



empowering young people to
own their economic success®

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

Updated August 2020
[Tennessee Social Studies Standards](#)
[Tennessee School Counseling Standards](#)
Common Core State Standards Included

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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 Tennessee Social Studies Standards for grades K-5, and the School Counseling Model & Standards for Academics, Social and Emotional Development, and Career Readiness (Guidance Standards), as well as the Common Core State Standards in English/ Language Arts and mathematics. The Tennessee social studies strands of civics and economics are imbedded in History standards in grades 4-6, therefore, few specific social studies standards are shown for the grade four and five programs.

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

JA Elementary School Programs

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

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

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

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

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

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

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

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

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

JA Ourselves

Session Details	Academic Standards	Common Core English Language Arts	Common Core Math
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify personal interests ▪ Consider the factors that determine their choices ▪ Define money 	<p>Career Readiness</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p>	<p>Reading Foundations RF.K.1-3</p> <p>Writing W.K.1-2,8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.2</p>
<p>Session Two: Do I Need What I Want?</p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the difference between needs and wants ▪ Create a simple chart 	<p>Social Studies</p> <p>K.03 Distinguish between wants and needs.</p> <p>K.04 Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Literature RL.K.1,4 RL.K.7</p> <p>Speaking and Listening SL.K.1-3 SL.K.6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.3</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the role of money in society ▪ Identify jobs they can do to earn money 	<p>Social Studies</p> <p>SSP.04 Communicate ideas supported by evidence to:</p> <ol style="list-style-type: none"> a. Demonstrate an understanding of ideas b. Compare and contrast viewpoints c. Predict outcomes d. Illustrate cause and Effect <p>K.01 Describe familiar people, places, things, and events within a student’s home, school, and community.</p> <p>K.06 Recognize and describe different types of jobs, including work done in the home, school, and community.</p> <p>K.08 Use personal directions such as: up, down, near, far, left, right, in front of, and behind.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.2,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

JA Ourselves

Session Details	Academic Standards	Core English Language Arts	Core Math
<p>Session Four: A Penny Saved</p> <p>Students are introduced to the concept of saving.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the importance of saving money ▪ Identify a savings goal <p>Identify a place where people save money</p>	<p>Social Studies</p> <p>SSP.02 Critically examine a primary or secondary source in order to:</p> <p>a. Summarize significant ideas and relevant information</p> <p>SSP.05 Develop historical awareness by:</p> <p>a. Sequencing past, present, and future in chronological order</p> <p>b. Understanding that things change over time</p> <p>K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.</p> <p>K.07 Give examples of how people use money to make purchases.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Literature RL.K.1-4</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p>Session Five: A Penny Shared</p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving ▪ Organize a chronological sequence of events 	<p>Social Studies</p> <p>K.05 Explain the benefits of saving money.</p> <p>Guidance Standards</p> <p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.1,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: All Kinds of Families</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>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Begin to understand the similarities and differences between families ▪ Recognize the importance of businesses in neighborhoods 	<p>Social Studies</p> <p>1.01 Describe the cultural aspects of a place, including a student’s community and state.</p> <p>1.03 Compare and contrast family traditions and customs among different cultures within a student’s community and state.</p> <p>Guidance Standards</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>Reading Literature RI.1.1 RI.1.3-4 RI.1.7,9,10</p> <p>Reading Foundations RF.1.1-4</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 8</p>
<p>Session Two: Money for Needs and Wants</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>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the difference between needs and wants ▪ Explain that families must earn money for the things they need and want 	<p>Social Studies</p> <p>1.08 Determine the difference between basic wants and needs, and provide examples of each.</p> <p>1.09 Assess factors that could influence a person to use or save money.</p>	<p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Reading Foundations RF.1.1-4</p> <p>Speaking & Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 4-5 7-8</p>
<p>Session Three: Businesses All Around the Neighborhood</p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, goods, and services ▪ Interpret map symbols ▪ Identify the goods or services businesses provide 	<p>Social Studies</p> <p>1.04 Give examples of products (goods) that people buy and use.</p> <p>1.05 Give examples of services (producers) that people provide.</p> <p>1.06 Distinguish how people are consumers and producers of goods and services.</p> <p>1.10 Recognize basic map symbols, including: cities, land, roads, and water.</p> <p>1.12 Use cardinal directions on a map.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1-2 SL.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 5-8</p>

JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Jobs All Around the Neighborhood</p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the jobs people do ▪ Analyze their own skills to determine ways they can support family members 	<p>Social Studies</p> <p>1.06 Distinguish how people are consumers and producers of goods and services.</p> <p>Guidance Standards</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.6-7</p> <p>Writing W.1.5</p> <p>Speaking & Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>
<p>Session Five: A New Business</p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>Social Studies</p> <p>1.06 Distinguish how people are consumers and producers of goods and services.</p> <p>Guidance Standards</p> <p>SS1. Make ethical decisions and practice social responsibility</p> <p>SS3. Demonstrate empathy toward others</p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7</p> <p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>2</p> <p>4</p> <p>7-8</p>

JA Our Community

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: People in a Community Working Together</p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Describe a community. ▪ State how people contribute to and benefit from a community. ▪ Identify the variety of jobs in a community and how each requires specific skills. 	<p>Social Studies</p> <p>SSP.06 Develop geographic awareness by:</p> <p>a. Identifying geographic symbols on maps and globes</p> <p>b. Understanding relationships between people, places, and resources</p> <p>Guidance Standards</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>Reading Literature RL.2.1 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Geometry G.2.2</p> <p>Mathematical Practices 4</p>
<p>Session Two: Sweet “O” Donuts</p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define the terms produce, product, production, goods, and services. ▪ Apply innovation to the production process. ▪ Explain that people in a community earn money by performing work. 	<p>Guidance Standards</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AA3. Develop high expectations for achievement</p>	<p>Reading Foundations RF.2.3-4</p> <p>Writing W.2.2</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7</p>
<p>Session Three: Business and Government Jobs</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>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Locate businesses and identify government careers. ▪ Explain how taxation supports government services. 	<p>Social Studies</p> <p>2.15 Use legends and cardinal directions to determine locations on physical and political maps.</p> <p>Guidance Standards</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p>	<p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Mathematical Practices 1-2 4-5 8</p>

JA Our Community

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>The Session Four: Let’s Vote!</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>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Apply a decision-making process. ▪ Recognize voting as a way responsible citizens act and contribute to meet a community’s needs. 	<p>Social Studies</p> <p>SSP.04 Communicate ideas supported by evidence to:</p> <ul style="list-style-type: none"> a. Demonstrate an understanding of ideas b. Compare and contrast viewpoints <p>2.26 Understand that there are laws written to protect citizens’ right to vote.</p> <p>Guidance Standards</p> <p>SS6. Assume responsibility for choices and consequences</p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p>	<p>Reading Foundations RF.2.3</p> <p>Writing W.2.2 W.2.7-8</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1</p>	<p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 2 4</p>
<p>Session Five: Money Moves in a Community</p> <p>Students learn about money and how it moves through a community.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify coins and money terms. ▪ Describe how money flows through a community’s economy. 	<p>Social Studies</p> <p>2.04 Examine different types of producers and consumers in the U.S.</p>	<p>Reading Literature RL.2.1 RL.2.4 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.3 -5 RI.7</p> <p>Reading Foundations RF.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 1-2 5-7</p>

JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Earn, Save, Spend, and Donate</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>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the four choices we have with money. ▪ Define deposits and withdrawals. 	<p>Social Studies</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>Guidance Standards</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2^{ELO} W.3.7-8^{ELO}</p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p>Session Two: Invisible Money</p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define goods and services. ▪ Explain how people spend money. ▪ Recognize methods of payment and whether they are readily visible or invisible. 	<p>Guidance Standards</p> <p>SS1. Make ethical decisions and practice social responsibility</p> <p>SS6. Assume responsibility for choices and consequences</p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7-8^{ELO}</p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>
<p>Session Three: How Do I Become an Entrepreneur?</p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, producer, and consumer. ▪ Explain the need for a business plan. ▪ Discuss the ways in which entrepreneurs help a city. 	<p>Guidance Standards</p> <p>SE2. Work effectively in diverse groups by developing and employing leadership and teamwork skills</p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-2 4-8</p>

JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Money Choices Make the City Go Round</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>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Social Studies</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>Guidance Standards</p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8 OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Let’s Build a City</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>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe how personal choices make a city a good place to live, work, play, and go to school. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ol style="list-style-type: none"> a. Demonstrate and defend an understanding of ideas b. Compare and contrast viewpoints c. Illustrate cause and effect d. Predict likely outcomes e. Devise new outcomes or solutions <p>3.04 Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1,3,4</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Be an Entrepreneur Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying their own entrepreneurial traits.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize the impact entrepreneurs have on a region ▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities 	<p>Social Studies</p> <p>*3.14 Compare natural resources within the three [grand divisions of Tennessee],</p> <p>Guidance Standards</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p>	<p>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4-7</p>
<p>Session Two: Resources–Tools for Entrepreneurs Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define natural, human, and capital resources ▪ Describe how products and services use resources 	<p>Social Studies</p> <p>3.04 Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads.</p> <p>G 3.05 Use different types of maps (e.g., political, physical, population, resource, and climate), graphs, and charts to interpret geographic information.</p> <p>Guidance Standards</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>Reading for Information RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-5</p> <p>Language L.4.3-4 L.4.1-6</p>	<p>Mathematical Practices 1-2 4-8</p>
<p>Session Three: Hot Dog Stand Game 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>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Track the revenue and expenses of a business ▪ Identify the fundamental tasks required to run a business ▪ Explain the importance of keeping an accurate account of a business’s financial information 	<p>Social Studies</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>Guidance Standards</p> <p>SK1. Develop and articulate personal values, attitudes, and beliefs</p> <p>SK3. Distinguish appropriate behaviors for a variety of settings and situations</p> <p>SS2. Advocate for self in multiple settings using assertiveness skills</p>	<p>Reading for Information RI.4.2-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.1 L.4.3-6</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>

*The Tennessee social studies strands of civics and economics are imbedded in History standards in grades 4-6, therefore, standards shown here are for third grade, which must be mastered before grade 4.

JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>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.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate the problem-solving process ▪ Identify the potential risks and rewards in making business decisions 	<p>Social Studies</p> <p>3.18 Analyze how people interact with their environment to satisfy basic needs and wants,</p> <p>Guidance Standards</p> <p>SS1. Make ethical decisions and practice social responsibility</p> <p>SS6. Assume responsibility for choices and consequences</p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p> <p>SS8. Persevere through challenges to achieve goals</p> <p>SS9. Select and utilize appropriate coping skills in the face of a specific challenge</p>	<p>Reading for Information RI.4.1 RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-2 SL.4.4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4 6-7</p>
<p>Session Five: Entrepreneurs Go Global Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Apply the supply chain to a manufacturing example ▪ Explain how resource providers, businesses, and consumers are interdependent 	<p>Social Studies</p> <p>3.14 ... trace the development of a product from natural resource to a finished product.</p> <p>Guidance Standards</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>Reading for Information RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1-4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>

JA Our Nation

Session Details	Academic Standards	Common Core English Language Arts	Common Core Math
<p>Session One: Free to Choose Your Work or Business</p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the characteristics of a free market economy ▪ Explain how pricing guides economic decisions 	<p>Guidance Standards</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AA5. Model a sense of belonging in the school environment</p> <p>AS2. Work independently</p> <p>SS2. Advocate for self in multiple settings using assertiveness skills</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</p>
<p>Session Two: Innovation Nation</p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur and entrepreneurship ▪ Describe resources and how entrepreneurs use them ▪ Explore STEM skills and the process of innovation 	<p>Guidance Standards</p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p> <p>SS8. Persevere through challenges to achieve goals</p> <p>SS9. Select and utilize appropriate coping skills in the face of a specific challenge</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>AS5. Exhibit creativity</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Examine career groupings and the skills necessary for a variety of careers. 	<p>Guidance Standards</p> <p>AK2. Describe the benefits of education for career, life management, and personal and professional satisfaction</p> <p>SK3. Distinguish appropriate behaviors for a variety of settings and situations</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Numbers Base Ten CC.2.1.5.B.2</p>

JA Our Nation

Session Details	Academic Standards	Common Core English Language Arts	Common Core Math
<p>Session Four: Get and Keep the Job!</p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the soft skills wanted by today's employers 	<p>Guidance Standards</p> <p>SS3. Demonstrate empathy toward others</p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p> <p>SE2. Work effectively in diverse groups by developing and employing leadership and teamwork skills</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss why businesses specialize and trade ▪ Define opportunity cost 	<p>Guidance Standards</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>NA</p>
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify three basic ways businesses are organized. 	<p>Guidance Standards</p> <p>CK1. Research and appraise characteristics of a variety of traditional and nontraditional occupations</p> <p>CK4. Research and summarize the education and training needed to achieve specified career goals</p>	<p>Speaking and Listening SL.5.1-4</p> <p>Language L.5.1,5</p>	<p>NA</p>

JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: The Money Garden</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>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the role of money in everyday life ▪ Explain the benefits of using a savings account 	<p>Social Studies</p> <p>3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.</p> <p>Guidance Standards</p> <p>AS1. Use test-taking, time management, organizational, and study skills to improve academic achievement</p> <p>AS2. Work independently</p>	<p>Reading for Information</p> <p>RI.3.1 RI.3.3-4 RI.3.6</p> <p>Reading Foundations</p> <p>RF.3.3-4</p> <p>Speaking and Listening</p> <p>SL.3.1 SL.3.6</p> <p>Language</p> <p>L.3.1 L.3.4 L.3.4</p>	<p>Numbers Base Ten</p> <p>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</p> <p>1-8</p>
<p>Session Two: Create a Business</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>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define business, goods, and services ▪ Identify businesses they would like to start that align with their personal interests and skills ▪ Appreciate their own roles as entrepreneurs in affecting their community and their world 	<p>Guidance Standards</p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p> <p>SK3. Distinguish appropriate behaviors for a variety of settings and situations</p>	<p>Reading for Information</p> <p>RI.3.2-4 RI.3.6</p> <p>Reading Foundations</p> <p>RF.3.3-4</p> <p>Speaking and Listening</p> <p>SL.3.1-3 SL.3.6</p> <p>Language</p> <p>L.3.1-4 L.3.6</p>	<p>Numbers Base Ten</p> <p>3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices</p> <p>1-8</p>
<p>Session Three: Build a Business</p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the basic steps for building a small business ▪ Develop a basic business plan 	<p>Social Studies</p> <p>SSP.03 Organize data from a variety of sources in order to:</p> <p>a. Compare and contrast multiple sources</p> <p>b. Frame appropriate questions for further investigation</p> <p>Guidance Standards</p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p>	<p>Reading for Information</p> <p>RI.3.2-6</p> <p>Reading Foundations</p> <p>RF.3.3-4</p> <p>Speaking and Listening</p> <p>SL.3.1 SL.3.6</p> <p>Language</p> <p>L.3.1-4 L.3.6</p>	<p>Numbers Base Ten</p> <p>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</p> <p>1-2 4-8</p>

The Tennessee social studies strands of civics and economics are imbedded in History standards in grades 4-6, therefore, standards shown here are for third grade, which must be mastered before grade 4.

JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Run a Business</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>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain why financial institutions lend money ▪ Explain decision making and the traits of trustworthy borrowers ▪ Record and track financial gains and losses 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ol style="list-style-type: none"> a. Demonstrate and defend an understanding of ideas b. Compare and contrast viewpoints c. Illustrate cause and effect <p>Guidance Standards</p> <p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p>	<p>Reading for Information RI.3.1-5 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explore reasons why businesses import and export goods ▪ Describe the economic considerations related to selling in a global market ▪ Define opportunity cost 	<p>Social Studies</p> <p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p> <p>Guidance Standards</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>Reading for Information RI.3.1 RI.3.3-7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.3</p> <p>Speaking and Listening SL.3.1-2 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	

JA Career Exploration Fair K-2

Session Descriptions	Guidance Standards	Common Core ELA
<p>Pre-JA Career Exploration Fair Session: A Job to Do!</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>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Examine the jobs of family members. ▪ Identify jobs within the community. 	<p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AA3. Develop high expectations for achievement</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AA5. Model a sense of belonging in the school environment</p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W 2</p> <p>W 5</p> <p>W 8</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 4</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p>The Day of the Fair</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>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Observe speakers and the tools they use. ▪ Identify the variety of careers people have in the community and how each job requires specific skills. ▪ Express ideas and questions concerning the jobs people have. 	<p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>AA6. Build aspirations for postsecondary education and training</p> <p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SK3. Distinguish appropriate behaviors for a variety of settings and situations</p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p> <p>SS8. Persevere through challenges to achieve goals</p> <p>SE4. Create and sustain positive, supportive, and appropriate relationships with peers and adults that support success</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 4</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Begin to identify a future career interest. 	<p>CS1. Develop skills to locate, evaluate and interpret career information</p> <p>AK2. Describe the benefits of education for career, life management, and personal and professional satisfaction</p> <p>AK3. Articulate belief that postsecondary education and life-long learning are necessary for long-term career success</p> <p>CA1. Develop and articulate postsecondary education and career aspirations</p> <p>CK1. Research and appraise characteristics of a variety of traditional and nontraditional occupations.</p> <p>CK.2 Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>

JA Career Exploration Fair 3-5

Session Descriptions	Guidance Standards	Common Core ELA
<p>Pre-JA Career Exploration Fair Session: A Job for Everyone</p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>AA2. Display positive attitude toward work and learning</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AA5. Model a sense of belonging in the school environment</p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p> <p>CK.2 Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p>The Day of the Fair</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>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>AA6. Build aspirations for postsecondary education and training</p> <p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SK3. Distinguish appropriate behaviors for a variety of settings and situations</p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p> <p>SS8. Persevere through challenges to achieve goals</p> <p>SE4. Create and sustain positive, supportive, and appropriate relationships with peers and adults that support success</p> <p>CK1. Research and appraise characteristics of a variety of traditional and nontraditional occupations.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 3 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p>Post-JA Career Exploration Fair Activity: Someday I'll Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Prepare a personal interest "resume." ▪ Begin to identify a future career interest. 	<p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>CS1. Develop skills to locate, evaluate and interpret career information</p> <p>AK2. Describe the benefits of education for career, life management, and personal and professional satisfaction</p> <p>AK3. Articulate belief that postsecondary education and life-long learning are necessary for long-term career success</p> <p>CA1. Develop and articulate postsecondary education and career aspirations</p> <p>CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 6</p>

JA Career Speaker Series K-5

Session Descriptions	Guidance Standards	Common Core ELA
<p>Before the Event</p> <p>Students prepare questions for the speaker to answer.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests ▪ Explain how the speaker’s job helps people in the community 	<p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SK1. Develop and articulate personal values, attitudes, and beliefs</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</p>
<p>Speaker Day: Invite a Career Speaker to Class</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>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Listen to a career speaker. ▪ Express how jobs require specific interests and skills. ▪ Examine how interests and skills apply to careers. 	<p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AA5. Model a sense of belonging in the school environment</p> <p>CS3. Utilize internal and external resources to manage transitions and adapt to changing situations/responsibilities</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 3 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</p>
<p>After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <ul style="list-style-type: none"> ▪ Recognize career clusters. ▪ Identify careers that relate to personal interests and skills. 	<p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p> <p>CA1. Develop and articulate postsecondary education and career aspirations</p> <p>CK1. Research and appraise characteristics of a variety of traditional and nontraditional occupations CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>CS1. Develop skills to locate, evaluate and interpret career information</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L 4 L 5 L 6</p>