



**A Correlation between  
Common Core State Standards,  
Alabama Social Studies Standards and  
Junior Achievement Programs**

Updated March 2018  
JA More than Money

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 – connecting information 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 Alabama Course Social Studies Course of Study Document for K-5 as well as the Common Core State Standards in English/ Language Arts 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.

## **JA Elementary School Programs**

*JA Ourselves*® uses storybook characters in read-aloud and hands-on activities to introduce the role people play in an economy. Through engaging, volunteer-led activities, young students learn about individual choices, money, the importance of saving and giving, and the value of work.

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

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

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

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

*JA Our Nation*® provides practical information about the need for employees who can meet the demands of the 21st century job market, particularly high-growth, high-demand jobs. By program's end, students will understand the skills, especially in science, technology, engineering, and math that will make their futures brighter.

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

# JA Ourselves

Session Details	Social Studies 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> 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>K 4.) Differentiate between needs and wants of family, school, and community.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Writing W.K.1-2 W.K.8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening SL.K.1-3 SL.K.5-6</p> <p>Language L.K.4 L.K.6</p>	<p>Counting and Cardinality CC.K.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> 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>K. 4.) Differentiate between needs and wants of family, school, and community.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Literature RL.K.1 RL.K.4,7</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.K.4-6</p> <p>Measurement and Data MD.K.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> 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>K. 2.) Identify rights and responsibilities of citizens within the family, classroom, school, and community.</p> <p>K. 5.) Differentiate between goods and services.</p> <p>10.) Apply vocabulary related to giving and following directions.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.2 W.K.8</p> <p>Literature RL.K.1-4 RL.K.7,9,10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4 L.K.5c-6</p>	<p>Counting and Cardinality CC.K.1 CC.K.3-5</p>

# JA Ourselves

Session Details	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b> 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>K . 8.) Recognize maps, globes, and satellite images.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Literature RL.K.1-4 RL.K.7</p> <p>Speaking and Listening SL.K.1-6</p>	<p>Counting and Cardinality CC.K.4-6</p> <p>Measurement and Data MD.K.1-,3</p> <p>Operations and Algebraic Thinking OA.K.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> 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>K.1.) Sequence events using schedules, calendars, and timelines.</p> <p>K.12.) Describe families and communities of the past, including jobs, education, transportation, communication, and recreation</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.1 W.K.8</p> <p>Literature RL.K.1-4 RI.K.7,9,10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4-5a L.K.6</p>	<p>Counting and Cardinality CC.K.4-6</p>

# JA Our Families

Session Descriptions	Social Studies 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> 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 neighborhoods.</li> </ul>	<p>1.2.) Identify rights and responsibilities of citizens within the local community and state</p>	<p>Reading Literature RI.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 and Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</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> 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>1.10.) Describe the role of money in everyday life.</p> <ul style="list-style-type: none"> <li>• Categorizing purchases families make as needs or wants</li> </ul>	<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 and 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> 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> <li>▪ Identify the goods or services businesses provide.</li> </ul>	<p>1.3.) Recognize leaders and their roles in the local community and state.</p> <p>1.10.) Describe the role of money in everyday life.</p> <ul style="list-style-type: none"> <li>• Identifying differences between buyers and sellers</li> </ul>	<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 and Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	

# JA Our Families

Session Descriptions	Social Studies 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> 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>1.10 Classify specialized jobs of workers with regard to the production of goods and services</p>	<p>Reading Foundations RF.1.1-4 Reading for Information RI.1.6-7 Writing W.1.5 Speaking and Listening SL.1.1-2 SL.1.4-5 Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 1-2</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> 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>NA</p>	<p>Reading Foundations RF.1.1-3 Reading for Information RI.1.1 RI.1.6-7 Speaking and Listening SL.1.1-2 SL.1.4-5 Language L.1.1</p>	<p>Operations and Algebraic Thinking 1.OA.A.1 Numbers Base Ten 1.NBT.C.4 Mathematical Practices 1-8</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> The 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>2. 5.) Differentiate between a physical map and a political map.</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> The students will be able to:</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>2.7 .) Explain production and distribution processes.</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> The 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>2. 5.) Differentiate between a physical map and a political map.</p> <ul style="list-style-type: none"> <li>• Identify map elements, including title, legend, compass rose, and scale</li> </ul>	<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> The 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>2.1.) Relate principles of American democracy to the founding of the nation by</p> <ul style="list-style-type: none"> <li>• Demonstrating the voting process...</li> <li>• Utilizing school and classroom rules to reinforce democratic values</li> </ul>	<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> The 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>Social Studies Concepts</b></p> <p><b>Economics</b></p> <p>Understand roles of consumers and producers in the market economy of the United States</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 City

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session One: The Business Zone</b></p> <p>Students demonstrate an understanding of the different zones used in city planning and use the information to organize various businesses and industries within a city.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize and name two city zones.</li> <li>Describe the goods or services provided by businesses in a city.</li> </ul>	<p>3.1 Interpret information on thematic maps.</p> <p>3. 6. Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.</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: Money Matters in a City</b></p> <p>Students examine the importance of money to a city</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Give an example of how taxes help a city.</li> <li>Practice counting money and solving word problems.</li> </ul>	<p><b>Social Studies Concepts</b></p> <p><b>Economics</b> Understand concepts of money, personal finance, and opportunity costs.</p> <p><b>Civics</b> Explain interrelationships of local, state, and federal governments.</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: Money on the Move</b></p> <p>Students learn how people earn income to pay for the goods and services sold in a city.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Define income and jobs.</li> <li>Name two ways people pay for goods and services.</li> </ul>	<p><b>Social Studies Concepts</b></p> <p><b>Economics</b> Understand roles of consumers and producers in the market economy of the United States.</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	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session Four: My Bank Account</b></p> <p>Students manage a personal bank account as if employed by and living in a city.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Pick from a list a reason for using a money ledger.</li> <li>▪ Explain how banks and credit unions help cities.</li> </ul>	<p><b>Social Studies Concepts</b></p> <p><b>Economics</b> Apply financial literacy principles, including money management skills</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: Open for Business</b></p> <p>The students develop an understanding of how entrepreneurs provide a healthy economy within a city.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define consumer, producer, and entrepreneur.</li> <li>▪ Explain what a business plan is used for</li> </ul>	<p><b>Social Studies Concepts</b></p> <p><b>Economics</b> Understand the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government</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 L.3.3 L.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 Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session One: Am I an Entrepreneur?</b></p> <p>Students explore well-known businesses, their origins, and the traits common to the entrepreneurs who started them.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize the impact entrepreneurs have on a community or a region.</li> <li>Apply traits common to successful entrepreneurs to their own skills and abilities.</li> </ul>	<p>4.16.) Determine the impact of population growth on cities, major road systems, demographics, natural resources, and the natural environment of Alabama during the late twentieth and early twenty-first centuries</p>	<p>Reading for Information RI.4.1-2 RI.4 RI.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 L.4.4 L.4.4</p>	<p>NA</p>
<p><b>Session Two: Regional Resources: Tools for Entrepreneurs</b></p> <p>Students are introduced to resources and how entrepreneurs use resources to offer products and services in a region.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize natural, human, and capital resources.</li> <li>Analyze products and services that can be offered by using resources.</li> </ul>	<p><b>Social Studies Concepts</b></p> <p><b>Economics</b> Understand the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government</p> <p><b>Geography</b> Determine how regions are used to organize and analyze areas of Earth's surface</p>	<p>Reading for Information RI.4 RI.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-5</p> <p>Language L.4.1-4 L.4.6</p>	<p>Mathematical Practices 1-2 5</p>
<p><b>Session Three: The Hot Dog Stand Game</b></p> <p>Students learn about the fundamental tasks performed by a business owner and play a game that allows them to see money coming in and going out of a business.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Explain the importance of keeping an accurate account of a business' financial information.</li> <li>Track the revenue and expenses of a business.</li> <li>Recognize the fundamental tasks required to run a business.</li> </ul>	<p><b>Social Studies Concepts</b></p> <p><b>Economics</b> Understand concepts of money, personal finance, and opportunity costs</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.4.3-4 L.4.6</p>	<p>Numbers Base Ten 4.NBT.4</p> <p>Number and Operations NF.4.7</p>

# JA Our Region

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Entrepreneurs are Problem Solvers!</b></p> <p>Students journey through the complex world of business problem solving by weighing potential risks and rewards and tracking the outcome of their choices.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Apply the business problem- solving process.</li> <li>▪ Recognize that there are potential risks and rewards to business decisions.</li> </ul>	<p><b>Social Studies Concepts</b></p> <p><b>Economics</b> Understand concepts of money, personal finance, and opportunity costs</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 1-3 4-5</p>
<p><b>Session Five: My Region in the World</b></p> <p>Students demonstrate the supply chain through a hands-on manufacturing and trade experience.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize the interdependence of resource providers, businesses, and consumers.</li> <li>▪ Apply the supply chain to a manufacturing example.</li> </ul>	<p><b>Social Studies Concepts</b></p> <p><b>Civics</b> Comprehend the relationship of the United States to the rest of the world</p> <p><b>Economics</b> Explain cost s and benefits of government intervention on the world economy.</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 Descriptions	Social Studies 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> The students will:</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 Concepts</b></p> <p><b>Economics</b> Understand the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government</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 S.5.6</p> <p>Language L.5.1 L.5.3-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</p> <p>Mathematical Practices 1-2 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> The students will:</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 Concepts</b></p> <p><b>Economics</b> Understand the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government</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 OA.5.2</p> <p>Numbers Base Ten NBT.5.7</p> <p>Mathematical Practices 1-2 4-8</p>

# JA Our Nation

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session Three: Career Quest</b> Students learn about career clusters.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	<p><b>Social Studies Concepts</b></p> <p><b>Civics</b> Identify rights and responsibilities of citizenship, including the practice of responsible citizenship.</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 NBT.5.6-7</p> <p>Mathematical Practices 1-7</p>
<p><b>Session Four: Get and Keep the Job!</b> Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Identify the soft skills wanted by today's employers.</li> </ul>	<p><b>Social Studies Concepts</b></p> <p><b>Civics</b> Identify rights and responsibilities of citizenship, including the practice of responsible citizenship.</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 L.5.3-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</p> <p>Mathematical Practices 1-2 4 7-8</p>
<p><b>Session Five: Global Connections</b> Students explore how the United States is connected to the global economy.</p> <p><b>Objectives:</b> The students will:</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 Concepts</b></p> <p><b>Civics</b> Comprehend the relationship of the United States to the rest of the world</p> <p><b>Economics</b> Understand the international market system</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>Mathematical Practices 2 7</p>

# JA Our Nation

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify three basic ways businesses are organized.</li> </ul>	<p><b>Social Studies Concepts</b> <b>Economics</b></p> <p>Understand the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government</p>	<p>Speaking and Listening SL.5.1-4 SL.5.6</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> 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>Social Studies Concepts</b></p> <p><b>Economics</b></p> <p>Understand concepts of money, personal finance, and opportunity costs.</p> <p>Apply financial literacy principles, including money management skills.</p>	<p>Grade 3 RI.3.1,3,4,6 RF.3.3-4 SL.3.1,6 L.3.1,4,6</p> <p>Grade 4 RI.4.3,4,6 RF.4.3-4 SL.4.1,2 L.4.1,4,6</p> <p>Grade 5 RI.5.3,5 RF.5.3-4 SL.5.1 L.5.1,4,6</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> 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>Social Studies Concepts</b></p> <p><b>Economics</b></p> <p>Understand roles of consumers and producers in the market economy of the United States.</p> <p>Understand the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government.</p>	<p>Grade 3 RI.3.2,3,4 RF.3.3-4 SL.3.1-3,6 L.3.1-6</p> <p>Grade 4 RI.4.1-8 RF.4.3-4 SL.4.1,2,5 L.4.1-6</p> <p>Grade 5 RI.5.2,4,7 RF.5.3-4 SL.5.1-2 L.5.1-5,6</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> 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>Social Studies Concepts</b></p> <p><b>Economics</b></p> <p>Understand roles of consumers and producers in the market economy of the United States.</p>	<p>Grade 3 RI.3.2-6 RF.3.3-4 W.3.2,-4 SL.3.1,5,6 L.3.1-5,6</p> <p>Grade 4 RI.4.2-5,7 RF.4.3-4 W.4.2,4,8 SL.4.1 L.4.1-4,6</p> <p>Grade 5 RI.5.3,4,7 RF.5.3-4</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NF.4.7</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-2 4-8</p>





# JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><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>Social Studies Concepts</b></p> <p><b>Economics</b></p> <p>Understand roles of consumers and producers in the market economy of the United States.</p> <p>Understand the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government.</p>	<p>Grade 3 RI.3.1,-5,7 RF.3.3-4 SL.3.1-3,6 L.3.4,6</p> <p>Grade 4 RI.4.4,5,7 RF.4.3-4 SL.4.1-3,5 L.4.3,4,6</p> <p>Grade 5 RI.5.3,4,7 RF.5.3-4 SL.5.1-3 L.5.1-4,6</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>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>Social Studies Concepts</b></p> <p><b>Economics</b></p> <p>Understand roles of consumers and producers in the market economy of the United States.</p> <p>Understand the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government.</p>	<p>Grade 3 RI.3.1,3-7 RF.3.3-4 W.3.3 SL.3.1,2,6 L.3.1-5,6</p> <p>Grade 4 RI.4.1,3,4,5,7 W.4.3,4 SL.4.1,2 L.4.1-4,6</p> <p>Grade 5 RI.5.1,3,4,7 RF.5.3-4 W.5.3,4 SL.5.1-3 L.5.1-4,6</p>	<p>NA</p>