



Junior  
Achievement®



empowering young people to  
own their economic success®

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

Updated October 2021  
[Illinois Social Science Standards](#)  
[Illinois Social Emotional Standards and Career Student  
Competencies](#)

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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 Academic Standards for Illinois for grades K-5 and Common Core Standards for English Language Arts (ELA) and Mathematics. Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

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

## JA Elementary School Programs

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

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

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

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

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

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

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

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

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

# JA Ourselves

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: This or That? Make a Choice</b></p> <p>Students practice economics by making personal choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify personal interests</li> <li>▪ Consider the factors that determine their choices</li> <li>▪ Define money</li> </ul>	<p><b>Social Science</b> SS.EC.1.K. Explain choices are made because of scarcity (i.e., because we cannot have everything that we want.)</p> <p><b>Social Emotional Learning Standards</b> 1B.1a. Identify one’s likes and dislikes, needs and wants, strengths and challenges.</p> <p><b>Career Student Competencies</b> Describe what they like to do.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Writing W.K.1-2,8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.2</p>
<p><b>Session Two: Do I Need What I Want?</b></p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the difference between needs and wants</li> <li>▪ Create a simple chart</li> </ul>	<p><b>Social Science</b> SS.IS.1.K.-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers. SS.EC.1.K. Explain choices are made because of scarcity (i.e., because we cannot have everything that we want.)</p> <p><b>Career Student Competencies</b> Describe what they think is important</p>	<p>Reading Foundations RF.K.1-3</p> <p>Literature RL.K.1,4 RL.K.7</p> <p>Speaking and Listening SL.K.1-3</p> <p>SL.K.6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.3</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p><b>Session Three: A Penny Earned</b></p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the role of money in society</li> <li>▪ Identify jobs they can do to earn money</li> </ul>	<p><b>Social Science</b> SS.EC.FL.1.1. Explain how people earn pay or income in exchange for work.</p> <p><b>Social Emotional Learning Standards</b> 2A.1a. Recognize that others may experience situations differently from oneself. 2C.1a. Identify ways to work and play well with others. 3C.1b. Identify and perform roles that contribute to one’s family.</p> <p><b>Career Student Competencies</b> Identify workers in different settings. Describe work of family members</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.2,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

# JA Ourselves

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></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> </ul> <p>Identify a place where people save money</p>	<p><b>Social Science</b></p> <p>SS.EC.FL.1.2. Explain that money can be saved or spent on goods and services.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Literature RL.K.1-4</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p><b>Session Five: A Penny Shared</b></p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of giving</li> <li>▪ Organize a chronological sequence of events</li> </ul>	<p><b>Social Science</b></p> <p>SS.H.1.K. Compare life in the past to life today.</p> <p>SS.H.1.1. Create a chronological sequence of multiple events.</p> <p><b>Social Emotional Learning Standards</b></p> <p>2B.1b. Describe positive qualities in others.</p> <p>3C.1b. Identify and perform roles that contribute to one’s family.</p> <p><b>Career Student Competencies</b></p> <p>Describe what they think is important</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.1,8</p> <p>Literature RL.K.1-4</p> <p>RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

# JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: All Kinds of Families</b></p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to understand the similarities and differences between families</li> <li>▪ Recognize the importance of businesses in neighborhoods</li> </ul>	<p><b>Social Science</b>            SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers            SS.CV.1.1. Explain how all people, not just official leaders, play important roles in a community</p> <p><b>Career Student Competencies</b>            Recognize how peers differ from themselves.</p>	<p>Reading Literature            RI.1.1            RI.1.3-4            RI.1.7,9,10</p> <p>Reading Foundations            RF.1.1-4</p> <p>Writing            W.1.2,5,8</p> <p>Speaking &amp; Listening            SL.1.1-2            SL.1.4-5</p> <p>Language            L.1.1-2            L.1.4</p>	<p>Mathematical Practices            8</p>
<p><b>Session Two: Money for Needs and Wants</b></p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the difference between needs and wants</li> <li>▪ Explain that families must earn money for the things they need and want</li> </ul>	<p><b>Social Science</b>            SS.EC.1.1. Explain and give examples of when choices are made that something else is given up.            SS.EC.FL.1.1. Explain how people earn pay or income in exchange for work</p> <p><b>Career Student Competencies</b>            Describe why work is important.</p>	<p>Reading for Information            RI.1.1            RI.1.3-4            RI.1.6-7            RI.1.10</p> <p>Reading Foundations            RF.1.1-4</p> <p>Speaking &amp; Listening            SL.1.1-2            SL.1.4</p> <p>Language            L.1.1            L.1.4</p>	<p>Measurement and Data            1.MD.C.4</p> <p>Mathematical Practices            1-2            4-5            7-8</p>
<p><b>Session Three: Businesses All Around the Neighborhood</b></p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, goods, and services</li> <li>▪ Interpret map symbols</li> <li>▪ Identify the goods or services businesses provide</li> </ul>	<p><b>Social Science</b>            SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.            SS.EC.FL.1.1. Explain how people earn pay or income in exchange for work            SS.G.1.1. Construct and interpret maps and other representations to navigate a familiar place.</p> <p><b>Career Student Competencies</b>            Describe why work is important.</p>	<p>Reading Foundations            RF.1.1-4</p> <p>Reading for Information            RI.1.1            RI.1.3-4            RI.1.6-7            RI.1.10</p> <p>Writing            W.1.2,5,8</p> <p>Speaking &amp; Listening            SL.1.1-2            SL.1.4</p>	<p>Measurement and Data            1.MD.C.4</p> <p>Mathematical Practices            1-2            5-8</p>

# JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Jobs All Around the Neighborhood</b></p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the jobs people do</li> <li>▪ Analyze their own skills to determine ways they can support family members</li> </ul>	<p><b>Social Science</b></p> <p>SS.EC.2.1. Describe the skills and knowledge required to produce certain goods and services.</p> <p>SS.EC.FL.1.1. Explain how people earn pay or income in exchange for work</p> <p><b>Career Student Competencies</b></p> <p>Identify skills they have.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.6-7</p> <p>Writing W.1.5</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>
<p><b>Session Five: A New Business</b></p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</li> </ul>	<p><b>Social Science</b></p> <p>SS.EC.2.1. Describe the skills and knowledge required to produce certain goods and services.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7</p> <p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>2-4</p> <p>7-8</p>

# JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session One: People in a Community Working Together</b></p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe a community.</li> <li>▪ State how people contribute to and benefit from a community.</li> <li>▪ Identify the variety of jobs in a community and how each requires specific skills.</li> </ul>	<p><b>Social Science</b>            SS.G.2.2: Identify some cultural and environmental characteristics of your community and compare to other places.            SS.CV.2.2: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p><b>Career Student Competencies</b>            Distinguish which work activities in their school environment are done by specific people.</p>	<p>Reading Literature            RL.2.1            RL.2.7</p> <p>Reading for Information            RI.2.1            RI.2.4 -5            RI.7</p> <p>Reading Foundations            RF.2.3-4</p> <p>Speaking and Listening            SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Geometry            G.2.2</p> <p>Mathematical Practices            4</p>
<p><b>Session Two: Sweet “O” Donuts</b></p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define the terms produce, product, production, goods, and services.</li> <li>▪ Apply innovation to the production process.</li> <li>▪ Explain that people in a community earn money by performing work.</li> </ul>	<p><b>Social Science</b>            SS.EC.3.2: Compare the goods and services that people in the local community produce and those that are produced in other communities</p> <p><b>Career Student Competencies</b>            Define work and recognize that adults work.</p>	<p>Reading Foundations            RF.2.3-4</p> <p>Writing            W.2.2</p> <p>Speaking and Listening            SL.2.1-6</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking            OA.2.1</p> <p>Numbers Base Ten            NBT.2.1-2            NBT.2.5</p> <p>Measurement and Data            MD.2.7</p>
<p><b>Session Three: Business and Government Jobs</b></p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Locate businesses and identify government careers.</li> <li>▪ Explain how taxation supports government services.</li> </ul>	<p><b>Social Science</b>            SS.EC.FL. 4.2.: Explain that money can be saved or spent on goods and services.            SS.CV.1.2: Explain what governments are and some of their functions (e.g. making and enforcing laws, protecting citizens, and collecting taxes).            SS.IS.1.K.-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p>	<p>Reading for Information            RI.2.1            RI.2.4 -5            RI.7</p> <p>Reading Foundations            RF.2.3-4</p> <p>Speaking and Listening            SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking            OA.2.1</p> <p>Mathematical Practices            1-2            4-5            8</p>

# JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>The Session Four: Let's Vote!</b></p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply a decision-making process.</li> <li>▪ Recognize voting as a way responsible citizens act and contribute to meet a community's needs.</li> </ul>	<p><b>Social Science</b></p> <p>SS.EC.1.2: Demonstrate how our choices can affect ourselves and others in positive and negative ways.</p> <p>SS.IS.6.K-2: Use listening, consensus building, and voting procedures to decide on and take action in their classroom.</p> <p><b>Career Student Competencies</b></p> <p>Recognize activities that interest them and those that do not.</p>	<p>Reading Foundations RF.2.3</p> <p>Writing W.2.2 W.2.7-8</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1</p>	<p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 2 4</p>
<p><b>Session Five: Money Moves in a Community</b></p> <p>Students learn about money and how it moves through a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify coins and money terms.</li> <li>▪ Describe how money flows through a community's economy.</li> </ul>	<p><b>Social Science</b></p> <p>SS.EC.2.2: Explain the role of money in making exchange easier.</p>	<p>Reading Literature RL.2.1 RL.2.4 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.3 -5 RI.7</p> <p>Reading Foundations RF.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 1-2 5-7</p>



# JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: Earn, Save, Spend, and Donate</b></p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the four choices we have with money.</li> <li>▪ Define deposits and withdrawals.</li> </ul>	<p><b>Social Science</b></p> <p>SS.CV.4.3. Describe how people have tried to improve their communities over time.</p> <p>SS.G.2.3. Compare how people modify and adapt to the environment and culture in our community to other places.</p> <p><b>Career Student Competencies</b></p> <p>Recognize why people choose certain work activities and that choices may change.</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2<sup>ELO</sup> W.3.7 -8<sup>ELO</sup></p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Two: Invisible Money</b></p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define goods and services.</li> <li>▪ Explain how people spend money.</li> <li>▪ Recognize methods of payment and whether they are readily visible or invisible.</li> </ul>	<p><b>Social Science</b></p> <p>SS.EC.2.3 Generate examples of the goods and services that governments provide.</p> <p>SS.CV.1.3. Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8<sup>ELO</sup></p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Three: How Do I Become an Entrepreneur?</b></p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, producer, and consumer.</li> <li>▪ Explain the need for a business plan.</li> <li>▪ Discuss the ways in which entrepreneurs help a city.</li> </ul>	<p><b>Social Science</b></p> <p>SS.CV.1.3. Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.</p> <p>SS.EC.1.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-2 4-8</p>

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

# JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Money Choices Make the City Go Round</b></p> <p>Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the importance of money in everyday life.</li> <li>▪ Describe how money flows through a city’s economy.</li> <li>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</li> </ul>	<p><b>Social Science</b>            SS.EC.FL.1.3. Describe the role of banks and other financial institutions in an economy.</p>	<p>Reading for Information            RI.3.1            RI.3.3-6</p> <p>Reading Foundations            RF.3.3-4</p> <p>Speaking and Listening            SL.3.1-3            SL.3.6</p> <p>Language            L.3.1            L.3.3            L.3.4</p>	<p>Operations in Algebra            OA.3.8            OA.3.9</p> <p>Numbers Base Ten            NBT.3.2</p> <p>Mathematical Practices            1-8</p>
<p><b>Session Five: Let’s Build a City</b></p> <p>A healthy city is built on the money choices of consumers, businesses, and the government. A city thrives when these sectors of the economy earn, save, spend, and donate.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe how personal choices make a city a good place to live, work, play, and go to school.</li> </ul>	<p><b>Social Science</b>            SS.EC.1.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.</p>	<p>Reading for Information            RI.3.1            RI.3.3-6</p> <p>Reading Foundations            RF.3.3-4</p> <p>Writing            W.3.2</p> <p>Speaking and Listening            SL.3.1-3            SL.3.6</p> <p>Language            L.3.1,3,4</p>	<p>Operations in Algebra            OA.3.8</p> <p>Numbers Base Ten            NBT.3.2</p> <p>Mathematical Practices            1-7</p>

# JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: Be an Entrepreneur</b></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>Social Science</b> SS.EC.1.4: Explain how profits reward and influence sellers.</p> <p><b>Social Emotional Learning Standards</b> 1B.2a. Describe personal skills and interests that one wants to develop.</p>	<p>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4-7</p>
<p><b>Session Two: Resources–Tools for Entrepreneurs</b></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>Social Science</b> SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.4.3-5.: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>SS.EC. 2.4: Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).</p>	<p>Reading for Information RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-5</p> <p>Language L.4.3-4 L.4.1-6</p>	<p>Mathematical Practices 1-2 4-8</p>
<p><b>Session Three: Hot Dog Stand Game</b></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>Social Science</b> SS.EC.1.4. Explain how profits reward and influence sellers.</p> <p>SS.EC.FL.3.4: Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options).</p>	<p>Reading for Information RI.4.2-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.1 L.4.3-6</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>

# JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Entrepreneurs Solve Problems</b></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</li> <li>▪ business decisions</li> </ul>	<p><b>Social Science</b>            SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p><b>Social Emotional Learning Standards</b>            1C.2a. Describe the steps in setting and working toward goal achievement.</p>	<p>Reading for Information            RI.4.1            RI.4.3-4            RI.4.7</p> <p>Reading Foundations            RF.4.3-4</p> <p>Writing            W.4.2            W.4.8</p> <p>Speaking and Listening            SL.4.1-2            SL.4.4</p> <p>Language            L.4.1            L.4.3-4            L.4.6</p>	<p>Mathematical Practices            1-2            4            6-7</p>
<p><b>Session Five: Entrepreneurs Go Global</b></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>Social Science</b>            SS.G.3.4: Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.</p>	<p>Reading for Information            RI.4.3-4            RI.4.7</p> <p>Reading Foundations            RF.4.3-4</p> <p>Speaking and Listening            SL.4.1-4</p> <p>Language            L.4.1            L.4.3-4            L.4.6</p>	<p>NA</p>

# JA Our Nation

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: Free to Choose Your Work or Business</b></p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the characteristics of a free market economy</li> <li>▪ Explain how pricing guides economic decisions</li> </ul>	<p><b>Social Science</b>            SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.            SS.EC.2.5. Discover how positive incentives (e.g., sale prices and earning money) and negative incentives.</p>	<p>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</p>	<p>Operations and Algebraic Thinking            OA.5.2            Numbers Base Ten            NBT.5.6-7</p>
<p><b>Session Two: Innovation Nation</b></p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur and entrepreneurship</li> <li>▪ Describe resources and how entrepreneurs use them</li> <li>▪ Explore STEM skills and the process of innovation</li> </ul>	<p><b>Social Science</b>            SS.IS.7.3-5. Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p><b>Social Emotional Learning Standards</b>            3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</p> <p><b>Career Student Competencies</b>            Describe stereotypes that are associated with certain jobs.</p>	<p>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</p>	<p>Operations and Algebraic Thinking            CC.2.2.5.A.1            Numbers Base Ten            CC.2.1.5.B.2</p>
<p><b>Session Three: Career Quest</b></p> <p>Students learn about career clusters.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	<p><b>Social Science</b>            SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p><b>Social Emotional Learning Standards</b>            1B.2a. Describe personal skills and interests that one wants to develop.</p>	<p>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</p>	<p>Numbers Base Ten            CC.2.1.5.B.2</p>

# JA Our Nation

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Get and Keep the Job!</b></p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the soft skills wanted by today's employers</li> </ul>	<p><b>Social Emotional Learning Standards</b></p> <p>1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</p> <p>2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p><b>Session Five: Global Connections</b></p> <p>Students explore how the United States is connected to the global economy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss why businesses specialize and trade</li> <li>▪ Define opportunity cost</li> </ul>	<p><b>Social Science</b></p> <p>SS.EC.1.5. Analyze why and how individuals, businesses, and nations around the world specialize and trade.</p> <p>SS.G.2.5. Describe how humans have utilized natural resources in the United States.</p> <p>SS.G.4.5. Compare the environmental characteristics of the United States to other world regions.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>NA</p>
<p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify three basic ways businesses are organized.</li> </ul>	<p><b>Social Science</b></p> <p>SS.EC.1.5. Analyze why and how individuals, businesses, and nations around the world specialize and trade.</p>	<p>Speaking and Listening SL.5.1-4</p> <p>Language L.5.1,5</p>	<p>NA</p>

# JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: The Money Garden</b></p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the role of money in everyday life</li> <li>▪ Explain the benefits of using a savings account</li> </ul>	<p><b>Grade 3</b> SS.EC.FL.1.3. Describe the role of banks and other financial institutions in an economy.</p> <p><b>Grade 4</b> SS.EC.FL.1.4. Analyze how spending choices are influenced by price as well as many other factors (e.g., advertising, peer pressure, options) SS.EC.FL.2.4. Explain that income can be saved, spent on goods and services, or used to pay taxes.</p>	<p>Reading for Information RI.3.1 RI.3.3-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1 L.3.4 L.3.4</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Two: Create a Business</b></p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define business, goods, and services</li> <li>▪ Identify businesses they would like to start that align with their personal interests and skills</li> <li>▪ Appreciate their own roles as entrepreneurs in affecting their community and their world</li> </ul>	<p><b>Grade 3</b> SS.EC.1.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.</p> <p><b>Grade 4</b> SS.EC.2.4. Describe how goods and services are produced using human, natural, and capital resources (e.g., tools and machines).</p> <p><b>Grade 5</b> SS.EC.2.5. Discover how positive incentives (e.g., sale prices and earning money) and negative incentives</p> <p><b>Career Student Competencies</b> Realize that people are influenced by interests and abilities.</p>	<p>Reading for Information RI.3.2-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Three: Build a Business</b></p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the basic steps for building a small business</li> <li>▪ Develop a basic business plan</li> </ul>	<p><b>Grade 3</b> SS.CV.3.3. Compare procedures for making decisions in the classroom, school, and community.</p> <p><b>Grade 4</b> SS.EC.FL.1.4. Analyze how spending choices are influenced by price as well as many other factors (e.g., advertising, peer pressure, options)</p> <p><b>Career Student Competencies</b> Imagine what their lives might be like in the future.</p>	<p>Reading for Information RI.3.2-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NF.4.7</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-2 4-8</p>

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

# JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Run a Business</b></p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain why financial institutions lend money</li> <li>▪ Explain decision making and the traits of trustworthy borrowers</li> <li>▪ Record and track financial gains and losses</li> </ul>	<p><b>Grade 3</b> SS.EC.FL.2.3. Explain that when people borrow, they receive something of value now and agree to repay the lender over time.</p> <p><b>Grade 5</b> SS.EC.FL.1.5. Explain that interest is the price the borrower pays for using someone else’s money.</p>	<p>Reading for Information RI.3.1-5 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Five: Global Success</b></p> <p>The students explore the opportunities and challenges of global markets.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explore reasons why businesses import and export goods</li> <li>▪ Describe the economic considerations related to selling in a global market</li> <li>▪ Define opportunity cost</li> </ul>	<p><b>Grade 3</b> SS.EC.1.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.</p> <p><b>Grade 4</b> SS.EC.1.4. Explain how profits reward and influence sellers.</p> <p><b>Grade 5</b> SS.EC.1.5. Analyze why and how individuals, businesses, and nations around the world specialize and trade.</p>	<p>Reading for Information RI.3.1 RI.3.3-7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.3</p> <p>Speaking and Listening SL.3.1-2 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	



# JA Career Exploration Fair K-2

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job to Do!</b></p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Examine the jobs of family members.</li> <li>▪ Identify jobs within the community.</li> </ul>	<p>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p>SS.CV.2.1. Identify and explain how rules function in various settings, inside and outside of the school.</p>	<p>Foundational Skills RF 1 RF 2 RF 3</p> <p>Writing W 2 W 5 W 8</p> <p>Speaking and Listening SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express ideas and questions concerning the jobs people have.</li> </ul>	<p>SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.</p> <p>SS.IS.3.K-2. Gather information from one or two sources with guidance and support from adults and/or peers.</p> <p>SS.EC.2.1. Describe the skills and knowledge required to produce certain goods and services.</p> <p>SS.EC.FL.3.1. Explain how people earn pay or income in exchange for work.</p>	<p>Foundational Skills RF 1 RF 2 RF 3</p> <p>Writing W.4 W.5 W.6</p> <p>Speaking and Listening SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p><b>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to identify a future career interest.</li> </ul>	<p><b>Student Competencies</b></p> <p>Grade One Describe what they would like to become.</p> <p>Grade Two Describe a goal.</p> <p>Grade Three Describe the difference between a short- and long-term goal.</p> <p>Recognize why people choose certain work activities and that choices may change.</p>	<p>Foundational Skills RF 1 RF 2 RF 3</p> <p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 6</p>

# JA Career Exploration Fair 3-5

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job for Everyone</b></p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace.</li> <li>▪ Construct new understandings connected to prior knowledge.</li> </ul>	<p>SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.</p> <p><b>Student Competencies</b></p> <p>Realize that people are influenced by interests and abilities</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how school skills apply to career paths.</li> </ul>	<p>SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>SS.CV.4.3. Describe how people have tried to improve their communities over time.</p> <p>SS.EC.3.2. Compare the goods and services that people in the local community produce and those that are produced in other communities</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 3 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p><b>Post-JA Career Exploration Fair Activity: Someday I'll Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Prepare a personal interest "resume."</li> <li>▪ Begin to identify a future career interest.</li> </ul>	<p>SS.EC.1.2. Demonstrate how our choices can affect ourselves and others in positive and negative ways.</p> <p><b>Student Competencies</b></p> <p>Recognize why people choose certain work activities and that choices may change.</p> <p>Realize that people are influenced by interests and abilities.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 6</p>

# JA Career Speaker Series K-5

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Before the Event</b></p> <p>Students prepare questions for the speaker to answer.</p> <p><b>Objectives:</b></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>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>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>SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.</p> <p>SS.EC.FL.3.1. Explain how people earn pay or income in exchange for work.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>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><b>Student Competencies</b></p> <p>Recognize why people choose certain work activities and that choices may change.</p> <p>Realize that people are influenced by interests and abilities.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>