

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



Updated January 2023

[Virginia Standards of Learning for Social Studies](#)

[21<sup>st</sup> Century Workplace Readiness Skills for the Commonwealth](#)

Virginia Standards for English Language Arts

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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 Virginia Standards of Learning for Social Studies, Economics and Personal Finance and the 21st Century Workplace Readiness Skills for the Commonwealth as well as the Virginia Standards for English Language Arts and Mathematics 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 Learning Experiences

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

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

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

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

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

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

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

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

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

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

# JA Ourselves

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia 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>K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>f) recognizing direct cause-and-effect relationships;</p> <p>i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities.</p> <p>K.9 The student will</p> <p>a) recognize that people make choices because they cannot have everything they want.</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience</p>	<p>K.1 a-f</p> <p>K.2 a-c</p> <p>K.3 a, c</p> <p>K.4 a-d</p> <p>K.7 a-e</p> <p>K.11 a-c</p>	<p>Counting and Cardinality</p> <p>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>K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.</p> <p>K.9 The student will</p> <p>a) recognize that people make choices because they cannot have everything they want.</p>	<p>15. INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks</p>	<p>K.1 a-f</p> <p>K.2 a-c</p> <p>K.3 a-b</p> <p>K.4 a-d</p> <p>K.5 a-c</p> <p>K.7 a-e</p> <p>K.11 a-c</p>	<p>Counting and Cardinality</p> <p>CC.2.1.K.A.3</p> <p>Measurement and Data</p> <p>CC.2.4.K.A.4</p>

# JA Ourselves

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia ELA	Common Core Math
<p><b>Session Three: A Penny Earned</b></p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the role of money in society</li> <li>Identify jobs they can do to earn money</li> </ul>	<p>K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <p>c) by gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community.</p> <p>K.8 The student will match simple descriptions of work that people do with the names of those jobs.</p> <p>K.9 The student will</p> <p>b) explain that people work to earn money to buy the things they want.</p>	<p>3. INITIATIVE AND SELF-DIRECTION: Independently looks for ways to improve the workplace and accomplish tasks</p>	<p>K.1 a-f</p> <p>K.2 a-c</p> <p>K.3 a, c</p> <p>K.4 a-e</p> <p>K.5 a-d</p> <p>K.7 a-e</p> <p>K.8 a-e</p>	<p>Counting and Cardinality</p> <p>CC.2.1.K.A.1-3</p>
<p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the importance of saving money</li> <li>Identify a savings goal</li> <li>Identify a place where people save money</li> </ul>	<p>K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>b) using basic map skills to support an understanding of the community.</p> <p>K.5 The student will use simple maps and globes to</p> <p>e) identify places and objects of a familiar area.</p>	<p>11. BIG PICTURE THINKING: Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions</p>	<p>K.1 a-f</p> <p>K.2 a-c</p> <p>K.3 a-c</p> <p>K.4 a-e</p> <p>K.5 a-d</p> <p>K.7 a-e</p> <p>K.8 a-e</p>	<p>Counting and Cardinality</p> <p>CC.2.1.K.A.1</p> <p>Measurement and Data</p> <p>CC.2.4.K.A.4</p>

# JA Ourselves

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia ELA	Common Core Math
<p><b>Session Five: A Penny Shared</b></p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of giving</li> <li>▪ Organize a chronological sequence of events</li> </ul>	<p>K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <p>c) by gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community.</p> <p>i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities.</p> <p>K.3 The student will sequence events in the past and present and begin to recognize that things change over time.</p>	<p>14. EFFICIENCY AND PRODUCTIVITY: Plans, prioritizes, and adapts work goals to manage time and resources effectively</p>	<p>K.1 a-f K.2 a-c K.3 a, c K.4 a-e K.5 a-d K.7 a-e K.8 a-e</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

# JA Our Families

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia 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>1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>e) comparing and contrasting people, places, or events in [Virginia history.]</p> <p>f) recognizing direct cause-and-effect relationships</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience</p> <p>8. RESPECT FOR DIVERSITY: Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences</p>	<p>1.1 a-h, j-l</p> <p>1.2 a-b</p> <p>1.3 a-c</p> <p>1.4 a-c</p> <p>1.5</p> <p>1.6</p> <p>1.7 a-e</p> <p>1.9 a-f</p> <p>1.11 a-b</p> <p>1.12 a, f-h</p>	<p>Mathematical Practices</p> <p>8</p>
<p><b>Session Two: Money for Needs and Wants</b></p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the difference between needs and wants</li> <li>Explain that families must earn money for the things they need and want</li> </ul>	<p>1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>f) recognizing direct cause-and-effect relationships.</p> <p>1.8 The student will explain that people make choices because they cannot have everything they want.</p>	<p>5. WORK ETHIC: Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions</p>	<p>1.1 a-h, j-l</p> <p>1.2 a-b</p> <p>1.3 a-c</p> <p>1.4 a-c</p> <p>1.7 a-e</p> <p>1.9 a-f</p>	<p>Measurement and Data</p> <p>1.MD.C.4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>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>1.5 The student will develop map skills by</p> <p>a) recognizing basic map symbols, including references to land, water, cities, and roads</p> <p>1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.</p>	<p>8. RESPECT FOR DIVERSITY: Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences</p>	<p>1.1 a-h, j-l</p> <p>1.2 a-b</p> <p>1.3 b-c</p> <p>1.4 a-c</p> <p>1.6 a-b</p> <p>1.7 a-e</p> <p>1.9 a-f</p> <p>1.11 a-b</p> <p>1.12 a, f-h</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>5-8</p>

# JA Our Families

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia 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>1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>e) comparing and contrasting people, places, or events [in Virginia history]</p> <p>f) recognizing direct cause-and-effect relationships</p>	<p>11. BIG PICTURE THINKING: Understands one’s role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one’s actions</p>	<p>1.1 a-h, j-l</p> <p>1.2 a-b</p> <p>1.3 a-c</p> <p>1.4 a-c</p> <p>1.5</p> <p>1.6</p> <p>1.7 a-e</p> <p>1.9 a-f</p> <p>1.11 a-b</p> <p>1.12 a, f-h</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>1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>d) asking appropriate questions to solve a problem</p> <p>i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and</p> <p>j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.</p> <p>1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.</p>	<p>2. CRITICAL THINKING AND PROBLEM-SOLVING: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action</p> <p>19. MATHEMATICS: Applies mathematical skills to complete tasks as necessary</p>	<p>1.1 a-h, j-l</p> <p>1.2 a-b</p> <p>1.3 a-c</p> <p>1.9 a-f</p> <p>1.11 a-b</p> <p>1.12 a, f-h</p>	<p>Operations in Algebra</p> <p>OA. 1 ELO</p> <p>OA. . 6-7</p> <p>Measurement and Data</p> <p>1.MD.C.4</p> <p>Mathematical Practices</p> <p>2-4</p> <p>7-8</p>

# JA Our Community

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia 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>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>2.11 The student will explain the responsibilities of a good citizen, with emphasis on c) describing actions that can improve the school and community.</p> <p>2.12 The student will understand that the people of the United States of America a) make contributions to their communities.</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience</p> <p>8. RESPECT FOR DIVERSITY: Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences</p>	<p>2.1 a-e 2.2 b-c 2.3 2.4 2.5 2.6 d-f 2.7 a-e</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>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>2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities.</p>	<p>1. CREATIVITY AND INNOVATION: Employs originality, inventiveness, and resourcefulness in the workplace.</p> <p>10. TEAMWORK: Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members</p>	<p>2.1 a-e 2.2 b-c 2.3 2.4 2.5 2.6 d-f 2.7 a-e 2.9 2.10 a-d</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>2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship b by) using basic map skills to locate places on maps and globes to support an understanding of American history f) recognizing direct cause-and-effect relationships.</p>	<p>11. BIG PICTURE THINKING: Understands one’s role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one’s actions</p>	<p>2.1 a-e, h-j, l-m 2.2 a-b 2.3 2.4 2.5 2.6 d-f</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Mathematical Practices 1-2 4-5 8</p>

# JA Our Community

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia 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>2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship h) by using a decision-making model to make informed decisions i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities</p> <p>2.11 The student will explain the responsibilities of a good citizen, with emphasis on b) taking part in the voting process when making classroom decisions</p> <p>2.12 The student will understand that the people of the United States of America b) vote in elections.</p>	<p>4. INTEGRITY: Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect</p> <p>6. CONFLICT RESOLUTION: Negotiates diplomatic solutions to interpersonal and workplace issues</p>	<p>2.1 a-e, h-j, l-m 2.2 a-b 2.3 2.4 2.5 2.6 d-f</p>	<p>Measurement and Data MD.2.7 MD.2.9 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>N/A</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience</p>	<p>2.1 a-e 2.2 a-c 2.3 2.4 2.5 2.6 d-f</p>	<p>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</p>

# JA Our Community 2.0

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia ELA
<p><b>Session One: Communities at Work</b></p> <p>Students are introduced to the idea of a community and discover what types of workers help make their community strong.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Define and describe a community.</li> <li>Identify the variety of jobs in a community.</li> <li>Locate jobs and businesses on a community map.</li> <li>Apply listening and focused attention skills</li> <li>Describe how different jobs require different skills.</li> <li>State how people contribute to and benefit from a community.</li> </ul>	<p>2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>b) using basic map skills to locate places on maps and globes to support an understanding of American history</p> <p>2.11 The student will explain the responsibilities of a good citizen, with emphasis on</p> <p>c) describing actions that can improve the school and community.</p> <p>2.12 The student will understand that the people of the United States of America</p> <p>a) make contributions to their communities.</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience.</p>	<p>2.1 a-e 2.2 b-c 2.3 2.4 2.5 2.6 d-f 2.7 a-e</p>
<p><b>Session Two: People at Work</b></p> <p>Students experience working in the community to earn a paycheck and produce goods and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Define the terms business, produce, goods, and services.</li> <li>Explain how people earn income.</li> <li>Describe how goods are made using skills and knowledge.</li> <li>Collect, record, and interpret data using digital tools.</li> </ul>	<p>2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>f) recognizing direct cause-and-effect relationships</p>	<p>18. JOB-SPECIFIC TOOLS AND TECHNOLOGIES: Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively.</p>	<p>2.1 a-e 2.2 b-c 2.3 2.4 2.5 2.6 d-f 2.7 a-e 2.9 2.10 a-d</p> <p><b>MATH</b> 2.OA 1 2.md. 10</p>
<p><b>Session Three: Money at Work</b></p> <p>Students learn how people use money to buy goods and services they want and need for personal or business purposes.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Match coin and dollar values.</li> <li>Describe the role of banks in an economy.</li> <li>Recognize the price of goods and services in the local market.</li> <li>Describe how money flows through a community's economy.</li> <li>Collaborate and communicate to make exchanges of money for goods or services.</li> <li>Summarize how money is spent on goods and services related to businesses</li> </ul>	<p>2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>f) recognizing direct cause-and-effect relationships.</p> <p>2.9 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.</p>	<p><b>Employability Skills</b></p> <p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience.</p>	<p>2.1 a-e, g-l 2.2 a-c 2.3 2.4 2.5 2.6 d-f 2.7 a-e 2.9 2.10 a-d</p> <p><b>MATH</b> 2.md.8</p>

# JA Our Community 2.0

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia ELA
<p><b>Session Four: Votes Count</b></p> <p>Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use reason and logic to assess and analyze problems.</li> <li>• Use empathy and observation skills to express community wants and needs.</li> <li>• Generate solutions to a problem using brainstorming techniques.</li> <li>• Identify and propose a creative solution to a community problem.</li> <li>• Recognize that community members have a responsibility to get involved to help meet a community's needs.</li> </ul>	<p>2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities.</p> <p>2.11 The student will explain the responsibilities of a good citizen, with emphasis on</p> <p>c) describing actions that can improve the school and community.</p> <p>2.12 The student will understand that the people of the United States of America</p> <p>a) make contributions to their communities.</p>	<p>1. CREATIVITY AND INNOVATION: Employs originality, inventiveness, and resourcefulness in the workplace.</p> <p>2. CRITICAL THINKING AND PROBLEM-SOLVING: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action.</p> <p>8. RESPECT FOR DIVERSITY: Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences</p>	<p>2.1 a-e, g-m</p> <p>2.2 a-c</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6 d-f</p> <p>2.7 a-e</p> <p>2.9 a-b</p> <p>2.10 a-d, g</p> <p>2.11 a-c, h-k</p>
<p><b>Session Five: Making Choices</b></p> <p>Students are introduced to the concept of taxes and how those funds are used to pay government workers and provide services to support the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Define taxes.</li> <li>• Identify government jobs.</li> <li>• Explain why community members pay taxes.</li> <li>• Recognize how government services support the community.</li> <li>• Recognize that many viewpoints must be considered when making decisions for the community.</li> <li>• Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change.</li> </ul>	<p>2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>h) using a decision-making model to make informed decisions.</p> <p>i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities.</p> <p>2.11 The student will explain the responsibilities of a good citizen, with emphasis on</p> <p>c) describing actions that can improve the school and community.</p>	<p>8. RESPECT FOR DIVERSITY: Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences.</p> <p>13. CONTINUOUS LEARNING AND ADAPTABILITY: Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements.</p>	<p>2.1 a-e, g-m</p> <p>2.2 a-c</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6 d-f</p> <p>2.7 a-e</p> <p>2.9 a-b</p> <p>2.10 a-d, g</p> <p>2.11 a-c, h-k</p>

# JA Our Community 2.0

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia ELA
<p><b>Session Six: Crack the Code (Optional)</b></p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Describe the digital skills and knowledge required to produce certain goods and services.</li> <li>Recognize digital tools and computer skills.</li> <li>Use simple programming language and knowledge to complete tasks.</li> <li>Define code as the language computers use.</li> </ul>	<p>2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>d) asking appropriate questions to solve a problem.</p>	<p>18. JOB-SPECIFIC TOOLS AND TECHNOLOGIES: Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively</p>	<p>2.1 a-m 2.2 a-c 2.3 2.4 2.5 2.6 d-f 2.7 a-e 2.9 a-b 2.10 a-d, g 2.11 a-c, h-k</p>

# JA Our City

Session Descriptions	Social Studies Standards	Workplace Readiness Skills	Virginia 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>3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures.</p> <p>f) determining relationships with multiple causes or effects.</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience.</p>	<p>3.1 a-d 3.3 a-b 3.4 d-g 3.7 a-b 3.8 a-c</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>3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures.</p> <p>f) determining relationships with multiple causes or effects.</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience.</p>	<p>3.1 a-d 3.3 a-b 3.4 d-g 3.6 b-h 3.7 a-b 3.8 a-c</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>3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures.</p> <p>f) determining relationships with multiple causes or effects.</p> <p>3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience.</p> <p>11. BIG PICTURE THINKING: Understands one’s role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one’s actions.</p>	<p>3.1 a-d 3.3 a-b 3.4 d-g 3.6 b-h 3.7 a-b 3.8 a-e 3.10 a</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>

# JA Our City

Session Descriptions	Social Studies Standards	Workplace Readiness Skills	Virginia 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>3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.</p> <p>3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p> <p>3.10 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience</p>	<p>3.1 a-c, e-h 3.3 a-b 3.4 d-g 3.6 b-h</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>3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>f) determining relationships with multiple causes or effects; g) explaining connections across time and place</p> <p>3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p> <p>3.10 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p> <p>3.11 The student will explain the responsibilities of a good citizen, with emphasis on</p> <p>c) describing actions that can improve the school and community.</p>	<p>11. BIG PICTURE THINKING: Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions.</p>	<p>3.1 a-h 3.3 a-b 3.6 b-h 3.7 a-b 3.8 a-e 3.10 a</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

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

# JA Our Region

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia 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>NA</p>	<p>11. BIG PICTURE THINKING: Understands one’s role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one’s actions</p> <p>12. CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health</p>	<p>4.1 a-i 4.4 a, d-e 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>VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities</p>	<p>1. CREATIVITY AND INNOVATION: Employs originality, inventiveness, and resourcefulness in the workplace</p> <p>8. RESPECT FOR DIVERSITY: Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences</p> <p>10. TEAMWORK: Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members</p>	<p>4.1 a-i 4.2 a-c 4.3 a-b 4.4 a, d-e 4.6 4.7 a-b, j</p>	<p>Mathematical Practices 1-2 4-8</p>

# JA Our Region

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia ELA	Common Core Math
<p><b>Session Three: Hot Dog Stand Game</b></p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Track the revenue and expenses of a business</li> <li>▪ Identify the fundamental tasks required to run a business</li> <li>▪ Explain the importance of keeping an accurate account of a business’s financial information</li> </ul>	<p>VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities</p>	<p>10. TEAMWORK: Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members</p> <p>15. INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks</p> <p>19. MATHEMATICS: Applies mathematical skills to complete tasks as necessary</p>	<p>4.1 a-i 4.4 a, d-e 4.6</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>
<p><b>Session Four: Entrepreneurs Solve Problems</b></p> <p>Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the problem-solving process</li> <li>▪ Identify the potential risks and rewards in making business decisions</li> </ul>	<p>VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>h) using a decision-making model to identify costs and benefits of a specific choice made</p>	<p>1. CREATIVITY AND INNOVATION: Employs originality, inventiveness, and resourcefulness in the workplace</p> <p>10. TEAMWORK: Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members</p> <p>15. INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks</p>	<p>4.1 a-i 4.4 a, d-e 4.6</p>	<p>Mathematical Practices 1-2 4 6-7</p>

# JA Our Region

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia ELA	Common Core Math
<p><b>Session Five: Entrepreneurs Go Global</b></p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply the supply chain to a manufacturing example</li> <li>▪ Explain how resource providers, businesses, and consumers are interdependent</li> </ul>	<p>VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>g) explaining connections across time and place</p> <p>i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities</p>	<p>8. RESPECT FOR DIVERSITY: Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences</p> <p>10. TEAMWORK: Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members</p> <p>11. BIG PICTURE THINKING: Understands one’s role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one’s actions</p>	<p>4.1 a-i</p> <p>4.4 a, d-e</p> <p>4.6</p>	<p>NA</p>

# JA Our Nation

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia 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>USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history.</p> <p>g) explaining connections across time and place.</p>	<p>19. MATHEMATICS: Applies mathematical skills to complete tasks as necessary</p>	<p>5.1 a-h</p> <p>5.3 b</p> <p>5.4</p> <p>5.6</p> <p>5.7 a-c</p> <p>5.8</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>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>USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>d) using evidence to draw conclusions and make generalizations.</p>	<p>1. CREATIVITY AND INNOVATION: Employs originality, inventiveness, and resourcefulness in the workplace</p> <p>15. INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks</p>	<p>5.1 a-h</p> <p>5.3 b</p> <p>5.4</p> <p>5.6</p> <p>5.7 a-c</p> <p>5.8</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 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>USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>d) using evidence to draw conclusions and make generalizations.</p>	<p>12. CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health</p> <p>15. INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks</p>	<p>5.1 a-h</p> <p>5.3 b</p> <p>5.4</p> <p>5.6</p> <p>5.7 a-c</p> <p>5.8</p>	<p>Numbers Base Ten CC.2.1.5.B.2</p>

# JA Our Nation

Session Details	Social Studies Standards	Workplace Readiness Skills	Virginia 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>USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>d) using evidence to draw conclusions and make generalizations.</p>	<p>12. CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health</p> <p>15. INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks</p>	<p>5.1 a-h</p> <p>5.3 b</p> <p>5.4</p> <p>5.6</p> <p>5.7 a-c</p> <p>5.8</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>USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history</p> <p>d) using evidence to draw conclusions and make generalizations.</p> <p>f) determining relationships with multiple causes or effects in United States history</p> <p>g) explaining connections across time and place</p>	<p>11. BIG PICTURE THINKING: Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions</p>	<p>5.1 a-h</p> <p>5.3 b</p> <p>5.4</p> <p>5.6</p> <p>5.7 a-c</p> <p>5.8</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>USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history</p> <p>d) using evidence to draw conclusions and make generalizations.</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience</p>	<p>5.1 a-h</p>	<p>NA</p>

# JA More than Money

Session Descriptions	Social Studies Standards	Workplace Readiness Skills	Virginia 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>3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>f) determining relationships with multiple causes or effects.</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience.</p> <p>11. BIG PICTURE THINKING: Understands one’s role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one’s actions</p>	<p>Grade 3 3.1 a, d, g 3.3 b 3.4 d-g 3.5 d-g</p> <p>Grade 4 4.1 a-d 4.4 c-e 4.5 a-c, j-l</p> <p>Grade 5 5.1 a-d 5.4 a-b, e-f 5.5 a, c-e</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>3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p>	<p>12. CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health</p>	<p>Grade 3 3.1 a, d, g 3.3 b 3.4 d-g 3.5 d-g</p> <p>Grade 4 4.1 a-d 4.4 c-e 4.5 a-c, j-l</p> <p>Grade 5 5.1 a-d 5.4 a-b, e-f 5.5 a, c-e</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>3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p>	<p>15. INFORMATION LITERACY: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks</p>	<p>Grade 3 3.1 a, d, g 3.3 b 3.4 d-g 3.5 d-g 3.8 a</p> <p>Grade 4 4.1 a-d 4.4 c-e 4.5 a-c, j-l 4.7 a</p> <p>Grade 5 5.1 a-d 5.4 a-b, e-f 5.5 a, c-e 5.7 a</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NF.4.7</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-2 4-8</p>

# JA More than Money

Session Descriptions	Social Studies Standards	Workplace Readiness Skills	Virginia 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>3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>f) determining relationships with multiple causes or effects.</p>	<p>4. INTEGRITY: Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect</p> <p>5. WORK ETHIC: Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions</p> <p>19. MATHEMATICS: Applies mathematical skills to complete tasks as necessary</p>	<p>Grade 3 3.1 a, d, g 3.3 b 3.4 d-g 3.5 d-g</p> <p>Grade 4 4.1 a-d 4.4 c-e 4.5 a-c, j-l</p> <p>Grade 5 5.1 a-d 5.4 a-b, e-f 5.5 a, c-e</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>3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures.</p> <p>3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.</p> <p>3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p>	<p>11. BIG PICTURE THINKING: Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions</p>	<p>Grade 3 3.1 a, d, g 3.3 b 3.4 d-g 3.5 d-g 3.8 a</p> <p>Grade 4 4.1 a-d 4.4 c-e 4.5 a-c, j-l 4.7 a</p> <p>Grade 5 5.1 a-d 5.4 a-b, e-f 5.5 a, c-e 5.7 a</p>	<p>NA</p>

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

# JA Career Exploration Fair K-2

Session Descriptions	Social Studies Standards	Workplace Readiness Skills	Virginia 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>K.1/1.1/2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities.</p> <p>K.8 The student will match simple descriptions of work that people do with the names of those jobs.</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas.</p> <p>11. BIG PICTURE THINKING: Understands one’s role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one’s actions</p>	<p>Grade K K.1 a-b, ef K.2 a-b K.3 K.4 K.5 K.7 K.10 K.11</p> <p>Grades 1-2 1.1 a-c, e-g, j-l 1.3 1.4 1.5 1.7 1.11</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>K.10 The student will demonstrate that being a good citizen involves</p> <p>a) taking turns and sharing</p> <p>g) participating successfully in group settings.</p> <p>K.8 The student will match simple descriptions of work that people do with the names of those jobs.</p> <p>1.10 The student will apply the traits of a good citizen by</p> <p>a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas.</p> <p>2. CRITICAL THINKING AND PROBLEM-SOLVING: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action</p> <p>3. INITIATIVE AND SELF-DIRECTION: Independently looks for ways to improve the workplace and accomplish tasks</p>	<p>Grade K K.1 a-b, ef K.2 a-b K.3 K.4 K.5 K.7 K.10 K.11</p> <p>Grades 1-2 1.1 a-c, e-g, j-l 1.3 1.4 1.5 1.7 1.11</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>K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.</p>	<p>12. CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health</p> <p>13. CONTINUOUS LEARNING AND ADAPTABILITY: Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements</p>	<p>Grade K K.1 a-b, ef K.2 a-b K.3 K.4 K.5 K.7 K.10 K.11</p> <p>Grades 1-2 1.1 a-c, e-g, j-l 1.3 1.4 1.5 1.7 1.11</p>

# JA Career Exploration Fair 3-5

Session Descriptions	Social Studies Standards	Workplace Readiness Skills	Virginia 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>3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>g) explaining connections across time and place.</p> <p>USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>d) using evidence to draw conclusions and make generalizations.</p>	<p>12. CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health.</p>	<p>Grade 3 3.1 d-h 3.3 3.4 3.7 3.8 a</p> <p>Grade 4 4.1 a-d 4.4 4.7</p> <p>Grade 5 5.1 a-d 5.4 a-b, f 5.7</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>USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>d) using evidence to draw conclusions and make generalizations.</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience clearly in a manner appropriate for the setting and audience.</p> <p>12. CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health</p>	<p>Grade 3 3.1 d-h 3.3 3.4 3.7 3.8 a</p> <p>Grade 4 4.1 a-d 4.4 4.7</p> <p>Grade 5 5.1 a-d 5.4 a-b, f 5.7</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>K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.</p>	<p>3. INITIATIVE AND SELF-DIRECTION: Independently looks for ways to improve the workplace and accomplish tasks</p> <p>12. CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health</p>	<p>Grade 3 3.1 d-h 3.3 3.4 3.7 3.8 a</p> <p>Grade 4 4.1 a-d 4.4 4.7</p> <p>Grade 5 5.1 a-d 5.4 a-b, f 5.7</p>

# JA Career Speaker Series K-5

Session Descriptions	Social Studies Standards	Workplace Readiness Skills	Virginia 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>K.1/1.1 /2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>f) recognizing direct cause-and-effect relationships.</p> <p>i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities.</p> <p>3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>f) determining relationships with multiple causes or effects.</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas.</p> <p>11. BIG PICTURE THINKING: Understands one’s role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one’s actions</p>	<p><b>Communication and Multimodal Literacies</b></p> <p>.1 The student will develop oral communication skills.</p> <p>.2 The student will demonstrate growth in oral early literacy skills.</p> <p><b>Reading</b></p> <p>.4 The student will apply knowledge of how print is organized and read.</p> <p>.5 The student will apply phonetic principles to read and spell.</p> <p>.7 The student will expand vocabulary and use of word meanings.</p> <p><b>Writing</b></p> <p>.11 The student will print legibly in manuscript.</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>K.10 The student will demonstrate that being a good citizen involves</p> <p>g) participating successfully in group settings.</p> <p>1.10 The student will apply the traits of a good citizen by</p> <p>b) recognizing the purpose of rules and practicing self-control</p> <p>c) working hard in school</p> <p>3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>d) summarizing points and evidence to answer a question.</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas.</p> <p>13. CONTINUOUS LEARNING AND ADAPTABILITY: Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements</p>	<p><b>Communication and Multimodal Literacies</b></p> <p>.1 The student will develop oral communication skills.</p> <p>.2 The student will demonstrate growth in oral early literacy skills.</p> <p><b>Reading</b></p> <p>.4 The student will apply knowledge of how print is organized and read.</p> <p>.5 The student will apply phonetic principles to read and spell.</p> <p>.7 The student will expand vocabulary and use of word meanings.</p> <p><b>Writing</b></p> <p>.11 The student will print legibly in manuscript.</p>

# JA Career Speaker Series K-5

Session Descriptions	Social Studies Standards	Workplace Readiness Skills	Virginia ELA
<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>3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by e) comparing and contrasting ideas and perspectives to better understand people or events in world culture.</p>	<p>7. LISTENING AND SPEAKING: Listens attentively and asks questions to clarify meaning; articulates ideas.</p> <p>12. CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health.</p>	<p><b>Communication and Multimodal Literacies</b></p> <p>.1 The student will develop oral communication skills.</p> <p>.2 The student will demonstrate growth in oral early literacy skills.</p> <p><b>Reading</b></p> <p>.4 The student will apply knowledge of how print is organized and read.</p> <p>.5 The student will apply phonetic principles to read and spell.</p> <p>.7 The student will expand vocabulary and use of word meanings.</p> <p><b>Writing</b></p> <p>.11 The student will print legibly in manuscript.</p>