p>1.1 Recognize and solve problems using best available resources.</p> <p>5.1 Identify modern digital media tools that are used for local and global communication.</p> <p>5.4 Use digital media as a communication tool in classroom activities.</p>	<p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Writing W.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>NA</p>

# JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: Earn, Save, Spend, and Donate</b></p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the four choices we have with money.</li> <li>▪ Define deposits and withdrawals.</li> </ul>	<p><b>Social Studies</b></p> <p>3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.</p> <p><b>AZ Career Literacy Standards</b></p> <p>7.1 Identify types of currency (e.g., paper money, coins, etc.).</p> <p>7.2 Describe functions and purpose of money.</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2 <sup>ELO</sup> W.3.7 -8<sup>ELO</sup></p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Two: Invisible Money</b></p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define goods and services.</li> <li>▪ Explain how people spend money.</li> <li>▪ Recognize methods of payment and whether they are readily visible or invisible.</li> </ul>	<p><b>Social Studies</b></p> <p>3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.</p> <p><b>AZ Career Literacy Standards</b></p> <p>1.5 Apply critical thinking and problem-solving skills to situations at home and in the classroom.</p> <p>7.1 Identify types of currency (e.g., paper money, coins, etc.).</p> <p>7.4 Describe common financial needs.</p> <p>7.5 Explain how income affects lifestyle and spending choices.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8<sup>ELO</sup></p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Three: How Do I Become an Entrepreneur?</b></p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, producer, and consumer.</li> <li>▪ Explain the need for a business plan.</li> <li>▪ Discuss the ways in which entrepreneurs help a city.</li> </ul>	<p><b>Social Studies</b></p> <p>3.E1.1 Describe and discuss industries and occupations that have shaped Arizona.</p> <p>3.E2.1 Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.</p> <p><b>AZ Career Literacy Standards</b></p> <p>3.3 Demonstrate skills in working together, compromise, expressing opinions and responding to criticism.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-2 4-8</p>

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

# JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Money Choices Make the City Go Round</b></p> <p>Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the importance of money in everyday life.</li> <li>▪ Describe how money flows through a city’s economy.</li> <li>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</li> </ul>	<p><b>Social Studies</b></p> <p>3.E2.2 Describe [how Arizona is connected to other states, Mexico, and other nations by] movement of people, goods, and ideas.</p> <p><b>AZ Career Literacy Standards</b></p> <p>3.4 Apply collaborative skills to group activities in and out of the classroom and explain the benefit to the individual and the group.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8 OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Five: Let’s Build a City</b></p> <p>A healthy city is built on the money choices of consumers, businesses, and the government. A city thrives when these sectors of the economy earn, save, spend, and donate.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe how personal choices make a city a good place to live, work, play, and go to school.</li> </ul>	<p><b>Social Studies</b></p> <p>3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.</p> <p>3.G1.1 Use and construct maps and graphs to represent changes [in Arizona] over time.</p> <p><b>AZ Career Literacy Standards</b></p> <p>4.1 Develop effective written and/or oral communication skills for face-to-face and online communications.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1,3,4</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

# JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: Be an Entrepreneur</b> Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying their own entrepreneurial traits.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the impact entrepreneurs have on a region</li> <li>▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities</li> </ul>	<p><b>AZ Career Literacy Standards</b> 7.3 Describe sources of income.</p>	<p>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4-7</p>
<p><b>Session Two: Resources–Tools for Entrepreneurs</b> Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define natural, human, and capital resources</li> <li>▪ Describe how products and services use resources</li> </ul>	<p><b>Social Studies</b> 4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk. 4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received [that have shaped the Americas.] 4.G3.1 Explain how the location and use of resources affects human settlement and movement.</p> <p><b>AZ Career Literacy Standards</b> 2.1 Use brainstorming techniques individually and in groups to enhance creativity on assigned tasks. 1.2 Identify and follow steps of the decision-making process to solve problems and make choices. 1.3 Evaluate decisions.</p>	<p>Reading for Information RI.4.4, 4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2, 4.8</p> <p>Speaking and Listening SL.4.1-5</p> <p>Language L.4.3-4 L.4.1-6</p>	<p>Mathematical Practices 1-2 4-8</p>
<p><b>Session Three: Hot Dog Stand Game</b> Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Track the revenue and expenses of a business</li> <li>▪ Identify the fundamental tasks required to run a business</li> <li>▪ Explain the importance of keeping an accurate account of a business’s financial information</li> </ul>	<p><b>Social Studies</b> 4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk</p> <p><b>AZ Career Literacy Standards</b> 1.3 Evaluate decisions.</p>	<p>Reading for Information RI.4.2-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.1 L.4.3-6</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>

## JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Entrepreneurs Solve Problems</b> Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the problem-solving process</li> <li>▪ Identify the potential risks and rewards in making business decisions</li> </ul>	<p><b>Social Studies</b> PO 1. Evaluate information to generate ideas and processes.</p> <p><b>AZ Career Literacy Standards</b> 1.1 Recognize and solve problems using best available resources. 2.1 Use brainstorming techniques individually and in groups to enhance creativity on assigned tasks.</p>	<p>Reading for Information RI.4.1 RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-2 SL.4.4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4 6-7</p>
<p><b>Session Five: Entrepreneurs Go Global</b> Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply the supply chain to a manufacturing example</li> <li>▪ Explain how resource providers, businesses, and consumers are interdependent</li> </ul>	<p><b>Social Studies</b> 4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time. 4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.</p> <p><b>AZ Career Literacy Standards</b> 3.1 Develop collaboration skills to interact cooperatively with others. 3.2 Demonstrate and explain how collaboration skills support working effectively with others.</p>	<p>Reading for Information RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1-4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>

# JA Our Nation

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: Free to Choose Your Work or Business</b></p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the characteristics of a free market economy</li> <li>▪ Explain how pricing guides economic decisions</li> </ul>	<p><b>Social Studies</b></p> <p>5.E2.1 Compare the benefits and costs of individual choices [within the context of key historical events.]</p> <p>5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.</p> <p><b>AZ Career Literacy Standards</b></p> <p>4.1 Demonstrate the ability to understand others using verbal and non-verbal communication.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</p>
<p><b>Session Two: Innovation Nation</b></p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur and entrepreneurship</li> <li>▪ Describe resources and how entrepreneurs use them</li> <li>▪ Explore STEM skills and the process of innovation</li> </ul>	<p><b>Social Studies</b></p> <p>5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied.</p> <p>PO 1. Analyze information to generate ideas and processes.</p> <p><b>AZ Career Literacy Standards</b></p> <p>2.2 Implement problem-solving strategies to solve a problem in school or real-world situations</p> <p>3.1 Determine an individual’s responsibility for personal actions and contributions to group activities.</p> <p>3.2 Demonstrate the use of compromise, negotiation, and community-building strategies for carrying out tasks, assignments, and projects.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p><b>Session Three: Career Quest</b></p> <p>Students learn about career clusters.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	<p><b>AZ Career Literacy Standards</b></p> <p>1.2 Explain what is mean by “jobs” and “careers,” and examine how each tends to be distributed regionally, nationally, and globally.</p> <p>1.6 Identify common knowledge, skills, and abilities needed within career clusters.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Numbers Base Ten CC.2.1.5.B.2</p>

# JA Our Nation

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Get and Keep the Job!</b></p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the soft skills wanted by today’s employers</li> </ul>	<p><b>AZ Career Literacy Standards</b></p> <p>1.5 Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.</p> <p>6.1 Demonstrate and describe appropriate work habits and interpersonal skills needed to obtain and retain employment.</p> <p>7.1 Identify the importance of personal appearance in a variety of settings.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p><b>Session Five: Global Connections</b></p> <p>Students explore how the United States is connected to the global economy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss why businesses specialize and trade</li> <li>▪ Define opportunity cost</li> </ul>	<p><b>Social Studies</b></p> <p>5.E5.1 Generate questions to explain how trade leads to increasing economic interdependence on different nations.</p> <p>5.G1.1 Use and construct maps and graphs to represent changes in the United States.</p> <p><b>AZ Career Literacy Standards</b></p> <p>2.2 Implement problem-solving strategies to solve a problem in school or real-world situations.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>NA</p>
<p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify three basic ways businesses are organized.</li> </ul>	<p><b>Social Studies</b></p> <p>PO 1. Identify patterns and trends to draw conclusions and forecast possibilities.</p> <p><b>AZ Career Literacy Standards</b></p> <p>2.3 Compare and contrast different strategies used in various organizations to solve problems.</p>	<p>Speaking and Listening SL.5.1-4</p> <p>Language L.5.1,5</p>	<p>NA</p>

# JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: The Money Garden</b></p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the role of money in everyday life</li> <li>Explain the benefits of using a savings account</li> </ul>	<p><b>AZ Career Literacy Standards</b> Grades 2-4</p> <p>7.1 Identify types of currency (e.g., paper money, coins, etc.).</p> <p>7.2 Describe functions and purpose of money</p>	<p>Reading for Information RI.3.1 RI.3.3-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1 L.3.4 L.3.4</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Two: Create a Business</b></p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define business, goods, and services</li> <li>Identify businesses they would like to start that align with their personal interests and skills</li> <li>Appreciate their own roles as entrepreneurs in affecting their community and their world</li> </ul>	<p><b>Social Studies</b></p> <p>5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and [apply these characteristics to individuals during the time-period studied.]</p> <p><b>AZ Career Literacy Standards</b> Grades 2-4</p> <p>7.3 Describe sources of income.</p> <p>7.4 Describe common financial needs.</p> <p>Grades 5-8 1.4 Compare and contrast how traditional and non-traditional occupational roles have changed or remained the same regionally, nationally, and globally.</p>	<p>Reading for Information RI.3.2-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Three: Build a Business</b></p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the basic steps for building a small business</li> <li>Develop a basic business plan</li> </ul>	<p><b>Social Studies</b></p> <p>5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.</p> <p><b>AZ Career Literacy Standards</b> Grades 2-4</p> <p>3.1 Develop collaboration skills to interact cooperatively with others.</p> <p>4.1 Develop effective written and/or oral communication skills for face-to-face and online communications</p> <p>7.3 Describe sources of income.</p> <p>7.4 Describe common financial needs.</p>	<p>Reading for Information RI.3.2-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NF.4.7</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-2 4-8</p>

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

# JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Run a Business</b></p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain why financial institutions lend money</li> <li>▪ Explain decision making and the traits of trustworthy borrowers</li> <li>▪ Record and track financial gains and losses</li> </ul>	<p><b>Social Studies</b></p> <p>3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.</p> <p>5.E2.1 Compare the benefits and costs of individual choices [within the context of key historical events.]</p> <p><b>AZ Career Literacy Standards</b></p> <p>3.3 Demonstrate skills in working together, compromise, expressing opinions and responding to criticism.</p> <p>4.3 Demonstrate how to communicate with respect for the beliefs and feelings of others.</p>	<p>Reading for Information RI.3.1-5 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Five: Global Success</b></p> <p>The students explore the opportunities and challenges of global markets.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explore reasons why businesses import and export goods</li> <li>▪ Describe the economic considerations related to selling in a global market</li> <li>▪ Define opportunity cost</li> </ul>	<p><b>Social Studies</b></p> <p>5.E5.1 Generate questions to explain how trade leads to increasing economic interdependence on different nations.</p> <p><b>AZ Career Literacy Standards</b> Grades 2-4</p> <p>3.2 Demonstrate and explain how collaboration skills support working effectively with others.</p> <p>3.3 Demonstrate skills in working together, compromise, expressing opinions and responding to criticism.</p> <p>4.3 Demonstrate how to communicate with respect for the beliefs and feelings of others.</p> <p>Grades 5-8 1.4 Compare and contrast how traditional and non-traditional occupational roles have changed or remained the same regionally, nationally, and globally.</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>	<p>NA</p>

# JA Career Exploration Fair K-2

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job to Do!</b></p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Examine the jobs of family members.</li> <li>▪ Identify jobs within the community.</li> </ul>	<p><b>Social Studies</b></p> <p>2.SP3.1 Identify facts and concepts associated with compelling and supporting questions.</p> <p>2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions.</p> <p><b>AZ Career Literacy Standards</b></p> <p>3.1 Utilize illustration to effectively communicate ideas.</p> <p>3.5 Identify personal wants, needs, and feelings, and demonstrate how to communicate them appropriately.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W 2</p> <p>W 5</p> <p>W 8</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 4</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express ideas and questions concerning the jobs people have.</li> </ul>	<p><b>Social Studies</b></p> <p>2.E1.1 Identify different occupations and skills needed in a global economy.</p> <p><b>AZ Career Literacy Standards</b></p> <p>2.2 Demonstrate skills in working together, compromise, expressing opinions and responding to criticism.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 4</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to identify a future career interest.</li> </ul>	<p><b>Social Studies</b></p> <p>2.C2.2 Explain how all people, not just official leaders, play important roles in the world.</p> <p>2.E3.2 Explain how people around the world earn income.</p> <p><b>AZ Career Literacy Standards</b></p> <p>3.5 Identify personal wants, needs, and feelings, and demonstrate how to communicate them appropriately.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>

# JA Career Exploration Fair 3-5

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job for Everyone</b></p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace.</li> <li>▪ Construct new understandings connected to prior knowledge.</li> </ul>	<p><b>Social Studies</b></p> <p>2.E1.1 Identify different occupations and skills needed in a global economy.</p> <p>5.E2.1 Compare the benefits and costs of individual choices [within the context of key historical events.]</p> <p><b>AZ Career Literacy Standards</b></p> <p>4.5 Identify personal wants, needs, and feelings, and demonstrate how to communicate them appropriately.</p>	<p>Foundational Skills</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how school skills apply to career paths.</li> </ul>	<p><b>Social Studies</b></p> <p>2.C2.2 Explain how all people, not just official leaders, play important roles in the world.</p> <p>2.E3.2 Explain how people around the world earn income.</p> <p>3.E1.1 Describe and discuss industries and occupations that have shaped Arizona.</p> <p>3.E1.2 Identify various forms of earning income in the state of Arizona.</p> <p><b>AZ Career Literacy Standards</b></p> <p>4.4 Exhibit good oral and written communication skills that include being courteous, showing respect and empathy for others, cooperating with and assisting others, accepting and following directions, performing as a team member, and showing respect for cultural diversity, individuals in nontraditional jobs, and physically and mentally challenged individuals</p>	<p>Foundational Skills</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>Post-JA Career Exploration Fair Activity: Someday I'll Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Prepare a personal interest "resume."</li> <li>▪ Begin to identify a future career interest.</li> </ul>	<p><b>Social Studies</b></p> <p>3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.</p> <p><b>AZ Career Literacy Standards</b></p> <p>4.5 Identify personal wants, needs, and feelings, and demonstrate how to communicate them appropriately.</p> <p>6.3 Set personal goals and track progress for assigned responsibilities on a classroom project or extracurricular activity.</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>