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

Updated October 2019 
Financial Literacy Standards 
Colorado Career Readiness Essential Skills 

Junior Achievement USA® 
One Education Way 
Colorado Springs, CO 80906 
www.ja.org
Overview

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

In this document, Junior Achievement programs are correlated to the 2020 Colorado Academic standards for Social Studies and Financial Literacy, as well as the Colorado Career Readiness Essential Skills, where appropriate, for grades K-5.

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

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

JA Elementary School Programs

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: This or That? Make a Choice</strong></td>
<td>NA</td>
<td>Reading Foundations RF.K.1-3, Writing W.K.1-2,8, Literature RL.K.7, Speaking and Listening SL.K.1-6, Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.2</td>
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<tr>
<td>Students practice economics by making personal choices.</td>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Identify personal interests</td>
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<td>• Consider the factors that determine their choices</td>
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<td>• Define money</td>
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<tr>
<td>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</td>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Explain the difference between needs and wants</td>
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<td>• Create a simple chart</td>
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<tr>
<td><strong>Session Three: A Penny Earned</strong></td>
<td>K.3.2.b Give examples of the difference between spending income on something you want versus something you need.</td>
<td>Reading Foundations RF.K.1-4, Writing W.K.2,8, Literature RL.K.1-4, RL.K.7, RL.K.9-10, Speaking and Listening SL.K.1-6, Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.3</td>
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<tr>
<td>Students are introduced to storybook characters and examine ways they can earn money.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Describe the role of money in society</td>
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<tr>
<td>• Identify jobs they can do to earn money</td>
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<tr>
<td><strong>Session Four: A Penny Saved</strong></td>
<td>NA</td>
<td>Reading Foundations RF.K.1-4, Literature RL.K.1-4, Speaking and Listening SL.K.1-6, Language L.K.4,6</td>
<td>Counting and Cardinality CC.2.1.K.A.1, Measurement and Data CC.2.4.K.A.4</td>
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<tr>
<td>Students are introduced to the concept of saving.</td>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Explain the importance of saving money</td>
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<td>• Identify a savings goal</td>
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<tr>
<td>• Identify a place where people save money</td>
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</tbody>
</table>
**Session Five: A Penny Shared**

Students are introduced to storybook characters and their plans to earn money for a worthy cause.

**Objectives:**

The students will be able to:
- Explain the importance of giving
- Organize a chronological sequence of events

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<td><strong>Session Five: A Penny Shared</strong></td>
<td>K.1.1.b Identify information from narrative stories that answer questions about the past and add to our collective memory and history.</td>
<td>Reading Foundations RF.K.1-4</td>
<td>Counting and Cardinality CC.2.1.K.A.1-3</td>
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<tr>
<td></td>
<td>K.1.2.a Order sequence information using words. Words to include but not limited to past, present future, days, weeks, months, years, first, next, last, before, and after.</td>
<td>Writing W.K.1,8</td>
<td></td>
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<td></td>
<td>K.1.2.b Explore differences and similarities in the lives of children and families of long ago and today.</td>
<td>Literature RL.K.1-4</td>
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<td></td>
<td>K.1.2.c Explain why knowing the order of events is important.</td>
<td>RL.K.7</td>
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<td></td>
<td>K.3.2.b Give examples of the difference between spending income on something you want versus something you need.</td>
<td>RL.K.9-10</td>
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<td>Speaking and Listening SL.K.1-6</td>
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<td>Language L.K.4,6</td>
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## Session Descriptions

### Session One: All Kinds of Families

The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.

**Objectives:**

- Begin to understand the similarities and differences between families
- Recognize the importance of businesses in neighborhoods

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<tr>
<td>1.1.2.a Identify similarities and differences between themselves and others.</td>
<td>Reading Literature RI.1.1 RI.1.3-4 RI.1.7,9,10</td>
<td>Mathematical Practices 8</td>
</tr>
<tr>
<td>1.3.1.b Give examples of types of jobs people in your family have.</td>
<td>Reading Foundations RF.1.1-4 Writing W.1.2,5,8 Speaking &amp; Listening SL.1.1-2 SL.1.4-5 Language L.1.1-2 L.1.4</td>
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</tbody>
</table>

### Session Two: Money for Needs and Wants

Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.

**Objectives:**

- Describe the difference between needs and wants
- Explain that families must earn money for the things they need and want

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<tr>
<td>1.3.1.c Recognize that people have a choice about what kinds of jobs they do.</td>
<td>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10 Reading Foundations RF.1.1-4 Speaking &amp; Listening SL.1.1-2 SL.1.4 Language L.1.1 L.1.4</td>
<td>Measurement and Data 1.MD.C.4 Mathematical Practices 1-2 4-5 7-8</td>
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<tr>
<td>1.3.2.c Discuss sources of income needed to meet short-term goals such as but not limited to gifts, borrowing, allowances, and income.</td>
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### Session Three: Businesses All Around the Neighborhood

Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.

**Objectives:**

- Define entrepreneur, goods, and services
- Interpret map symbols
- Identify the goods or services businesses provide

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<tr>
<td>1.2.1. b Use terms related to directions - forward and backward, left and right - and distance -near and far- when describing locations 1.2.1.e. Create simple maps showing both human and natural features. 1.2.2.d Give examples of how schools and neighborhoods in different places are alike and different.</td>
<td>Reading Foundations RF.1.1-4 Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10 Writing W.1.2,5,8 Speaking &amp; Listening SL.1.1-2 SL.1.4</td>
<td>Measurement and Data 1.MD.C.4 Mathematical Practices 1-2 5-8</td>
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</table>
| **Session Four: Jobs All Around the Neighborhood**  
Students learn that entrepreneurs create businesses, which provide jobs for families.  
**Objectives:**  
The students will be able to:  
- Identify the jobs people do  
- Analyze their own skills to determine ways they can support family members | 1.3.1.a Give examples of different types of business and the goods and services they produce for the community.  
1.3.1.b Give examples of types of jobs people in your family have.  
1.3.1.e Recognize that people have a choice about what kinds of jobs they do. | Reading Foundations RF.1.1-4  
Reading for Information RI.1.6-7  
Writing W.1.5  
Speaking & Listening SL.1.1-2  
SL.1.4-5  
Language L.1.1-2  
L.1.4 | Mathematical Practices  
1-2  
4-5  
7-8 |
| **Session Five: A New Business**  
Students think like entrepreneurs and help advertise a new business needed in the neighborhood.  
**Objectives:**  
The students will be able to:  
- Describe one of the entrepreneurial characteristics—Satisfy a Need or Want | NA | Reading Foundations RF.1.1-4  
Reading for Information RI.1.1  
RI.1.3-4  
RI.1.6-7  
RI.1.10  
Writing W.1.2,5,8  
Speaking & Listening SL.1.1-2  
SL.1.4  
Language L.1.1-2  
L.1.4 | Operations in Algebra OA.1 ELO OA. .6-7  
Measurement and Data 1.MD.C.4  
Mathematical Practices 2  
4  
7-8 |
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<tr>
<td><strong>Session One: People in a Community Working Together</strong></td>
<td></td>
<td>2.1.2.d Compare how communities and neighborhoods are alike and different.</td>
<td>Geometry G.2.2 Mathematical Practices 4</td>
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<tr>
<td>Students learn what a community is and the variety of</td>
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<td>Reading Literature RL.2.1 &lt;br&gt;RL.2.7 &lt;br&gt;Reading Information RI.2.1 &lt;br&gt;RI.2.4-5&lt;br&gt;RI.7</td>
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<td>jobs that people have in a community.</td>
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<td>Reading Foundations RF.2.3-4 &lt;br&gt;Speaking and Listening SL.2.1-4 &lt;br&gt;Language L.2.1-6</td>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will:</td>
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<tr>
<td>▪ Describe a community.</td>
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<td>▪ State how people contribute to and benefit from a</td>
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<td>community.</td>
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<td>▪ Identify the variety of jobs in a community and how</td>
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<td>each requires specific skills.</td>
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</table>
| **Session Two: Sweet “O” Donuts**                       |                          | 2.3.1.b Identify goods and services and recognize examples of each.            | Operations and Algebraic Thinking OA.2.1
| Students learn that workers who produce goods and       |                          | Reading Foundations RF.2.3-4 <br>Writing W.2.2 <br>Speaking and Listening SL.2.1-6 <br>Language L.2.1-6 | Numbers Base Ten NBT.2.1-2 NBT.2.5 <br>Measurement and Data MD.2.7 |
| services earn money for their work.                      |                          |                                                                              |                                         |
| **Objectives:**                                          |                          |                                                                              |                                         |
| The students will:                                       |                          |                                                                              |                                         |
| ▪ Define the terms produce, product, production, goods,  |                          |                                                                              |                                         |
| and services.                                            |                          |                                                                              |                                         |
| ▪ Apply innovation to the production process.            |                          |                                                                              |                                         |
| ▪ Explain that people in a community earn money by       |                          |                                                                              |                                         |
| performing work.                                         |                          |                                                                              |                                         |
| **Session Three: Business and Government Jobs**          |                          | 2.2.1.a Use map keys, legends, symbols, intermediate directions, and compass   | Operations and Algebraic Thinking OA.2.1
<p>| Students explore how the money earned for work moves    |                          | rose to derive information from various maps.                                | Mathematical Practices 1-2              |
| through a community and the impact that money has on    |                          | 2.2.1.b Identify and locate various physical features on a map.              | 4-5                                    |
| people, businesses, and government.                      |                          | 2.2.1.d Identify and locate cultural, human, political, and natural features   | 8                                      |
| <strong>Objectives:</strong>                                          |                          | using map keys and legends.                                                  |                                         |
| The students will:                                       |                          |                                                                              |                                         |
| ▪ Locate businesses and identify government careers.     |                          |                                                                              |                                         |
| ▪ Explain how taxation supports government services.     |                          |                                                                              |                                         |</p>
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<tr>
<td>The Session Four: Let’s Vote! Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</td>
<td>2.3.2.a Identify components of financial decision-making including gathering, evaluating, and prioritizing information based on a financial goal, and predicting the possible outcome of a decision. 2.4.1.c Describe ways in which you can take an active part in improving your school or community.</td>
<td>Reading Foundations RF.2.3 Writing W.2.2 W.2.7-8 Speaking and Listening SL.2.1-6 Language L.2.1</td>
<td>Measurement and Data MD.2.7 MD.2.9 Mathematical Practices 2 4</td>
</tr>
<tr>
<td>Session Five: Money Moves in a Community Students learn about money and how it moves through a community.</td>
<td>2.3.1.c Give examples of choices people make [when resources are scarce.]</td>
<td>Reading Literature RL.2.1 RL.2.4 RL.2.7 Reading for Information RI.2.1 RI.2.3 -5 RI.7 Reading Foundations RF.2.3 Speaking and Listening SL.2.1-4 Language L.2.1-6</td>
<td>Operations and Algebraic Thinking OA.2.1 Numbers Base Ten NBT.2.1-2 NBT.2.5 Measurement and Data MD.2.7 MD.2.9 Mathematical Practices 1-2 5-7</td>
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| **Session One: Earn, Save, Spend, and Donate**  
Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy. | 3.3.1.b Describe and give examples of forms of exchange topics to include, but not limited to, trade and barter.  
3.3.2.a Identify sources of income including gifts, allowances, and earnings.  
3.3.2.c Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals. | Reading for Information  
RI.3.4-5  
Reading Foundations  
RF.3.3-4  
Writing  
W.3.2 <ELO>  
W.3.7 -8<ELO>  
Speaking and Listening  
SL.3.1  
SL.3.3  
SL.3.6  
Language  
L.3.1  
L.3.3  
L.3.4 | Measurement and Data  
MD.3.4  
MD.3.5  
MD.3.6  
Mathematical Practices 1-8 |
| **Objectives:**  
The students will be able to:  
- Describe the four choices we have with money.  
- Define deposits and withdrawals. | | | |
| **Session Two: Invisible Money**  
Students learn about the different forms of money and how people use them to pay for goods and services. | 3.3.1.b Describe and give examples of forms of exchange topics to include but not limited to trade and barter.  
3.3.1.c Describe how the exchange of goods and services between businesses and consumers affects all parties.  
3.3.2.b Recognize that there are costs and benefits associated with borrowing to meet a short-term financial goal. | Reading for Information  
RI.3.1-5  
Reading Foundations  
RF.3.3-4  
Writing  
W.3.7 -8<ELO>  
Speaking and Listening  
SL.3.1-4  
SL.3.6  
Language  
L.3.1  
L.3.3-4 | Operations and Algebraic Thinking  
OA.3.8  
OA.3.9  
Mathematical Practices 1-8 |
| **Objectives:**  
The students will be able to:  
- Define goods and services.  
- Explain how people spend money.  
- Recognize methods of payment and whether they are readily visible or invisible. | | | |
| **Session Three: How Do I Become an Entrepreneur?**  
When entrepreneurs create businesses, they help keep cities alive and healthy. | 3.3.2.c Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals.  
3.3.1.a Describe the difference between producers and consumers and explain how they need each other. | Reading for Information  
RI.3.1-5  
Reading Foundations  
RF.3.3-4  
Speaking and Listening  
SL.3.1-3  
SL.3.6  
Language  
L.3.1  
L.3.3-4 | Operations and Algebraic Thinking  
OA.3.8  
Numbers Base Ten  
NBT.3.2  
Mathematical Practices 1-2  
4-8 |
| **Objectives:**  
The students will be able to:  
- Define entrepreneur, producer, and consumer.  
- Explain the need for a business plan.  
- Discuss the ways in which entrepreneurs help a city. | | | |

*ELO* - Indicates a skill best supported by an Extended Learning Opportunity
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| **Session Four: Money Choices Make the City Go Round**<br>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.  
**Objectives:**<br>The students will be able to:<br>• Demonstrate the importance of money in everyday life.<br>• Describe how money flows through a city’s economy.<br>• Explain taxes and how the city government uses the money to pay for the goods and services it provides.<br>3.3.1.c Describe how the exchange of goods and services between businesses and consumers affects all parties.<br>3.3.1.e Give examples of how trade benefits individuals and communities and increases interdependency. | Reading for Information RI.3.1 RI.3.3-6 Reading Foundations RF.3.3-4 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.1 L.3.3 L.3.4 | Operations in Algebra OA.3.8 OA.3.9 Numbers Base Ten NBT.3.2 | Mathematical Practices 1-8 |
| **Session Five: Let’s Build a City**<br>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.  
**Objectives:**<br>The students will be able to:<br>• Describe how personal choices make a city a good place to live, work, play, and go to school.  
3.2.1.a Read and interpret information from geographic tools and formulate geographic questions.<br>3.2.1.b Locate the community on a map and describe its natural and human features.<br>3.2.1.c Identify geography-based problems and examine the ways that people have tried to solve them.<br>3.3.1.e Give examples of how trade benefits individuals and communities and increases interdependency. | Reading for Information RI.3.1 RI.3.3-6 Reading Foundations RF.3.3-4 Writing W.3.2 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.1,3,4 | Operations in Algebra OA.3.8 Numbers Base Ten NBT.3.2 | Mathematical Practices 1-7 |
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<td><strong>Session One: Be an Entrepreneur</strong></td>
<td>4.3.1.a Define positive and negative economic incentives.</td>
<td>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</td>
<td>Mathematical Practices 1-2</td>
</tr>
<tr>
<td>Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying their own entrepreneurial traits.</td>
<td>4.3.1.b Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives.</td>
<td>Reading Foundations RF.4.3-4 Speaking and Listening SL.4.1 SL.4.3 Language L.4.3-4 L.4.6</td>
<td>4-7</td>
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<td><strong>Objectives:</strong></td>
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<td></td>
<td>• Recognize the impact entrepreneurs have on a region</td>
<td></td>
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<tr>
<td></td>
<td>• Apply traits that are common to successful entrepreneurs to their own skills and abilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Two: Resources–Tools for Entrepreneurs</strong></td>
<td>4.2.1.a Answer questions about Colorado regions using maps and other geographic tools.</td>
<td>Reading for Information RI.4.4 RI.4.7</td>
<td>Mathematical Practices 1-2</td>
</tr>
<tr>
<td>Students are introduced to resources and, working in teams, use this information to create new businesses.</td>
<td>4.2.1.b Use geographic grids to locate places on maps and images to answer questions.</td>
<td>Reading Foundations RF.4.3-4 Writing W.4.2 W.4.8 Speaking and Listening SL.4.1-5 Language L.4.3-4 L.4.6</td>
<td>4-8</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>The students will be able to:</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Define natural, human, and capital resources</td>
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<tr>
<td></td>
<td>• Describe how products and services use resources</td>
<td></td>
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<tr>
<td><strong>Session Three: Hot Dog Stand Game</strong></td>
<td>4.3.1.a Define positive and negative economic incentives.</td>
<td>Reading for Information RI.4.2-4 RI.4.7</td>
<td>NBT 4.4</td>
</tr>
<tr>
<td>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</td>
<td></td>
<td>Reading Foundations RF.4.3-4 Speaking and Listening SL.4.1 SL.4.3 Language L.4.1 L.4.3-6</td>
<td>NF.4.7</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>The students will be able to:</td>
<td></td>
<td>Mathematical Practices 1-7</td>
</tr>
<tr>
<td></td>
<td>• Track the revenue and expenses of a business</td>
<td></td>
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<tr>
<td></td>
<td>• Identify the fundamental tasks required to run a business</td>
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<tr>
<td></td>
<td>• Explain the importance of keeping an accurate account of a business’s financial information</td>
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<tr>
<td>Session Details</td>
<td>Academic Standards</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
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</tbody>
</table>
| **Session Four: Entrepreneurs Solve Problems**  
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. | 4.3.2.a Define choice and opportunity cost.  
4.3.2.b Analyze different choices and their opportunity costs.  
4.3.2.d Identify risks that individuals face.  
4.3.2.e Analyze methods of limiting financial risk. | Reading for Information RI.4.1  
RI.4.3-4  
RI.4.7  
Reading Foundations RF.4.3-4  
Writing W.4.2  
W.4.8  
Speaking and Listening SL.4.1-2  
SL.4.4  
Language L.4.1  
L.4.3-4  
L.4.6 | Mathematical Practices 1-2  
4  
6-7 |
| **Objectives:**  
The students will be able to:  
- Demonstrate the problem-solving process  
- Identify the potential risks and rewards in making business decisions | | |
| **Session Five: Entrepreneurs Go Global**  
Students demonstrate the supply chain by working in teams to build a sticker-sheet computer. | 4.2.2.d Describe how places [in Colorado] are connected by movement of goods and services and technology. | Reading for Information RI.4.3-4  
RI.4.7  
Reading Foundations RF.4.3-4  
Speaking and Listening SL.4.1-4  
Language L.4.1  
L.4.3-4  
L.4.6 | NA |
### Session Details | Academic Standards | Common Core English Language Arts | Common Core Math
---|---|---|---
**Session One: Free to Choose Your Work or Business**<br>Students are introduced to the nation’s free market system and how it supports businesses and careers.<br><br>**Objectives:**<br>The students will be able to:<br>- Identify the characteristics of a free market economy<br>- Explain how pricing guides economic decisions<br>5.3.1.a Define a capitalist market economy.<br>5.4.1.a Describe and provide sources and examples of individual rights.<br>Reading for Information<br>RI.5.1-2<br>RI.5.4<br>RI.5.7<br>Reading Foundations<br>RF.5.3-4<br>Speaking and Listening<br>SL.5.1-4<br>SL.5.6<br>Language<br>L.5.1-5<br>Operations and Algebraic Thinking<br>OA.5.2<br>Numbers Base Ten<br>NBT.5.6-7

**Session Two: Innovation Nation**<br>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.<br><br>**Objectives:**<br>The students will be able to:<br>- Define entrepreneur and entrepreneurship<br>- Describe resources and how entrepreneurs use them<br>- Explore STEM skills and the process of innovation<br>Career Readiness Essential Skills<br>Entrepreneurial<br>- Critical thinking and problem solving<br>- Creativity and innovation<br>Civic/Interpersonal<br>- Collaboration and teamwork<br>Reading for Information<br>RI.5.1-2<br>RI.5.4<br>RI.5.7<br>Reading Foundations<br>RF.5.3-4<br>Writing<br>WS.5.2<br>WS.5.4<br>Speaking and Listening<br>SL.5.1-4<br>SL.5.6<br>Language<br>L.5.1-5<br>Operations and Algebraic Thinking<br>CC.2.2.5.A.1<br>Numbers Base Ten<br>CC.2.1.5.B.2

**Session Three: Career Quest**<br>Students learn about career clusters.<br><br>**Objectives:**<br>The students will be able to:<br>- Examine career groupings and the skills necessary for a variety of careers.<br>Career Readiness Essential Skills<br>Personal<br>- Initiative and self-direction<br>Professional<br>- Career literacy<br>Reading for Information<br>RI.5.1-2<br>RI.5.4<br>RI.5.7<br>Reading Foundations<br>RF.5.3-4<br>Speaking and Listening<br>SL.5.1-4<br>SL.5.6<br>Language<br>L.5.1-5<br>Numbers Base Ten<br>CC.2.1.5.B.2
## Session Four: Get and Keep the Job!

Students examine important work-readiness and behavioral skills needed for career success.

### Objectives:

The students will be able to:
- Identify the soft skills wanted by today’s employers

### Academic Standards: Career Readiness Essential Skills

- Civic/Interpersonal
  - Communication
  - Global and cultural awareness
  - Ethics and integrity

### Common Core English Language Arts

- Reading for Information
  - RI.5.1-2
  - RI.5.4
  - RI.5.7
- Reading Foundations
  - RF.5.3-4
- Writing
  - WS.5.2
  - WS.5.4
- Speaking and Listening
  - SL.5.1-4
  - SL.5.6
- Language
  - L.5.1-5

### Common Core Math

- Operations and Algebraic Thinking
  - CC.2.2.5.A.1
- Numbers Base Ten
  - CC.2.1.5.B.2

## Session Five: Global Connections

Students explore how the United States is connected to the global economy.

### Objectives:

The students will be able to:
- Discuss why businesses specialize and trade
- Define opportunity cost

### Academic Standards

- 4.3.2.a Define choice and opportunity cost.
- 4.3.2.b Analyze different choices and their opportunity costs.*

### Common Core English Language Arts

- Reading for Information
  - RI.5.1-2
  - RI.5.4
  - RI.5.7
- Reading Foundations
  - RF.5.3-4
- Speaking and Listening
  - SL.5.1-4
  - SL.5.6
- Language
  - L.5.1-5

### Common Core Math

- NA

## Optional Supplement: Business Organization

Students examine entrepreneurship, free enterprise, and business organization.

### Objectives:

The students will be able to:
- Identify three basic ways businesses are organized.

### Academic Standards

- NA

### Common Core English Language Arts

- Speaking and Listening
  - SL.5.1-4
  - Language
  - L.5.1,5

### Common Core Math

- NA
**Session Descriptions**

<table>
<thead>
<tr>
<th>Session One: The Money Garden</th>
<th>Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>3.3.1.d Recognize that different currencies and forms of exchange that exist and list the functions of money to include but not limited to such topics as medium of exchange, store of value, and measure of value. 5.3.2.a Identify different financial institutions 5.3.2.b Identify the products and services of financial institutions to include but not limited to: checking accounts, savings accounts, investments, and loans.</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
</tr>
</tbody>
</table>
| • Identify the role of money in everyday life  
• Explain the benefits of using a savings account |  |

<table>
<thead>
<tr>
<th>Session Two: Create a Business</th>
<th>Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students learn about the ways in which people's interests and skills can help them identify small businesses they can start.</td>
<td>3.3.1.c Describe how the exchange of goods and services between businesses and consumers affects all parties. 3.3.1.e Give examples of how trade benefits individuals and communities and increases interdependency. 4.3.1.c Explain how the productive resources - natural, human, and capital- [of Colorado] have influenced the types of goods produced and services provided.</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
</tr>
</tbody>
</table>
| • Define business, goods, and services  
• Identify businesses they would like to start that align with their personal interests and skills  
• Appreciate their own roles as entrepreneurs in affecting their community and their world |  |

<table>
<thead>
<tr>
<th>Session Three: Build a Business</th>
<th>Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify the fundamental steps for starting a small business and develop a basic business plan.</td>
<td>3.3.1.a Describe the difference between producers and consumers and explain how they need each other. 3.3.2.c Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals.</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
</tr>
</tbody>
</table>
| • Identify the basic steps for building a small business  
• Develop a basic business plan |  |

*ELO- Indicates a skill best supported by an Extended Learning Opportunity*
### Session Four: Run a Business

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.

**Objectives:**

- Explain why financial institutions lend money
- Explain decision making and the traits of trustworthy borrowers
- Record and track financial gains and losses

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.1.a Define positive and negative economic incentives.</td>
<td>Reading for Information RI.3.1-5 RI.3.7 Reading Foundations RF.3.3-4 Writing W.3.2-4 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.4 L.3.6</td>
<td>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3 4.NBT.4 4.NBT.5 5.NBT.5 5.NBT.7 Mathematical Practices 1-8</td>
</tr>
</tbody>
</table>

### Session Five: Global Success

The students explore the opportunities and challenges of global markets.

**Objectives:**

- Explore reasons why businesses import and export goods
- Describe the economic considerations related to selling in a global market
- Define opportunity cost

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1.e. Give examples of how trade benefits individuals and communities and increases interdependency.</td>
<td>Reading for Information RI.3.1 RI.3.3-7 Reading Foundations RF.3.3-4 Writing W.3.3 Speaking and Listening SL.3.1-2 SL.3.6 Language L.3.1-4 L.3.6</td>
<td>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3 4.NBT.4 4.NBT.5 5.NBT.5 5.NBT.7 Mathematical Practices 1-8</td>
</tr>
</tbody>
</table>
## JA Career Exploration Fair K-2

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
</table>
| **Pre-JA Career Exploration Fair Session: A Job to Do!** 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. **Objectives:** The students will:  
- Define careers.  
- Examine the jobs of family members.  
- Identify jobs within the community. | **Career Readiness Essential Skills**  
- **Civic/Interpersonal**  
  - Core academic foundation  
  - Collaboration and teamwork  
  - Communication  
- **Entrepreneurial**  
  - Inquiry and analysis | Foundationai Skills  
- RF 1  
- RF 2  
- RF 3  
- Writing  
- W 2  
- W 5  
- W 8  
- Speaking and Listening  
- SL 1  
- SL 3  
- SL 4  
- SL 5  
- SL 6  
- Language  
- L 4  
- L 5  
- L 6 |
| **The Day of the Fair** Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions. **Objectives:** The students will:  
- Observe speakers and the tools they use.  
- Identify the variety of careers people have in the community and how each job requires specific skills.  
- Express ideas and questions concerning the jobs people have. | **Career Readiness Essential Skills**  
- **Professional**  
  - Time management  
  - Career literacy  
  - Self-advocacy | Foundationai Skills  
- RF 1  
- RF 2  
- RF 3  
- Writing  
- W 4  
- W 5  
- W 6  
- Speaking and Listening  
- SL 1  
- SL 3  
- SL 4  
- SL 5  
- SL 6  
- Language  
- L 4  
- L 5  
- L 6 |
| **Post-JA Career Exploration Fair Activity: I Think I Want to Be...** Students reflect on their JA Career Exploration Fair experience. **Objectives:** The students will:  
- Begin to identify a future career interest. | **Career Readiness Essential Skills**  
- **Personal**  
  - Initiative and self-direction  
  - Personal responsibility and self-management  
  - Adaptability and flexibility | Foundationai Skills  
- RF 1  
- RF 2  
- RF 3  
- Writing  
- W 4  
- W 5  
- W 6  
- Language  
- L 4  
- L 5  
- L 6 |
### Pre-JA Career Exploration Fair Session: A Job for Everyone

Students reflect on their interests and skills as they consider future careers.

**Objectives:**
The students will:
- Define careers.
- Analyze their interests and skills to learn how they fit in the classroom and the workplace.
- Construct new understandings connected to prior knowledge.

**Career Readiness Essential Skills**
- Civic/Interpersonal
  - Core academic foundation
  - Collaboration and teamwork
  - Communication

- Entrepreneurial
  - Inquiry and analysis

**Common Core ELA**
- Foundational Skills
  - RF 3
  - RF 4
- Speaking and Listening
  - SL 1
  - SL 6
- Language
  - L 4
  - L 5
  - L 6

### The Day of the Fair

Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.

**Objectives:**
The students will:
- Observe speakers and the tools they use.
- Identify the variety of careers people have in the community and how each job requires specific skills.
- Express how jobs require specific interests and skills.
- Examine how school skills apply to career paths.

**Career Readiness Essential Skills**
- Professional
  - Time management
  - Career literacy
  - Self-advocacy

**Common Core ELA**
- Foundational Skills
  - RF 3
  - RF 4
- Speaking and Listening
  - SL 1
  - SL 3
  - SL 5
  - SL 6
- Language
  - L 4
  - L 5
  - L 6

### Post-JA Career Exploration Fair Activity: Someday I’ll Be...

Students reflect on their JA Career Exploration Fair experience.

**Objectives:**
The students will:
- Prepare a personal interest “resume.”
- Begin to identify a future career interest.

**Career Readiness Essential Skills**
- Personal
  - Initiative and self-direction
  - Personal responsibility and self-management
  - Adaptability and flexibility

**Common Core ELA**
- Foundational Skills
  - RF 3
  - RF 4
- Writing
  - W.4
  - W.5
  - W.6
- Language
  - L 4
  - L 5
  - L 6
### JA Career Speaker Series K-5

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before the Event</strong></td>
<td><strong>Career Readiness Essential Skills</strong></td>
<td><strong>Foundational Skills</strong></td>
</tr>
<tr>
<td>Students prepare questions for the speaker to answer.</td>
<td>Civic/Interpersonal:</td>
<td>RF 1</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>- Core academic foundation</td>
<td>RF 2</td>
</tr>
<tr>
<td>The students will:</td>
<td>- Collaboration and teamwork</td>
<td>RF 3</td>
</tr>
<tr>
<td>- Identify skills and interests</td>
<td>- Communication</td>
<td>RF 4</td>
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<tr>
<td>- Explain how the speaker’s job helps people in the community</td>
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<td>Speaking and Listening</td>
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<td></td>
<td>Entrepreneurial:</td>
<td>SL 1</td>
</tr>
<tr>
<td></td>
<td>- Inquiry and analysis</td>
<td>SL 6</td>
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<td></td>
<td>Language</td>
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<td>L 4</td>
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<td>L 6</td>
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<tr>
<td><strong>Speaker Day: Invite a Career Speaker to Class</strong></td>
<td><strong>Career Readiness Essential Skills</strong></td>
<td><strong>Foundational Skills</strong></td>
</tr>
<tr>
<td>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</td>
<td>Civic/Interpersonal:</td>
<td>RF 1</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>- Core academic foundation</td>
<td>RF 2</td>
</tr>
<tr>
<td>The students will:</td>
<td>- Collaboration and teamwork</td>
<td>RF 3</td>
</tr>
<tr>
<td>- Listen to a career speaker.</td>
<td>- Communication</td>
<td>RF 4</td>
</tr>
<tr>
<td>- Express how jobs require specific interests and skills.</td>
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<td>Speaking and Listening</td>
</tr>
<tr>
<td>- Examine how interests and skills apply to careers.</td>
<td>SL 1</td>
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<td>Language</td>
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<td>L 6</td>
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<tr>
<td><strong>After the Event</strong></td>
<td><strong>Career Readiness Essential Skills</strong></td>
<td><strong>Foundational Skills</strong></td>
</tr>
<tr>
<td>Students reflect on what they learned during their preparation and the speaker event.</td>
<td>Professional:</td>
<td>RF 1</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>- Time management</td>
<td>RF 2</td>
</tr>
<tr>
<td>The students will:</td>
<td>- Career literacy</td>
<td>RF 3</td>
</tr>
<tr>
<td>- Recognize career clusters.</td>
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<td>RF 4</td>
</tr>
<tr>
<td>- Identify careers that relate to personal interests and skills.</td>
<td>Writing</td>
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<td>W.4</td>
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