A Correlation:

Pennsylvania Academic Standards and Junior Achievement Elementary School Programs

Updated November 2020

Pennsylvania Academic Standards

Career Education and Work
Family and Consumer Sciences

Common Core State Standards Included

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 Pennsylvania Social Studies Standards and standards for Career Education and Work, and Family and Consumer Sciences as well as the Pennsylvania Core Standards for English/ Language Arts (ELA) and mathematics 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® featuring Cha-Ching introduces students to financial literacy and learning objectives for third-grade social studies, including how people manage their money and the importance of economic exchange within a city.

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)
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Social Studies Standards</th>
<th>Career, Education and Work</th>
<th>Pennsylvania Core ELA</th>
<th>Pennsylvania Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Two: Do I Need What I Want?</strong>&lt;br&gt;Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</td>
<td>Economics 6.1.K.B: Identify family wants and needs.&lt;br&gt;6.1.K.C: Identify choices to meet needs.&lt;br&gt;6.4.K.D: Identify individual wants and needs.</td>
<td>13.1.3.b Identify current personal interests.</td>
<td>Reading Foundations CC.1.1.K.B-D&lt;br&gt;Literature CC.1.3.K.A-B&lt;br&gt;CC.1.3.K.F-G&lt;br&gt;Speaking and Listening CC.1.3.K.G&lt;br&gt;CC.1.5.K.E</td>
<td>Counting and Cardinality CC.2.1.K.A.3&lt;br&gt;Measurement and Data CC.2.4.K.A.4</td>
</tr>
<tr>
<td><strong>Session Three: A Penny Earned</strong>&lt;br&gt;Students are introduced to storybook characters and examine ways they can earn money.</td>
<td>Civics and Government 5.2.K.B: Identify a problem and discuss possible solutions.&lt;br&gt;Economics 6.2.K.D: Identify currency and how it is used.&lt;br&gt;6.2.K.A: Identify goods and consumers.&lt;br&gt;6.4.K.A: Identify the specialized role performed by each member of the family.</td>
<td>13.1.3.d Identify the range of jobs in a community.&lt;br&gt;13.3.3 F. Identify the changes in family and friend’s roles at home, at school and in the community.&lt;br&gt;13.3.3 D. Explain how money is used.</td>
<td>Reading Foundations CC.1.1.K.B-D&lt;br&gt;Writing CC.1.4.K.A-E&lt;br&gt;CC.1.4.K.W&lt;br&gt;Literature CC.1.3.K.A-B&lt;br&gt;CC.1.3.K.G-G&lt;br&gt;Speaking and Listening CC.1.5.K.A-G</td>
<td>Counting and Cardinality CC.2.1.K.A.1-3</td>
</tr>
<tr>
<td>Session Details</td>
<td>Social Studies Standards</td>
<td>Career, Education and Work</td>
<td>Pennsylvania Core ELA</td>
<td>Pennsylvania Core Math</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>Session Four: A Penny Saved</strong></td>
<td>Students are introduced to the concept of saving.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Explain the importance of saving money</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Identify a savings goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Identify a place where people save money</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>6.2.K.D: Identify currency and how it is used.</td>
<td>13.3.3 D. Explain how money is used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>7.1.K.B: Describe the location of places in the home, school, and community to gain an understanding of relative location.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Five: A Penny Shared</strong></td>
<td>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Explain the importance of giving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Organize a chronological sequence of events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Civics and Government</strong></td>
<td>5.2.K.C: Identify classroom projects/activities that support leadership and service.</td>
<td>13.3.3 A. Identify attitudes and work habits that contribute to success at home and school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13.3.3 B. Identify how to cooperate at both home and school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading Foundations CC.1.1.K.B-D</td>
<td>Counting and Cardinality CC.2.1.K.A.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Literature CC.1.3.K.A –B</td>
<td>Measurement and Data CC.2.4.K.A.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CC.1.3.K.G-K</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Speaking and Listening CC.1.3.K.G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading Foundations CC.1.1.K.B-D</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing CC.1.4.K.A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CC.1.4.K.W</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Literature CC.1.3.K.A –B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CC.1.3.K.G-K</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Speaking and Listening CC.1.5.K.A-G</td>
<td></td>
</tr>
</tbody>
</table>
# JA Our Families

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies Standards</th>
<th>Career, Education and Work</th>
<th>Pennsylvania Core ELA</th>
<th>Pennsylvania Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: All Kinds of Families</strong></td>
<td>5. Civics 5.1.1.A. Explain the purposes of rules in the classroom and school community. 5.1.1.B. Explain the importance of rules in the classroom. 5.1.1.C. Define equality and the need to treat everyone equally.</td>
<td>13.1.3.A. Recognize that individuals have unique interests. 13.3.3.D. Explain how money is used.</td>
<td>Reading Literature CC.1.3.1.A,B,C CC.1.3.1.G,H Reading Foundations CC.1.1.1.B-D Writing CC.1.4.1.B,F Speaking &amp; Listening CC.1.5.1.D</td>
<td>Mathematical Practices 8</td>
</tr>
<tr>
<td>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</td>
<td><strong>6.1 Economics</strong> 6.4.1.D. Describe how individuals differ in their wants and needs and why people buy and sell things.</td>
<td>13.1.3.A. Recognize that individuals have unique interests. 13.3.3.D. Explain how money is used.</td>
<td>Reading for Information CC.1.2.1.B CC.1.2.1.C Reading Foundations CC.1.1.1.B CC.1.1.1.C CC.1.1.1.D Speaking &amp; Listening CC.1.5.1.E</td>
<td>Measurement and Data 1.MD.C.4 Mathematical Practices 1-2 4-5 7-8</td>
</tr>
<tr>
<td><strong>Session Two: Money for Needs and Wants</strong></td>
<td>5.1.1.A. Identify and explain the importance of responsibilities at school and at home.</td>
<td><strong>6.1 Economics</strong> 6.1.1.B. Identify classroom wants and needs. 6.1.1.A. Identify scarcity of resources within the family. 6.1.1.C. Identify choice based on needs versus wants. 6.5.1.D. Identify ways to earn money.</td>
<td>13.1.3.A. Recognize that individuals have unique interests. 13.3.3.D. Explain how money is used.</td>
<td>Measurement and Data 1.MD.C.4 Mathematical Practices 1-2 4-5 7-8</td>
</tr>
<tr>
<td>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</td>
<td><strong>6.1 Economics</strong> 6.4.1.D. Describe how individuals differ in their wants and needs and why people buy and sell things.</td>
<td>13.1.3.A. Recognize that individuals have unique interests. 13.3.3.D. Explain how money is used.</td>
<td>Reading for Information CC.1.2.1.B CC.1.2.1.C Reading Foundations CC.1.1.1.B CC.1.1.1.C CC.1.1.1.D Speaking &amp; Listening CC.1.5.1.E</td>
<td>Measurement and Data 1.MD.C.4 Mathematical Practices 1-2 4-5 7-8</td>
</tr>
</tbody>
</table>
### Session Descriptions

#### 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

**Social Studies Standards**

- **5. Civics**
  - 5.1.E. Describe students’ responsibilities in the school and community.

**6.1 Economics**

- 6.5.1.B. Identify different jobs and the purpose of each.
- 6.5.1.C. Identify businesses and their corresponding goods and services.

**Career Awareness**

- 13.1.3.C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.

**Career, Education and Work**

- 13.1.3.d Identify the range of jobs in a community.
- 13.4.3.B. Describe the character traits of successful entrepreneurs, such as, but not limited to:
  - Adaptability
  - Creative thinking
  - Ethical behavior
  - Leadership
  - Positive attitude
  - Risk-taking

**Pennsylvania Core ELA**

- Reading Foundations
  - CC.1.1.1.B
  - CC.1.1.1.C
  - CC.1.1.1.D

- Reading for Information
  - CC1.2.1.G

- Writing
  - CC.1.4.1.T

- Speaking & Listening
  - CC.1.5.1.A-F

**Pennsylvania Core Math**

- 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

**Social Studies Standards**

- **5. Civics**
  - 5.2.1.C. Identify school projects / activities that support leadership and public service.

**6.1 Economics**

- 6.2.1.C. Identify advertisements that encourage us to buy things based on want rather than need.
- 6.2.1.D. Explain the role of money in determining price.

**Entrepreneurship**

- 13.4.3.C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to, bake sale, crafts, lemonade stand, pet care.

**Career, Education and Work**

- 13.1.3.d Identify the range of jobs in a community.
- 13.4.3.C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:
  - Bake sale
  - Crafts
  - Lemonade stand
  - Pet care

**Pennsylvania Core ELA**

- Reading Foundations
  - CC.1.1.1.B
  - CC.1.1.1.C
  - CC.1.1.1.D

- Reading for Information
  - CC1.2.1.B
  - CC1.2.1.G

- Writing
  - CC.1.4.1.A,B,F

- Speaking & Listening
  - CC.1.5.1.A,B,C

**Pennsylvania Core Math**

- Operations in Algebra
  - OA. 1 ELO
  - OA . 6-7

- Measurement and Data
  - 1.MD.C.4

- Mathematical Practices
  - 2
  - 4
  - 7-8
## JA Our Community

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies Standards</th>
<th>Career, Education and Work</th>
<th>Pennsylvania Core ELA</th>
<th>Pennsylvania Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: People in a Community Working Together</strong>&lt;br&gt;Students learn what a community is and the variety of jobs that people have in a community.</td>
<td>5.2.2.D Explain responsible community behavior.&lt;br&gt;6.5.2.B Differentiate how different job skills impact earnings.</td>
<td>13.1.3 A. Recognize that individuals have unique interests.&lt;br&gt;13.1.3 d Identify the range of jobs in a community.</td>
<td>Reading for Information CC.1.2.2.B,E,F,G,K&lt;br&gt;Reading Literature CC.1.3.2.B,G&lt;br&gt;Speaking &amp; Listening CC.1.5.2.A,B,C,D</td>
<td>Geometry G.2.2&lt;br&gt;Mathematical Practices 4</td>
</tr>
<tr>
<td><strong>Session Two: Sweet “O” Donuts</strong>&lt;br&gt;Students learn that workers who produce goods and services earn money for their work.</td>
<td>6.2.2.A Identify goods, services, consumers, and producers in the local community.</td>
<td>13.1.3 F. Explore how people prepare for careers.</td>
<td>Reading Foundations CC.1.1.2.D,E&lt;br&gt;Reading for Information CC.1.2.2.F,K&lt;br&gt;Writing CC.1.4.2.A&lt;br&gt;Speaking &amp; Listening CC.1.5.2.A,B,C,D CC.1.5.2.E,F</td>
<td>Operations and Algebraic Thinking OA.2.1&lt;br&gt;Numbers Base Ten NBT.2.1-2&lt;br&gt;NBT.2.5&lt;br&gt;Measurement and Data MD.2.7</td>
</tr>
<tr>
<td><strong>Session Three: Business and Government Jobs</strong>&lt;br&gt;Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</td>
<td>5.3.2.A Identify the role government plays in the community (education, transportation).&lt;br&gt;5.3.2.I Define taxes and why they are paid.&lt;br&gt;6.3.2.C Define taxes and who pays them.</td>
<td>13.1.3 d Identify the range of jobs in a community.&lt;br&gt;13.1.3 E. Describe the work done by school personnel and other individuals in the community.</td>
<td>Reading Foundations CC.1.1.2.D,E&lt;br&gt;Reading for Information CC.1.2.2.B,E,F,G,K&lt;br&gt;Speaking &amp; Listening CC.1.5.2.A,B,C,D</td>
<td>Operations and Algebraic Thinking OA.2.1&lt;br&gt;Mathematical Practices 1-2 4-5 8</td>
</tr>
</tbody>
</table>
## JA Our Community

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies Standards</th>
<th>Career, Education and Work</th>
<th>Pennsylvania Core ELA</th>
<th>Pennsylvania Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Session Four: Let’s Vote!</strong></td>
<td>5.2.2.C Identify community projects/activities that support leadership and public service.</td>
<td>NA</td>
<td>Reading Foundations CC.1.1.2.D,E</td>
<td>Measurement and Data MD.2.7 MD.2.9 Mathematical Practices 2 4</td>
</tr>
<tr>
<td>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>5.2.2.D Explain responsible community behavior.</td>
<td></td>
<td>Writing CC.1.4.2.F,L,R,V Speaking &amp; Listening CC.1.5.2.A,B,C,D</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>5.3.2.J Identify the responsibilities of voters after the vote.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students will:</td>
<td>6.1.2.D Identify a choice based on community interest.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Apply a decision-making process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognize voting as a way</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>responsible citizens act and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contribute to meet a community’s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Five: Money Moves in a Community</strong></td>
<td>6.4.2.D Identify buyers and sellers and how their wants and needs are addressed.</td>
<td>13.3.3 B. Identify how to cooperate at both home and school.</td>
<td>Reading Foundations CC.1.1.2.D,E</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>
</tr>
<tr>
<td>Students learn about money and how it moves through a community.</td>
<td>13.3.3 D. Explain how money is used.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify coins and money terms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Describe how money flows through a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>community’s economy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# JA Our City

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies Standards</th>
<th>Career, Education and Work</th>
<th>Pennsylvania Core ELA</th>
<th>Pennsylvania Core Math</th>
</tr>
</thead>
</table>
| **Session One: Earn, Save, Spend, and Donate** | 6.1.3.C. Explain what is given up when making a choice.  
6.1.3.D. Identify reasons why people make a choice.  
6.2.3.D. Demonstrate the importance of money in everyday life.  
6.4.3.D. Describe how buyers make choices about their wants and needs through purchases.  
6.5.3.G. Define saving and explain why people save. | 13.3.3 D. Explain how money is used. | Reading for Information CC.1.2.3.B,F,J,K  
Reading Foundations CC.1.1.3.D,E  
Speaking and Listening CC.1.5.3.A-C  
CC.1.5.3.E | Operations in Algebra OA.3.8  
OA.3.9  
Numbers Base Ten NBT.3.2  
Mathematical Practices 1-8 |
| **Session Two: Invisible Money** | 6.2.3.A. Identify goods, services, consumers, and producers in the local community.  
6.2.3.G. Identify characteristics of the local economy. | 13.3.3 D. Explain how money is used. | Reading for Information CC.1.2.3.A,B,E,F  
Reading Foundations CC.1.1.3.D,E  
Writing CC.1.4.3.VELO  
Speaking and Listening CC.1.5.3.A-C  
CC.1.5.3.E | Operations and Algebraic Thinking OA.3.8  
OA.3.9  
Mathematical Practices 1-8 |
| **Session Three: How Do I Become an Entrepreneur?** | 6.2.3.A. Identify goods, services, consumers, and producers in the local community.  
6.2.3.C. Identify types of advertising designed to influence personal choice.  
6.2.3.D. Demonstrate the importance of money in everyday life.  
6.5.3.A. Explain why people work.  
6.5.3.C. Describe how different businesses meet the needs and wants of families.  
6.5.3.F. Define entrepreneurship. | 13.4.3 A. Define entrepreneurship.  
13.4.3 C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:  
- Bake sale  
- Crafts  
- Lemonade stand  
- Pet care  
13.4.3 B. Describe the character traits of successful entrepreneurs… | Reading for Information CC.1.2.3.B,F,J,K  
Reading Foundations CC.1.1.3.D,E  
Writing CC.1.4.3.A  
Speaking and Listening CC.1.5.3.A-C  
CC.1.5.3.E | Operations in Algebra OA.3.8  
Numbers Base Ten NBT.3.2  
Mathematical Practices 1-7 |
## JA Our City

### Session Descriptions

<table>
<thead>
<tr>
<th>Session Four: Money Choices Make the City Go ‘Round</th>
<th>Social Studies Standards</th>
<th>Career, Education and Work</th>
<th>Pennsylvania Core ELA</th>
<th>Pennsylvania Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>6.2.3.D. Demonstrate the importance of money in everyday life. 6.3.3.A. Identify goods and services provided by the government. 6.3.3.C. Define tax and explain the relationship between taxation and government services. 6.4.3.C. Identify different organizations that are part of the economic system (banks, small businesses, big corporations). 6.5.3.H. Identify the role of banks in our local community.</td>
<td>13.3.3 D. Explain how money is used.</td>
<td>Reading for Information CC.1.2.3.A,B,E,F Reading Foundations CC.1.1.3.D,E Speaking and Listening CC.1.5.3.A-C CC.1.5.3.E</td>
<td>Operations and Algebraic Thinking OA.3.8 Numbers Base Ten NBT.3.2 Mathematical Practices 1-2 4-8</td>
</tr>
</tbody>
</table>

### Session Five: Let’s Build a City

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:**
The students will be able to:

- Demonstrate the importance of money in everyday life.
- Describe how money flows through a city’s economy.
- Explain taxes and how the city government uses the money to pay for the goods and services it provides.
- Describe how personal choices make a city a good place to live, work, play, and go to school.
- Describe the effect of local businesses opening and closing.
- Identify characteristics of the local economy.
- Identify different organizations that are part of the economic system (banks, small businesses, big corporations).

- 6.2.3.D. Demonstrate the importance of money in everyday life.
- 6.2.3.E. Describe the effect of local businesses opening and closing.
- 6.2.3.G. Identify characteristics of the local economy.
- 6.4.3.C. Identify different organizations that are part of the economic system (banks, small businesses, big corporations).

- 13.1.3 A. Recognize that individuals have unique interests.

- Reading for Information CC.1.2.3.E,J Reading Foundations CC.1.1.3.D,E Writing CC.1.4.3.AELO Speaking and Listening CC.1.5.3.A,C,E

- Measurement and Data MD.3.4 MD.3.5 MD.3.6 Mathematical Practices 1-8
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Social Studies Standards</th>
<th>Career, Education and Work</th>
<th>Pennsylvania Core ELA</th>
<th>Pennsylvania Core Math</th>
</tr>
</thead>
</table>
| **Session One: Be an Entrepreneur**  
Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying their own entrepreneurial traits. | **Economics**  
6.5.5.F. Define entrepreneurship and its role in the local community. | 13.4.5 A. Identify the risks and rewards of entrepreneurship.  
13.4.5 B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs. | Reading for Information  
CC.1.2.4.A-C  
CC.1.2.4.F-G  
Writing  
CC.1.4.4.A,E,F  
Speaking and Listening  
CC.1.5.4.A,G | Mathematical Practices  
1-2  
4-7 |
| **Objectives:**  
The students will be able to:  
- Recognize the impact entrepreneurs have on a region  
- Apply traits that are common to successful entrepreneurs to their own skills and abilities | **Economics**  
6.1.4.A. Identify scarcity of resources in a local community. | 13.4.5 C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:  
- Marketing  
- Production  
- Research and development  
- Selection of goods and services | Reading for Information  
CC.1.2.4.F-G  
Writing  
CC.1.4.4.A,K,L  
Speaking and Listening  
CC.1.4.5.D,E,F | Mathematical Practices  
1-2  
4-8 |
| **Session Two: Resources–Tools for Entrepreneurs**  
Students are introduced to resources and, working in teams, use this information to create new businesses. | **Geography**  
7.1.4.B. Describe and locate places and regions as defined by physical and human features.  
7.2.4.A. Identify the physical characteristics of places and regions. | **Economics**  
6.1.4.C. Illustrate what individuals or organizations give up when making a choice.  
6.2.4.B. Determine how sellers compete with one another.  
6.2.4.D. Explain the role of buyers and sellers in determining prices of products. | 13.4.5 C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:  
- Marketing  
- Production  
- Research and development  
- Selection of goods and services | **Numbers Base Ten**  
NBT 4.4  
**Mathematical Practices**  
1-7 |
| **Objectives:**  
The students will be able to:  
- Define natural, human, and capital resources  
- Describe how products and services use resources | **Economics**  
6.1.4.C. Illustrate what individuals or organizations give up when making a choice.  
6.2.4.B. Determine how sellers compete with one another.  
6.2.4.D. Explain the role of buyers and sellers in determining prices of products. | 13.4.5 C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:  
- Marketing  
- Production  
- Research and development  
- Selection of goods and services | Reading for Information  
CC.1.2.4.A  
CC.1.2.4.F-G  
Speaking and Listening  
CC.1.5.4.A,D,G | **Numbers Base Ten**  
NBT 4.4  
**Mathematical Practices**  
1-7 |
## Session Details | Social Studies Standards | Career, Education and Work | Pennsylvania Core ELA | Pennsylvania Core Math
---|---|---|---|---
**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.  
**Objectives:**  
The students will be able to:  
- Demonstrate the problem-solving process  
- Identify the potential risks and rewards in making business decisions

**Economics**  
6.1.4.C. Illustrate what individuals or organizations give up when making a choice.  
6.1.4.D. Explain what influences the choices people make.

13.4.5 B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.  
13.4.5 C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:  
  - Marketing  
  - Production  
  - Research and development  
  - Selection of goods and services

**Session Five: Entrepreneurs Go Global**  
Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.  
**Objectives:**  
The students will be able to:  
- Apply the supply chain to a manufacturing example  
- Explain how resource providers, businesses, and consumers are interdependent

**Economics**  
6.2.4.A. Explain how a product moves from production to consumption.  
6.4.4.B. Explain why nations trade.

NA

Reading for Information  
CC.1.2.4.C  
CC.1.2.4.F-G  
Speaking and Listening  
CC.1.5.4.A,D,G

NA

Mathematical Practices  
1-2  
4  
6-7
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Social Studies Standards</th>
<th>Career, Education and Work</th>
<th>Pennsylvania Core ELA</th>
<th>Pennsylvania Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session One: Free to Choose Your Work or Business</td>
<td><strong>Economics</strong> 6.1.5.B: Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good. 6.1.5.C: Explain how people’s choices have different economic consequences.</td>
<td>NA</td>
<td>Reading for Information CC.1.2.5.A-B CC.1.2.5.F -G Reading Foundations CC.1.1.5.D-E Speaking and Listening CC.1.5.5.A-E CC.1.5.5.G</td>
<td>Operations and Algebraic Thinking CC.2.2.5.A. Numbers Base Ten CC.2.1.5.B.2</td>
</tr>
<tr>
<td></td>
<td><strong>Session Two: Innovation Nation</strong></td>
<td><strong>Economics</strong> 6.1.5.D: Demonstrate how availability of resources affects choices. 6.5.5.F: Define entrepreneurship and its role in the local community.</td>
<td>13.4.5.A: Identify the risks and rewards of entrepreneurship. 13.4.5.B: Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs. 13.4.5.C: Discuss the steps entrepreneurs take to bring their goods or services to market,</td>
<td>Reading for Information CC.1.2.5.A-B CC.1.2.5.F -G Reading Foundations CC.1.1.5.D-E Writing CC.1.4.5.A CC.1.4.5.F Speaking and Listening CC.1.5.5.A-E CC.1.5.5.G CC.2.1.5.B.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Session Three: Career Quest</strong></td>
<td><strong>Economics</strong> 6.5.5.B: Differentiate the requirements for different careers and occupations.</td>
<td>13.1.5.A: Describe the impact of individual interests and abilities on career choices. 13.1.5.B: Describe the impact of personal interest and abilities on career choices.</td>
<td>Reading for Information CC.1.2.5.A-B CC.1.2.5.F -G Reading Foundations CC.1.1.5.D-E Speaking and Listening CC.1.5.5.A-E CC.1.5.5.G</td>
</tr>
<tr>
<td>Session Details</td>
<td>Social Studies Standards</td>
<td>Career, Education and Work</td>
<td>Pennsylvania Core ELA</td>
<td>Pennsylvania Core Math</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Session Four: Get and Keep the Job!</td>
<td>Economics 6.5.5.D: Explain how positive and negative incentives affect individual choices.</td>
<td>13.3.5.A: Explain how student attitudes and work habits transfer from the home and school to the workplace. 13.3.5.B: Explain the importance of working cooperatively with others at both home and school to complete a task. 13.3.5.C: Identify effective group interaction strategies…</td>
<td>Reading for Information CC.1.2.5.A-B CC.1.2.5.F-G Reading Foundations CC.1.1.5.D-E Writing CC.1.4.5.A CC.1.4.5.F Speaking and Listening CC.1.5.5.A-E CC.1.5.5.G</td>
<td>Operations and Algebraic Thinking CC.2.2.5.A.1 Numbers Base Ten CC.2.1.5.B.2</td>
</tr>
<tr>
<td>Session Five: Global Connections</td>
<td>Economics 6.4.5.A: Explain why people specialize in the production of goods and services and divide labor. 6.4.5.B: Explain the growth in international trade. Geography 7.1.5.A: Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.5.B: Describe and locate places and regions as defined by physical and human features.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Optional Supplement: Business Organization</td>
<td>Economics 6.2.5.F: Compare and contrast types of private economic institutions</td>
<td>NA</td>
<td>Speaking and Listening CC.1.5.5.A-E CC.1.5.5.G</td>
<td>NA</td>
</tr>
</tbody>
</table>

Objectives:

- Identify three basic ways businesses are organized.
# JA More than Money

## Session Descriptions

<table>
<thead>
<tr>
<th>Session One: The Money Garden</th>
<th>Social Studies Standards</th>
<th>Career, Education and Work</th>
<th>Pennsylvania Core ELA</th>
<th>Pennsylvania Core Math</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><strong>Economics</strong> 6.5.5.D. Explain how positive and negative incentives affect individual choices. 6.5.5.G. Identify the costs and benefits of saving. 6.5.3.A. Explain why people work. 6.5.5.A. Describe how the availability of goods and services is made possible by the work of members of the society.</td>
<td>13.3.3 D. Explain how money is used.</td>
<td>Grade 3  CC.1.1.3.D,E CC.1.2.3.B,F,G CC.1.5.3.A,G  Grade 4  CC.1.1.4.D,E CC.1.4.4.B,F,G CC.1.5.4.A,G  Grade 5  CC.1.1.5.D,E CC.1.4.5.B,F,G CC.1.5.5.A,G</td>
<td>Numbers Base Ten 3.NBT.2.2 3.NBT.3 4.NBT.4 5.NBT.5 5.NBT.7  Mathematical Practices 1-8</td>
</tr>
</tbody>
</table>

## Objectives:

The students will be able to:
- 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>Social Studies Standards</th>
<th>Career, Education and Work</th>
<th>Pennsylvania Core ELA</th>
<th>Pennsylvania Core Math</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><strong>Economics</strong> 6.5.5.F. Define entrepreneurship and its role in the local community. <strong>Consumer Science</strong> 11.1.3.G. Identify the services that communities provide for individuals and families.</td>
<td>13.1.5.A. Describe the impact of individual interests and abilities on career choices 13.1.5. B. Describe the impact of personal interest and abilities on career choices 13.1.5.H. Connect personal interests and abilities and academic strengths to personal career options.</td>
<td>Grade 3  CC.1.1.3.D,E CC.1.2.3.A,B,F,G CC.1.4.3.F CC.1.5.3.A,B,C  Grade 4  CC.1.1.4.D,E CC.1.2.4.A,B,F,G CC.1.5.4.A,B,C  Grade 5  CC.1.1.5.D,E CC.1.2.5.A,B,F,G CC.1.5.5.A,B,C</td>
<td>Numbers Base Ten 3.NBT.3 4.NBT.4 5.NBT.5 5.NBT.7</td>
</tr>
</tbody>
</table>

## Objectives:

The students will be able to:
- Define business, goods, and services
- Identify businesses they would like to start that align with their personal interests and skills

<table>
<thead>
<tr>
<th>Session Three: Build a Business</th>
<th>Social Studies Standards</th>
<th>Career, Education and Work</th>
<th>Pennsylvania Core ELA</th>
<th>Pennsylvania Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify the fundamental steps for starting a small business and develop a basic business plan.</td>
<td><strong>Consumer Science</strong> 11.1.3.E. Explain the relationship between work and income.</td>
<td>13.4.5.A. Identify the risks and rewards of entrepreneurship. 13.4.5.C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to: Marketing, Production, Research and development, Selection of goods and services</td>
<td>Grade 3  CC.1.1.3.D,E CC.1.2.3.A,F,G CC.1.4.3.F CC.1.5.3.A,G Grade 4  CC.1.1.4.D,E CC.1.2.4.A,F,G CC.1.4.4.F,L CC.1.5.4.A,G Grade 5  CC.1.1.5.D,E CC.1.2.5.A,F,G CC.1.4.5.E,F CC.1.5.5.A,G</td>
<td>Numbers Base Ten 3.NBT.2.2 3.NBT.3 4.NBT.4 4.NF.4.7 5.NBT.5 5.NBT.7  Mathematical Practices 1-2 4-8</td>
</tr>
</tbody>
</table>
## JA More than Money

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies Standards</th>
<th>Career, Education and Work</th>
<th>Pennsylvania Core ELA</th>
<th>Pennsylvania Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Four: Run a Business</strong></td>
<td><strong>Economics</strong> 6.4.3.A. Identify local examples of specialization and division of labor. 6.4.4.A. List and explain factors that promote Specialization and division of labor. 6.4.5.A. Explain why people specialize in the production of goods and services and divide labor. 6.5.5.H. Identify the costs and benefits of borrowing.</td>
<td></td>
<td>Grade 3 CC.1.1.3.D,E CC.1.2.3.A-C CC.1.2.3.E-G CC.1.5.3.A,B,C</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>
<tr>
<td><strong>Session Five: Global Success</strong></td>
<td><strong>Economics</strong> 6.4.5.C. Explain how and where multinational corporations operate 6.4.3.B. Identify examples of trade, imports, and exports in the local community. 6.4.4.B. Explain why nations trade. 6.4.5.B. Explain the growth in international trade</td>
<td><strong>Geography</strong> 7.1.3-5.B. Describe and locate places and regions as defined by physical and human features.</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>The students will be able to:</td>
<td>The students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain why financial institutions lend money • Explain decision making and the traits of trustworthy borrowers • Record and track financial gains and losses</td>
<td>• Explore reasons why businesses import and export goods • Describe the economic considerations related to selling in a global market • Define opportunity cost</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session Descriptions</td>
<td>Social Studies Standards</td>
<td>Career, Education and Work</td>
<td>Pennsylvania Core ELA</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Pre-JA Career Exploration Fair Session: A Job to Do!</strong></td>
<td>6.5.2.A Explain how money earned by individuals is used to meet needs and wants. 6.5.2.C Describe the roles of local businesses. 6.5.3.A Explain why people work.</td>
<td>13.1.3.E Describe the work done by school personnel and other individuals in the community</td>
<td>Foundational Skills CC.1.1.K-1.B CC.1.1.K-2.D CC.1.1.K-2.E Reading for Information CC.1.2.2.B CC.1.2.2.C CC.1.2.2.F CC.1.2.2.J Writing CC.1.4.2.A CC.1.4.2.F CC.1.4.2.M Speaking and Listening CC.1.5.2.A</td>
<td></td>
</tr>
</tbody>
</table>
# JA Career Exploration Fair 3-5

## Session Descriptions

<table>
<thead>
<tr>
<th>Pre-JA Career Exploration Fair Session: A Job for Everyone</th>
<th>Social Studies Standards</th>
<th>Career, Education and Work</th>
<th>Pennsylvania Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students reflect on their interests and skills as they consider future careers.</td>
<td>6.5.3.A Explain why people work.</td>
<td>13.1.5.A. Describe the impact of individual interests and abilities on career choices 13.1.5. B. Describe the impact of personal interest and abilities on career choices 13.1.5.H. Connect personal interests and abilities and academic strengths to personal career options.</td>
<td>Reading for Information CC.1.2.3-5.B CC.1.2. 3-5.C CC.1.2. 3-5.F CC.1.2. 3-5.J Writing CC.1.4. 3-5.A CC.1.4. 3-5.F CC.1.4. 3-5.M Speaking and Listening CC.1.5. 3-5.A</td>
</tr>
<tr>
<td><strong>Objectives:</strong> The students will:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Define careers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Construct new understandings connected to prior knowledge.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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.

6.5.3.B Identify different occupations.

13.1.5.F Investigate people’s rationale for making career choices.

13.2.5.A Apply appropriate speaking and listening techniques used in conversation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing CC.1.4. 3-5.W CC.1.4. 3-5.X Speaking and Listening CC.1.5. 3-5.B CC.1.5. 3-5.C CC.1.5. 3-5.D CC.1.5. 3-5.F CC.1.5. 3-5.G</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

## Additional Content

- **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.

- **Social Studies Standards:**
  6.5.3.A Explain why people work.

- **Career, Education and Work:**
  13.1.5.A. Describe the impact of individual interests and abilities on career choices
  13.1.5. B. Describe the impact of personal interest and abilities on career choices.
  13.1.5.H. Connect personal interests and abilities and academic strengths to personal career options.

- **Pennsylvania Core ELA:**
  - Reading for Information CC.1.2.3-5.B CC.1.2. 3-5.C CC.1.2. 3-5.F CC.1.2. 3-5.J
  - Writing CC.1.4. 3-5.A CC.1.4. 3-5.F CC.1.4. 3-5.M
  - Speaking and Listening CC.1.5. 3-5.A
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.

| 6.5.3.B Identify different occupations. |
| 6.5.4.B Identify the requirements for different careers and occupations. |
| 6.5.5.B Differentiate the requirements for different careers and occupations. |
| 13.1.5.H. Connect personal interests and abilities and academic strengths to personal career options. |
| 13.2.3.D Identify the importance of developing a plan for the future. |

Reading for Information
CC.1.2. 3-5.B
CC.1.2. 3-5.C
CC.1.2. 3-5.F
CC.1.2. 3-5.J
Writing
CC.1.4. 3-5.A
CC.1.4. 3-5.F
CC.1.4. 3-5.M
## JA Career Speaker Series K-5

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies Standards</th>
<th>Career, Education and Work</th>
<th>Common Core ELA</th>
</tr>
</thead>
</table>
| **Before the Event**  | 6.5.2.A Explain how money earned by individuals is used to meet needs and wants.  
6.5.2.C Describe the roles of local businesses.  
6.5.2.B Different how different job skills impact earnings.  
6.5.3.A Explain why people work. | 13.1.3.A Recognize that individuals have unique interests.  
13.1.3.B Identify current personal interests. | **Foundational Skills**  
CC.1.1.K-5.D  
CC.1.1.K-5.E  
**Reading Informational Text**  
CC.1.2.K-5.A  
CC.1.2.K-5.C  
CC.1.2.K-5.E  
CC.1.2.K-5.G  
CC.1.2.K-5.J  
**Speaking and Listening** |
| **Speaker Day: Invite a Career Speaker to Class** | 6.5.3.B Identify different occupations. | 13.2.3.A Identify appropriate speaking and listening techniques used in conversation.  
13.2.3.B Discuss resources available in researching job opportunities, such as, but not limited to:  
- Internet  
- Magazines  
- Newspapers | **Foundational Skills**  
CC.1.1.K-5.D  
CC.1.1.K-5.E  
**Speaking and Listening**  
CC.1.5. K-5.A  
CC.1.5. K-5.C  
CC.1.5. K-5.E  
CC.1.5. K-5.G |
| **After the Event** | 6.5.3.B Identify different occupations.  
6.5.2.B Identify the requirements for different careers and occupations.  
6.5.5.B Differentiate the requirements for different careers and occupations. | 13.1.5.A Describe the impact of individual interests and abilities on career choices  
13.1.5. B Describe the impact of personal interest and abilities on career choices.  
13.1.5.H Connect personal interests and abilities and academic strengths to personal career options. | **Foundational Skills**  
CC.1.1.K-5.D  
CC.1.1.K-5.E  
**Writing**  
CC.1.4. K-5.D  
CC.1.4. K-5.F  
CC.1.4. K-5.W |