

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



Updated January 2023

[Career Education and Work](#)  
[Family and Consumer Sciences](#)  
[PA English Language Arts](#)  
[and Mathematics](#)

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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 Pennsylvania core Standards for Social Studies, English Language Arts (ELA) and Mathematics, as well as Family and Consumer Sciences and Career, Education and Work, where applicable. 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 Learning Experiences

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

[JA Our City](#)<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	Social Studies Standards	Career, Education, and Work	PA ELA	PA 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>Civics and Government</b></p> <p>5.2.K.A: Identify responsibilities at school</p> <p>5.2.K.D: Explain responsible classroom behavior.</p> <p><b>Economics</b></p> <p>6.1.K.A: Identify how scarcity influences choice.</p> <p>6.1.K.D: Identify a choice based on family interest.</p>	<p>13.1.3.b Identify current personal interests.</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.K.B-E</p> <p><b>Writing</b></p> <p>CC.1.4.K. A-F</p> <p>CC.1.4.K.L</p> <p>CC.1.4.K.O</p> <p><b>Reading Literature</b></p> <p>CC.1.3.K.F</p> <p>CC.1.3.K.I-K</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.K.A-G</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.K.A-C</p> <p>CC1.2.K.F</p> <p>CC.1.2.K.I-L</p>	<p><b>Counting and Cardinality</b></p> <p>CC.2.1.K.A.1</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>Economics</b></p> <p>6.1.K.B: Identify family wants and needs.</p> <p>6.1.K.C: Identify choices to meet needs.</p> <p>6.4.K.D: Identify individual wants and needs.</p>	<p>13.1.3.b Identify current personal interests.</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.K.B-D</p> <p><b>Reading Literature</b></p> <p>CC.1.3.K.F</p> <p>CC.1.3.K.I-K</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.K.A-G</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.K.A-C</p> <p>CC1.2.K.F</p> <p>CC.1.2.K.I-L</p>	<p><b>Counting and Cardinality</b></p> <p>CC.2.1.K.A.2</p> <p><b>Measurement and Data</b></p> <p>CC.2.4.K.A.4</p>

# JA Ourselves

Session Details	Social Studies Standards	Career, Education, and Work	PA ELA	PA MATH
<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>Civics and Government</b></p> <p>5.2.K.B: Identify a problem and discuss possible solutions.</p> <p><b>Economics</b></p> <p>6.2.K.D: Identify currency and how it is used.</p> <p>6.2.K.A: Identify goods and consumers.</p> <p>6.4.K.A: Identify the specialized role performed by each member of the family.</p>	<p>13.1.3 d Identify the range of jobs in a community.</p> <p>13.3.3 F. Identify the changes in family and friend’s roles at home, at school and in the community.</p> <p>13.3.3 D. Explain how money is used.</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.K.B-E</p> <p><b>Writing</b></p> <p>CC.1.4.K. A-F</p> <p>CC.1.4.K.L</p> <p>CC.1.4.K.O</p> <p><b>Reading Literature</b></p> <p>CC.1.3.K.F</p> <p>CC.1.3.K.I-K</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.K.A-G</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.K.A-C</p> <p>CC.1.2.K.F</p>	<p><b>Counting and Cardinality</b></p> <p>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>Economics</b></p> <p>6.2.K.D: Identify currency and how it is used.</p> <p><b>Geography</b></p> <p>7.1.K.B: Describe the location of places in the home, school, and community to gain an understanding of relative location.</p>	<p>13.3.3 D. Explain how money is used.</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.K.B-D</p> <p><b>Reading Literature</b></p> <p>CC.1.3.K.F</p> <p>CC.1.3.K.I-K</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.K.A-G</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.K.A-C</p> <p>CC1.2.K.F</p> <p>CC.1.2.K.I-L</p>	<p><b>Counting and Cardinality</b></p> <p>CC.2.1.K.A.1</p> <p><b>Measurement and Data</b></p> <p>CC.2.4.K.A.4</p>

# JA Ourselves

Session Details	Social Studies Standards	Career, Education, and Work	PA ELA	PA 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>Civics and Government</b></p> <p>5.2.K.C: Identify classroom projects/ activities that support leadership and service.</p>	<p>13.3.3 A. Identify attitudes and work habits that contribute to success at home and school.</p> <p>13.3.3 B. Identify how to cooperate at both home and school.</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.K.B-E</p> <p><b>Writing</b></p> <p>CC.1.4.K. A-F</p> <p>CC.1.4.K.L</p> <p>CC.1.4.K.O</p> <p><b>Reading Literature</b></p> <p>CC.1.3.K.F</p> <p>CC.1.3.K.I-K</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.K.A-G</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.K.A-C</p> <p>CC.1.2.K.F</p>	<p><b>Counting and Cardinality</b></p> <p>CC.2.1.K.A.1-3</p>

# JA Our Families

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA ELA	PA 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>5. Civics</b></p> <p>5.1.1.A. Explain the purposes of rules in the classroom and school community.</p> <p>5.1.1.B. Explain the importance of rules in the classroom.</p> <p>5.1.1.C. Define equality and the need to treat everyone equally.</p> <p><b>6.1 Economics</b></p> <p>6.4.1.D. Describe how individuals differ in their wants and needs and why people buy and sell things.</p>	<p>13.1.3.A. Recognize that individuals have unique interests.</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.1.B-E</p> <p><b>Writing</b></p> <p>CC.1.4.1.F</p> <p>CC.1.4.1.H-L</p> <p>CC.1.4.1.T</p> <p>CC.1.4.1.W</p> <p><b>Reading Literature</b></p> <p>CC.1.3.1.A-C</p> <p>CC.1.3.1.F-H</p> <p>CC.1.3.1.I-K</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.1.A-B</p> <p>CC.1.5.1.D</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.1.A-C</p> <p>CC.1.2.1.F</p>	<p><b>Mathematical Practices</b></p> <p>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>5. Civics</b></p> <p>5.2.1.A. Identify and explain the importance of responsibilities at school and at home.</p> <p><b>6.1 Economics</b></p> <p>6.1.1.B. Identify classroom wants and needs.</p> <p>6.1.1.A. Identify scarcity of resources within the family.</p> <p>6.1.1.C. Identify choice based on needs versus wants.</p> <p>6.5.1.D. Identify ways to earn money.</p>	<p>13.3.3 D. Explain how money is used.</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.1.B-E</p> <p><b>Writing</b></p> <p>CC.1.4.1.F</p> <p><b>Reading Literature</b></p> <p>CC.1.3.1.A</p> <p>CC.1.3.1.C</p> <p>CC.1.3.1.F-G</p> <p>CC.1.3.1.I-K</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.1.A</p> <p>CC.1.5.1.C</p> <p>CC.1.5.1.D</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.1.A</p> <p>CC.1.2.1.B</p> <p>CC.1.2.1.F-G</p>	<p><b>Measurement and Data</b></p> <p>CC.2.4.1.A.4</p> <p><b>Mathematical Practices</b></p> <p>1-2</p> <p>4-5</p> <p>7-8</p>

# JA Our Families

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA ELA	PA Math
<p><b>Session Three: Businesses All Around the Neighborhood</b></p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p><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>6. Economics</b></p> <p>6.2.1.A. Identify goods, consumers, and producers.</p> <p>6.3.1.A. Identify examples of goods and services.</p> <p>6.5.1.A. Identify individuals who work for wages in the community.</p> <p>6.5.1.C. Identify businesses and their corresponding goods and services.</p>	<p>13.1.3 d. Identify the range of jobs in a community.</p> <p>13.1.3.E. Describe the work done by school personnel and other individuals in the community.</p> <p>13.4.3 A. Define entrepreneurship.</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.1.B-E</p> <p><b>Writing</b></p> <p>CC.1.4.1.A</p> <p>CC.1.4.1.D</p> <p>CC.1.4.1.T</p> <p>CC.1.4.1.W</p> <p><b>Reading Literature</b></p> <p>CC.1.3.1.A-C</p> <p>CC.1.3.1.F-H</p> <p>CC.1.3.1.I-K</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.1.A-B</p> <p>CC.1.5.1.D</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.1.A-B</p> <p>CC.1.2.1.F</p> <p>CC.1.2.A.G</p>	<p><b>Measurement and Data</b></p> <p>CC.2.4.1.A.4</p> <p><b>Mathematical Practices</b></p> <p>1-2</p> <p>5-8</p>
<p><b>Session Four: Jobs All Around the Neighborhood</b></p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p><b>Objectives:</b></p> <p><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>5. Civics</b></p> <p>5.1.E. Describe students' responsibilities in the school and community.</p> <p><b>6.1 Economics</b></p> <p>6.5.1.B. Identify different jobs and the purpose of each.</p> <p>6.5.1.C. Identify businesses and their corresponding goods and services.</p>	<p>13.1.3.C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.</p> <p>13.1.3 d. Identify the range of jobs in a community.</p> <p>13.4.3 B. Describe the character traits of successful entrepreneurs, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Creative thinking</li> <li>• Ethical behavior</li> <li>• Leadership</li> <li>• Positive attitude</li> <li>• Risk-taking</li> </ul>	<p><b>Foundational Skills</b></p> <p>CC.1.1.1.B-E</p> <p><b>Writing</b></p> <p>CC.1.4.1.A</p> <p>CC.1.4.1.F, L</p> <p>CC.1.4.1.T</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.1.A-B</p> <p>CC.1.5.1.D</p> <p>CC.1.5.1.F</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.A.G</p>	<p><b>Mathematical Practices</b></p> <p>1-2</p> <p>4-5</p> <p>7-8</p>

# JA Our Families

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA ELA	PA Math
<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>5. Civics</b></p> <p>5.2.1.C. Identify school projects / activities that support leadership and public service.</p> <p>6.1 Economics</p> <p>6.2.1.C. Identify advertisements that encourage us to buy things based on want rather than need.</p> <p>6.2.1.D. Explain the role of money in determining price</p> <p>6.2.1.E. Identify the impact on a community when a business opens.</p> <p><b>Entrepreneurship</b></p> <p>13.4.3.C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to, bake sale, crafts, lemonade stand, pet care.</p>	<p>13.1.3 d. Identify the range of jobs in a community.</p> <p>13.4.3 C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Bake sale</li> <li>• Crafts</li> <li>• Lemonade stand</li> <li>• Pet care</li> </ul>	<p><b>Foundational Skills</b></p> <p>CC.1.1.1.B-E</p> <p><b>Writing</b></p> <p>CC.1.4.1.A</p> <p>CC.1.4.1.D</p> <p>CC.1.4.1.T</p> <p>CC.1.4.1.W</p> <p><b>Reading Literature</b></p> <p>CC.1.3.1.A-C</p> <p>CC.1.3.1.F-H</p> <p>CC.1.3.1.I-K</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.1.A-B</p> <p>CC.1.5.1.D</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.1.A-B</p> <p>CC.1.2.1.F</p> <p>CC.1.2.A.G</p>	<p><b>Operations and Algebraic Thinking</b></p> <p>CC.2.2.1.A.1-2</p> <p><b>Measurement and Data</b></p> <p>CC.2.4.1.A.4</p> <p><b>Mathematical Practices</b></p> <p>2-4</p> <p>7-8</p>



# JA Our Community

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA ELA	PA 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>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>5.2.2.D Explain responsible community behavior.</p> <p>6.5.2.B Differentiate how different job skills impact earnings.</p>	<p>13.1.3 A. Recognize that individuals have unique interests.</p> <p>13.1.3 d Identify the range of jobs in a community.</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.2.D-E</p> <p><b>Writing</b></p> <p>CC.1.4.2.F</p> <p>CC.1.4.2.L</p> <p>CC.1.4.2.R</p> <p><b>Reading Literature</b></p> <p>CC.1.3.2.B</p> <p>CC.1.3.2.G</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.2.A-D</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.2.B</p> <p>CC.1.2.2.E-F</p>	<p><b>Geometry</b></p> <p>CC.2.3.2.A.1</p> <p><b>Mathematical Practices</b></p> <p>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>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>6.2.2.A Identify goods, services, consumers, and producers in the local community.</p>	<p>13.1.3 F. Explore how people prepare for careers.</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.2.D-E</p> <p><b>Writing</b></p> <p>CC.1.4.2.A-D</p> <p><b>Reading Literature</b></p> <p>CC.1.3.2.B</p> <p>CC.1.3.2.G</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.2.A-G</p>	<p><b>Operations and Algebraic Thinking</b></p> <p>CC.2.2.1.A.1</p> <p><b>Measurement and Data</b></p> <p>CC.2.4.2.A.2</p>

# JA Our Community

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA ELA	PA Math
<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>5.3.2.A Identify the role government plays in the community (education, transportation).</p> <p>5.3.2.I Define taxes and why they are paid.</p> <p>6.3.2.C Define taxes and who pays them.</p>	<p>13.1.3 D. Identify the range of jobs in a community.</p> <p>13.1.3 E. Describe the work done by school personnel and other individuals in the community.</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.2.D-E</p> <p><b>Writing</b></p> <p>CC.1.4.2.F</p> <p>CC.1.4.2.L</p> <p>CC.1.4.2.R</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.2.A-D</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.2.B</p> <p>CC.1.2.2.E-F</p>	<p><b>Operations and Algebraic Thinking</b></p> <p>CC.2.2.2.A.1</p> <p><b>Mathematical Practices</b></p> <p>1-2</p> <p>4-5</p> <p>8</p>
<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>5.3.2.A Identify the role government plays in the community (education, transportation).</p> <p>5.3.2.I Define taxes and why they are paid.</p> <p>6.3.2.C Define taxes and who pays them.</p>	<p>N/A</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.2.D</p> <p><b>Writing</b></p> <p>CC.1.4.2.A-D</p> <p>CC.1.4.2.F</p> <p>CC.1.4.2.L</p> <p>CC.1.4.2.R</p> <p>CC.1.4.2.V-W</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.2.A-G</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.2.B</p> <p>CC.1.2.2.E-F</p>	<p><b>Measurement and Data</b></p> <p>CC.2.4.2.A.1</p> <p>CC.2.4.2.A.2</p> <p><b>Mathematical Practices</b></p> <p>2</p> <p>4</p>

# JA Our Community

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA ELA	PA Math
<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>6.4.2.D Identify buyers and sellers and how their wants and needs are addressed.</p>	<p>13.3.3 B. Identify how to cooperate at both home and school.</p> <p>13.3.3 D. Explain how money is used.</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.2.D-E</p> <p><b>Writing</b></p> <p>CC.1.4.2.F</p> <p>CC.1.4.2.L</p> <p>CC.1.4.2.R</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.2.A-D</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.2.B</p> <p>CC.1.2.2.E-F</p>	<p><b>Operations and Algebraic Thinking</b></p> <p>CC.2.2.2.A.1</p> <p><b>Measurement and Data</b></p> <p>CC.2.4.2.A.1</p> <p>CC.2.4.2.A.2</p> <p><b>Mathematical Practices</b></p> <p>1-2</p> <p>5-7</p>

# JA Our Community 2.0

Session Details	Social Studies Standards	Career, Education, and Work	PA ELA and 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 make their community strong.</p> <p>Students will:</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</li> <li>Describe how different jobs require different skills.</li> <li>State how people contribute to and benefit from a community.</li> </ul>	<p>5.2.2.A. Identify and explain the importance of responsibilities at school at home and the community.</p> <p>5.2.2.D Explain responsible community behavior.</p> <p>6.5.2.B Differentiate how different job skills impact earnings.</p> <p>7.2.2.A. Identify the physical characteristics of places.</p>	<p>13.1.3 A. Recognize that individuals have unique interests.</p> <p>13.1.3 D. Identify the range of jobs in a community.</p> <p>13.1.3.E. Describe the work done by school personnel and other individuals in the community.</p> <p>13.1.3.G. Explain why education and training plans are important to careers.</p>	<p><b>Reading Literature</b> CC.1.3.2.B CC.1.3.2.D</p> <p><b>Reading Informational Text</b> CC.1.2.2.B-H</p> <p><b>Writing</b> CC..1.4.2.L CC.1.4.2.T</p> <p><b>Speaking and Listening</b> CC.1.5.2.A-E</p>
<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.</p> <p>Students will:</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>6.2.2.A Identify goods, services, consumers, and producers in the local community.</p>	<p>13.1.3 F. Explore how people prepare for careers.</p>	<p><b>Reading Literature</b> CC.1.3.2.B CC.1.3.2.D</p> <p><b>Reading Informational Text</b> CC.1.2.2.B-H</p> <p><b>Writing</b> CC..1.4.2.L CC.1.4.2.T</p> <p><b>Speaking and Listening</b> CC.1.5.2.A-D</p>

# JA Our Community 2.0

Session Details	Social Studies Standards	Career, Education, and Work	PA ELA and 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.</p> <p>Students will:</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>6.5.2.A. Explain how money earned by individuals is used to meet needs and wants.</p> <p>6.4.2.D Identify buyers and sellers and how their wants and needs are addressed.</p>	<p>13.3.3 D. Explain how money is used.</p>	<p><b>Reading Literature</b> CC.1.3.2.B CC.1.3.2.D</p> <p><b>Reading Informational Text</b> CC.1.2.2.B-H</p> <p><b>Writing</b> CC..1.4.2.L CC.1.4.2.T</p> <p><b>Speaking and Listening</b> CC.1.5.2.A-D</p> <p><b>Operations and Algebraic Thinking</b> CC.2.2.1.A.1 CC.2.2.2.A.1</p> <p><b>Measurement and Data</b> CC.2.4.2.A.4</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.</p> <p>Students will:</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>5.2.2.C Identify community projects/activities that support leadership and public service.</p> <p>5.2.2.D Explain responsible community behavior.</p> <p>5.3.2.J Identify the responsibilities of voters after the vote.</p> <p>6.1.2.D Identify a choice based on community interest.</p>	<p>N/A</p>	<p><b>Reading Literature</b> CC.1.3.2.B CC.1.3.2.D</p> <p><b>Reading Informational Text</b> CC.1.2.2.B-C CC.1.2.2.E CC.1.2.2.J</p> <p><b>Writing</b> CC..1.4.2.G-J CC.1.4.2.V-W</p> <p><b>Speaking and Listening</b> CC.1.5.2.A-D</p>

# JA Our Community 2.0

Session Details	Social Studies Standards	Career, Education, and Work	PA ELA and 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.</p> <p>Students will:</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>5.3.2.A Identify the role government plays in the community (education, transportation).</p> <p>5.3.2.I Define taxes and why they are paid.</p> <p>6.3.2.C Define taxes and who pays them.</p>	<p>13.1.3 d Identify the range of jobs in a community.</p> <p>13.1.3 E. Describe the work done by school personnel and other individuals in the community.</p>	<p><b>Foundations</b> CC.1.1.2.D-E</p> <p><b>Reading Literature</b> CC.1.3.2.B CC.1.3.2.D</p> <p><b>Reading Informational Text</b> CC.1.2.2.B-H</p> <p><b>Writing</b> CC.1.4.2.G-J CC.1.4.2.L CC.1.4.2.W</p> <p><b>Speaking and Listening</b> CC.1.5.2.A-D</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.</p> <p>Students will:</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>N/A</p>	<p>13.1.3.H. Explain how workers in their careers use what is learned in the classroom.</p>	<p><b>Foundations</b> CC.1.1.2.D-E</p> <p><b>Reading Informational Text</b> CC.1.2.2.B-H</p> <p><b>Writing</b> CC.1.4.2.F CC.1.4.2.L CC.1.4.2.R</p> <p><b>Speaking and Listening</b> CC.1.5.2.A-D</p>

# JA Our City

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA ELA	PA 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>6.1.3.C. Explain what is given up when making a choice.</p> <p>6.1.3.D. Identify reasons why people make a choice.</p> <p>6.2.3.D. Demonstrate the importance of money in everyday life.</p> <p>6.4.3.D. Describe how buyers make choices about their wants and needs through purchases.</p> <p>6.5.3.G. Define saving and explain why people save.</p>	<p>13.3.3 D. Explain how money is used.</p>	<p><b>Foundations</b> CC.1.1.3.D-E</p> <p><b>Reading Informational Text</b> CC.1.2.3.E-F</p> <p><b>Writing</b> CC..1.4.3.A-D CC.1.4.3.F CC.1.4.3.V</p> <p><b>Speaking and Listening</b> CC.1.5.2.A-D</p>	<p><b>Measurement and Data</b> CC.2.4.3.A.5</p> <p><b>Mathematical Practices</b> 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>6.2.3.A. Identify goods, services, consumers, and producers in the local community.</p> <p>6.2.3.G. Identify characteristics of the local economy.</p>	<p>13.3.3 D. Explain how money is used.</p>	<p><b>Foundations</b> CC.1.1.3.D-E</p> <p><b>Reading Informational Text</b> CC.1.2.3.A-E</p> <p><b>Writing</b> CC.1.4.3.F CC.1.4.3.V</p> <p><b>Speaking and Listening</b> CC.1.5.2.A-D</p>	<p><b>Operations and Algebraic Thinking</b> CC.2.2.3.A.4</p> <p><b>Mathematical Practices</b> 1-8</p>

# JA Our City

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA ELA	PA Math
<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>6.2.3.A. Identify goods, services, consumers, and producers in the local community.</p> <p>6.2.3.C. Identify types of advertising designed to influence personal choice.</p> <p>6.2.3.D. Demonstrate the importance of money in everyday life.</p> <p>6.5.3.A. Explain why people work.</p> <p>6.5.3.C. Describe how different businesses meet the needs and wants of families.</p> <p>6.5.3.F. Define entrepreneurship.</p>	<p>13.4.3 A. Define entrepreneurship.</p> <p>13.4.3 C. Describe age-appropriate entrepreneurial opportunities, such as,</p> <ul style="list-style-type: none"> <li>Bake sale</li> <li>Crafts</li> <li>Lemonade stand</li> <li>Pet care</li> </ul> <p>13.4.3 B. Describe the character traits of successful entrepreneurs...</p>	<p><b>Foundations</b> CC.1.1.3.D-E</p> <p><b>Reading Informational Text</b> CC.1.2.3.A-E</p> <p><b>Writing</b> CC.1.4.3.F CC.1.4.3.V</p> <p><b>Speaking and Listening</b> CC.1.5.2.A-D</p>	<p><b>Operations and Algebraic Thinking</b> CC.2.2.3.A.4</p> <p><b>Numbers Base Ten</b> CC.2.1.3.B.1</p> <p><b>Mathematical Practices</b> 1-2 4-8</p>
<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>6.2.3.D. Demonstrate the importance of money in everyday life.</p> <p>6.3.3.A. Identify goods and services provided by the government.</p> <p>6.3.3.C. Define tax and explain the relationship between taxation and government services.</p> <p>6.4.3.C. Identify different organizations that are part of the economic system (banks, small businesses, big corporations).</p> <p>6.5.3.H. Identify the role of banks in our local community.</p>	<p>13.3.3 D. Explain how money is used.</p>	<p><b>Foundations</b> CC.1.1.3.D-E</p> <p><b>Reading Informational Text</b> CC.1.2.3.A-E</p> <p><b>Writing</b> CC.1.4.3.F CC.1.4.3.V</p> <p><b>Speaking and Listening</b> CC.1.5.2.A-D</p>	<p><b>Operations in Algebra</b> CC.2.2.3.A.4</p> <p><b>Numbers Base Ten</b> CC.2.1.3.B.1</p> <p><b>Mathematical Practices</b> 1-8</p>



# JA Our City

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA ELA	PA Math
<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>6.2.3.D. Demonstrate the importance of money in everyday life.</p> <p>6.2.3.E. Describe the effect of local businesses opening and closing.</p> <p>6.2.3.G. Identify characteristics of the local economy.</p> <p>6.4.3.C. Identify different organizations that are part of the economic system (banks, small businesses, big corporations).</p>	<p>13.1.3 A. Recognize that individuals have unique interests.</p>	<p><b>Foundations</b> CC.1.1.3.D-E</p> <p><b>Reading Informational Text</b> CC.1.2.3.A-E</p> <p><b>Writing</b> CC..1.4.3.A-D CC.1.4.3.F CC.1.4.3.V</p> <p><b>Speaking and Listening</b> CC.1.5.2.A-D</p>	<p><b>Operations in Algebra</b> CC.2.2.3.A.4</p> <p><b>Numbers Base Ten</b> CC.2.1.3.B.1</p> <p><b>Mathematical Practices</b> 1-7</p>

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

# JA Our Region

Session Details	Social Studies Standards	Career, Education, and Work	PA ELA	PA Math
<p><b>Session One: Be an Entrepreneur</b></p> <p>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>Economics</b></p> <p>6.5.5.F. Define entrepreneurship and its role in the local community.</p>	<p>13.4.5 A. Identify the risks and rewards of entrepreneurship.</p> <p>13.4.5 B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.</p>	<p><b>Foundations</b></p> <p>CC.1.1.4.D-E</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.4.A-B</p> <p>CC.1.2.4.F-G</p> <p><b>Writing</b></p> <p>CC.1.4.4.F</p> <p>CC.1.4.4.V</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.4.A</p> <p>CC.1.5.4.C</p>	<p><b>Mathematical Practices</b></p> <p>1-2</p> <p>4-7</p>
<p><b>Session Two: Resources–Tools for Entrepreneurs</b></p> <p>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>Economics</b></p> <p>6.1.4.A. Identify scarcity of resources in a local community.</p> <p><b>Geography</b></p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.4.A. Identify the physical characteristics of places and regions.</p>	<p>13.4.5 C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Production</li> <li>• Research and development</li> <li>• Selection of goods and services</li> </ul>	<p><b>Foundations</b></p> <p>CC.1.1.4.D-E</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.4.F-G</p> <p><b>Writing</b></p> <p>CC.1.4.4.A-D</p> <p>CC.1.4.4.E</p> <p>CC.1.4.4.W</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.4.C-D</p> <p>CC.1.5.4.E</p>	<p><b>Mathematical Practices</b></p> <p>1-2</p> <p>4-8</p>

# JA Our Region

Session Details	Social Studies Standards	Career, Education, and Work	PA ELA	PA Math
<p><b>Session Three: Hot Dog Stand Game</b></p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p><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>Economics</b></p> <p>6.1.4.C. Illustrate what individuals or organizations give up when making a choice.</p> <p>6.2.4.B. Determine how sellers compete with one another.</p> <p>6.2.4.D. Explain the role of buyers and sellers in determining prices of products.</p>	<p>13.4.5 C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Production</li> <li>• Research and development</li> <li>• Selection of goods and services</li> </ul>	<p><b>Reading Informational Text</b></p> <p>CC.1.2.4.A</p> <p>CC.1.2.4.C</p> <p>CC.1.2.4.F-G</p> <p><b>Writing</b></p> <p>CC.1.4.4.R</p> <p>CC.1.4.4.E</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.4.A</p> <p>CC.1.5.4.C</p>	<p><b>Numbers and Operations</b></p> <p>CC.2.1.4.B.1</p> <p>CC.2.1.4.C.3</p> <p><b>Mathematical Practices</b></p> <p>1-7</p>
<p><b>Session Four: Entrepreneurs Solve Problems</b></p> <p>Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p><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>Economics</b></p> <p>6.1.4.C. Illustrate what individuals or organizations give up when making a choice.</p> <p>6.1.4.D. Explain what influences the choices people make.</p>	<p>13.4.5 B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.</p> <p>13.4.5 C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Production</li> <li>• Research and development</li> <li>• Selection of goods and services</li> </ul>	<p><b>Foundations</b></p> <p>CC.1.1.4.D-E</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.4.B-C</p> <p>CC.1.2.4.F-G</p> <p><b>Writing</b></p> <p>CC.1.4.4.A-D</p> <p>CC.1.4.4.W</p> <p>CC.1.4.4.R</p> <p>CC.1.4.4.E</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.4.A</p> <p>CC.1.5.4.C-E</p>	<p><b>Mathematical Practices</b></p> <p>1-2</p> <p>4</p> <p>6-7</p>

# JA Our Region

Session Details	Social Studies Standards	Career, Education, and Work	PA ELA	PA Math
<p><b>Session Five: Entrepreneurs Go Global</b></p> <p>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>Economics</b></p> <p>6.2.4.A. Explain how a product moves from production to consumption.</p> <p>6.4.4.B. Explain why nations trade.</p>	<p>NA</p>	<p><b>Reading Foundations</b></p> <p>CC.1.1.4.D-E</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.4.C</p> <p>CC.1.2.4.F</p> <p>CC.1.2.4.G</p> <p><b>Writing</b></p> <p>CC.1.4.4.A-D</p> <p>CC.1.4.4.W</p> <p>CC.1.4.4.R</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.4.A-D</p>	<p>NA</p>

# JA Our Nation

Session Details	Social Studies Standards	Career, Education, and Work	PA ELA	PA 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>Economics</b></p> <p>6.1.5.B: Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good.</p> <p>6.1.5.C: Explain how people’s choices have different economic consequences.</p>	<p>NA</p>	<p><b>Reading Foundations</b></p> <p>CC.1.1.5.D-E</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.5.B</p> <p>CC.1.2.5.A</p> <p>CC.1.2.5.G</p> <p><b>Writing</b></p> <p>CC.1.4.5.R</p> <p>CC.1.4.5.E</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.5.A-D</p> <p>CC.1.5.5.F</p>	<p><b>Numbers Base Ten</b></p> <p>CC.2.1.5.B.1</p> <p>CC.2.1.5.B.2</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>Economics</b></p> <p>6.1.5.B: Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good.</p> <p>6.1.5.C: Explain how people’s choices have different economic consequences.</p>	<p>13.4.5.A: Identify the risks and rewards of entrepreneurship.</p> <p>13.4.5.B: Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.</p> <p>13.4.5.C: Discuss the steps entrepreneurs take to bring their goods or services to market,</p>	<p><b>Reading Foundations</b></p> <p>CC.1.1.5.D-E</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.5.B</p> <p>CC.1.2.5.A</p> <p>CC.1.2.5.G</p> <p><b>Writing</b></p> <p>CC.1.4.5.R</p> <p>CC.1.4.5.E</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.5.A-D</p> <p>CC.1.5.5.F</p>	<p><b>Operations and Algebraic Thinking</b></p> <p>CC.2.2.5.A.1</p> <p><b>Numbers Base Ten</b></p> <p>CC.2.1.5.B.2</p>

# JA Our Nation

Session Details	Social Studies Standards	Career, Education, and Work	PA ELA	PA Math
<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>Economics</b></p> <p>6.5.5.B: Differentiate the requirements for different careers and occupations.</p>	<p>13.1.5.A: Describe the impact of individual interests and abilities on career choices.</p> <p>13.1.5.B: Describe the impact of personal interest and abilities on career choices.</p>	<p><b>Reading Foundations</b></p> <p>CC.1.1.5.D-E</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.5.A-B</p> <p>CC.1.2.5.F-G</p> <p><b>Writing</b></p> <p>CC.1.4.5.R</p> <p>CC.1.4.5.E</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.5.A-D</p> <p>CC.1.5.5.F</p>	<p><b>Numbers Base Ten</b></p> <p>CC.2.1.5.B.2</p>
<p><b>Session Four: Get and Keep the Job!</b></p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b></p> <p><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>Economics</b></p> <p>6.5.5.D: Explain how positive and negative incentives affect individual choices.</p>	<p>13.3.5.A: Explain how student attitudes and work habits transfer from the home and school to the workplace.</p> <p>13.3.5.B: Explain the importance of working cooperatively with others at both home and school to complete a task.</p> <p>13.3.5.C: Identify effective group interaction strategies</p>	<p><b>Reading Foundations</b></p> <p>CC.1.1.5.D-E</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.5.A-B</p> <p>CC.1.2.5.F-G</p> <p><b>Writing</b></p> <p>CC.1.4.5.A-D</p> <p>CC.1.4.5.R</p> <p>CC.1.4.5.E</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.5.A-D</p> <p>CC.1.5.5.F</p>	<p><b>Operations and Algebraic Thinking</b></p> <p>CC.2.2.5.A.1</p> <p><b>Numbers Base Ten</b></p> <p>CC.2.1.5.B.2</p>

# JA Our Nation

Session Details	Social Studies Standards	Career, Education, and Work	PA ELA	PA Math
<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>Economics</b></p> <p>6.4.5.A: Explain why people specialize in the production of goods and services and divide labor.</p> <p>6.4.5.B: Explain the growth in international trade.</p> <p><b>Geography</b></p> <p>7.1.5.A: Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p>	<p>NA</p>	<p><b>Reading Foundations</b></p> <p>CC.1.1.5.D-E</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.5.A-B</p> <p>CC.1.2.5.F-G</p> <p><b>Writing</b></p> <p>CC.1.4.5.R</p> <p>CC.1.4.5.E</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.5.A-D</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>Economics</b></p> <p>6.2.5.F: Compare and contrast types of private economic institutions</p>	<p>NA</p>	<p><b>Writing</b></p> <p>CC.1.4.5.R</p> <p>CC.1.4.5.E</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.5.A-D</p>	<p>NA</p>

# JA More than Money

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA ELA	PA 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>Economics</b></p> <p>6.5.5.D. Explain how positive and negative incentives affect individual choices.</p> <p>6.5.5.G. Identify the costs and benefits of saving.</p> <p>6.5.3.A. Explain why people work.</p> <p>6.5.5.A. Describe how the availability of goods and services is made possible by the work of members of the society.</p>	<p>13.3.3 D. Explain how money is used.</p>	<p><b>Reading Foundations</b></p> <p>CC.1.1.3.D-E</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.3.B</p> <p>CC.1.2.3.C</p> <p>CC.1.2.3.F</p> <p><b>Writing</b></p> <p>CC.1.4.3.R</p> <p>CC.1.4.3.E</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.3.A</p> <p>CC.1.5.3.D</p>	<p><b>Numbers Base Ten</b></p> <p>CC.2.1.3.B.1</p> <p><b>Mathematical Practices</b></p> <p>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>Economics</b></p> <p>6.5.5.F. Define entrepreneurship and its role in the local community.</p> <p><b>Consumer Science</b></p> <p>11.1.3.G. Identify the services that communities provide for individuals and families.</p>	<p>13.1.5.A. Describe the impact of individual interests and abilities on career choices</p> <p>13.1.5. B. Describe the impact of personal interest and abilities on career choices.</p> <p>13.1.5.H. Connect personal interests and abilities and academic strengths to personal career options.</p>	<p><b>Reading Foundations</b></p> <p>CC.1.1.3.D-E</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.3.A</p> <p>CC.1.2.3.C</p> <p>CC.1.2.3.F</p> <p>CC.1.2.3.D</p> <p><b>Writing</b></p> <p>CC.1.4.3.R</p> <p>CC.1.4.3.E</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.3.A-C</p> <p>CC.1.5.3.E</p>	<p><b>Numbers Base Ten</b></p> <p>CC.2.1.3.B.1</p> <p><b>Mathematical Practices</b></p> <p>1-8</p>



# JA More than Money

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA ELA	PA Math
<p><b>Session Three: Build a Business</b></p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p><b>Objectives:</b></p> <p><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>Consumer Science</b></p> <p>11.1.3.E. Explain the relationship between work and income.</p>	<p>13.4.5.A. Identify the risks and rewards of entrepreneurship.</p> <p>13.4.5.C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:</p> <p>Marketing, Production, Research and development, Selection of goods and services</p>	<p><b>Reading Foundations</b></p> <p>CC.1.1.3.D-E</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.3.A</p> <p>CC.1.2.3.C-F</p> <p><b>Writing</b></p> <p>CC.1.4.3.R</p> <p>CC.1.4.3.E</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.3.A</p> <p>CC.1.5.3.E</p>	<p><b>Numbers Base Ten</b></p> <p>CC.2.1.3.B.1</p> <p><b>Mathematical Practices</b></p> <p>1-2</p> <p>4-8</p>
<p><b>Session Four: Run a Business</b></p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p><b>Objectives:</b></p> <p><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>13.4.5.A. Identify the risks and rewards of entrepreneurship.</p> <p>13.4.5.C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:</p> <p>Marketing, Production, Research and development, Selection of goods and services</p>	<p>13.3.3 D. Explain how money is used.</p>	<p><b>Reading Foundations</b></p> <p>CC.1.1.3.D-E</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.3.A-C</p> <p>CC.1.2.3.E-F</p> <p><b>Writing</b></p> <p>CC.1.4.3.A-D</p> <p>CC.1.4.3.R</p> <p>CC.1.4.3.E</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.3.A-C</p> <p>CC.1.5.3.E</p>	<p><b>Numbers Base Ten</b></p> <p>CC.2.1.3.B.1</p> <p><b>Mathematical Practices</b></p> <p>1-8</p>

# JA More than Money

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA ELA	PA Math
<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>Economics</b></p> <p>6.4.5.C. Explain how and where multinational corporations operate</p> <p>6.4.3.B. Identify examples of trade, imports, and exports in the local community.</p> <p>6.4.4.B. Explain why nations trade.</p> <p>6.4.5.B. Explain the growth in international trade</p> <p><b>Geography</b></p> <p>7.1.3-5.B. Describe and locate places and regions as defined by physical and human features.</p>	<p>NA</p>	<p><b>Reading Foundations</b></p> <p>CC.1.1.3.D-E</p> <p><b>Reading Informational Text</b></p> <p>CC.1.2.3.B</p> <p>CC.1.2.3.C-F</p> <p><b>Writing</b></p> <p>CC.1.4.3.M-P</p> <p>CC.1.4.3.R</p> <p>CC.1.4.3.E</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.3.A-B</p> <p>CC.1.5.3.F</p>	<p>NA</p>

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

# JA Career Exploration Fair K-2

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA 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>6.5.2.A Explain how money earned by individuals is used to meet needs and wants.</p> <p>6.5.2.C Describe the roles of local businesses.</p> <p>6.5.3.A Explain why people work.</p>	<p>NA</p>	<p><b>Foundational Skills</b> CC.1.1.K.D to CC.1.1.2.D</p> <p>CC.1.1.K.E to CC.1.1.2.E</p> <p><b>Writing</b> CC.1.4.K.A-D to CC.1.4.2.A-D</p> <p>CC.1.4.K.T to CC.1.4.2.T</p> <p>CC.1.4.K.W to CC.1.4.2.W</p> <p>CC.1.4.K.E to CC.1.4.2.E</p> <p><b>Speaking and Listening</b> CC.1.5.K.A-G to CC.1.5.2.A-G</p>

# JA Career Exploration Fair K-2

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA ELA
<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>6.5.2.B Different how different job skills impact earnings.</p>	<p>13.1.3.D Identify the range of jobs available in the community</p> <p>13.1.3.F Explore how people prepare for careers.</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.K.D to CC.1.1.2.D</p> <p>CC.1.1.K.E to CC.1.1.2.E</p> <p><b>Writing</b></p> <p>CC.1.4.K.A-D to CC.1.4.2.A-D</p> <p>CC.1.4.K.T to CC.1.4.2.T</p> <p>CC.1.4.K.W to CC.1.4.2.W</p> <p>CC.1.4.K.E to CC.1.4.2.E</p> <p><b>Speaking and Listening</b></p> <p>CC.1.5.K.A-G to CC.1.5.2.A-G</p>

# JA Career Exploration Fair K-2

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA ELA
<p><b>Post-JA Career Exploration Fair Activity: I Think</b></p> <p><b>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>NA</p>	<p>13.1.3.A Recognize that individuals have unique interests.</p>	<p><b>Foundational Skills</b></p> <p>CC.1.1.K.D to CC.1.1.2.D</p> <p>CC.1.1.K.E to CC.1.1.2.E</p> <p><b>Writing</b></p> <p>CC.1.4.K.A-D to CC.1.4.2.A-D</p> <p>CC.1.4.K.T to CC.1.4.2.T</p> <p>CC.1.4.K.W to CC.1.4.2.W</p> <p>CC.1.4.K.E to CC.1.4.2.E</p>

# JA Career Exploration Fair 3-5

Session Descriptions	Social Studies Standards	Career, Education, and Work	PA 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>6.5.3.A Explain why people work.</p>	<p>13.1.5.A. Describe the impact of individual interests and abilities on career choices</p> <p>13.1.5. B. Describe the impact of personal interest and abilities on career choices.</p> <p>13.1.5.H. Connect personal interests and abilities and academic strengths to personal career options.</p>	<p><b>Foundational Skills</b> CC.1.1.3.D-E to CC.1.1.5.D-E</p> <p><b>Speaking and Listening</b> CC.1.5.3.A to CC.1.5.5.A</p> <p>CC.1.5.3.E to CC.1.5.5.E</p> <p><b>Writing</b> CC.1.4.3.E to CC.1.4.5.E</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>6.5.3.B Identify different occupations.</p>	<p>13.1.5.F Investigate people’s rationale for making career choices.</p> <p>13.2.5.A Apply appropriate speaking and listening techniques used in conversation</p>	<p><b>Foundational Skills</b> CC.1.1.3.D-E to CC.1.1.5.D-E</p> <p><b>Speaking and Listening</b> CC.1.5.3.A to CC.1.5.5.A</p> <p>CC.1.5.3.C to CC.1.5.5.C</p> <p>CC.1.5.3.E-F to CC.1.5.5.E-F</p> <p><b>Writing</b> CC.1.4.3.E to CC.1.4.5.E</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>6.5.3.B Identify different occupations.</p> <p>6.5.4.B Identify the requirements for different careers and occupations.</p> <p>6.5.5.B Differentiate the requirements for different careers and occupations.</p>	<p>13.1.5.H. Connect personal interests and abilities and academic strengths to personal career options.</p> <p>13.2.3.D Identify the importance of developing a plan for the future.</p>	<p><b>Foundational Skills</b> CC.1.1.3.D-E to CC.1.1.5.D-E</p> <p><b>Writing</b> CC.1.4.3.E to CC.1.4.5.E</p> <p>CC.1.4.3.T-U to CC.1.4.5.T-U</p>

# JA Career Speaker Series K-5

Session Descriptions	Social Studies Standards	Career, Education, and Work	Common Core ELA
<p><b>Before the Event</b></p> <p>Students prepare questions for the speaker to answer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify skills and interests</li> <li>▪ Explain how the speaker’s job helps people in the community</li> </ul>	<p>6.5.2.A Explain how money earned by individuals is used to meet needs and wants.</p> <p>6.5.2.C Describe the roles of local businesses.</p> <p>6.5.2.B Different how different job skills impact earnings.</p> <p>6.5.3.A Explain why people work.</p>	<p>13.1.3.A Recognize that individuals have unique interests.</p> <p>13.1.3.B Identify current personal interests.</p>	<p><b>Foundational Skills</b> CC.1.1.3.D-E to CC.1.1.5.D-E</p> <p><b>Speaking and Listening</b> CC.1.5.3.A to CC.1.5.5.A</p> <p>CC.1.5.3.E to CC.1.5.5.E</p> <p><b>Writing</b> CC.1.4.3.E to CC.1.4.5.E</p>
<p><b>Speaker Day: Invite a Career Speaker to Class</b></p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Listen to a career speaker.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how interests and skills apply to careers.</li> </ul>	<p>6.5.3.B Identify different occupations.</p>	<p>13.2.3.A Identify appropriate speaking and listening techniques used in conversation.</p> <p>13.2.3.B Discuss resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>☑ Internet</li> <li>☑ Magazines</li> <li>☑ Newspapers</li> </ul>	<p><b>Foundational Skills</b> CC.1.1.3.D-E to CC.1.1.5.D-E</p> <p><b>Speaking and Listening</b> CC.1.5.3.A to CC.1.5.5.A</p> <p>CC.1.5.3.C to CC.1.5.5.C</p> <p>CC.1.5.3.E-F to CC.1.5.5.E-F</p> <p><b>Writing</b> CC.1.4.3.E to CC.1.4.5.E</p>
<p><b>After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize career clusters.</li> <li>▪ Identify careers that relate to personal interests and skills.</li> </ul>	<p>6.5.3.B Identify different occupations.</p> <p>6.5.4.B Identify the requirements for different careers and occupations.</p> <p>6.5.5.B Differentiate the requirements for different careers and occupations.</p>	<p>6.5.3.B Identify different occupations.</p> <p>6.5.4.B Identify the requirements for different careers and occupations.</p> <p>6.5.5.B Differentiate the requirements for different careers and occupations.</p>	<p><b>Foundational Skills</b> CC.1.1.3.D-E to CC.1.1.5.D-E</p> <p><b>Writing</b> CC.1.4.3.E to CC.1.4.5.E</p> <p>CC.1.4.3.T-U to CC.1.4.5.T-U</p>