

A Correlation:
New York
Academic Standards and
Junior Achievement
Elementary School Programs



Updated November 2023

[New York English Language Arts Learning Standards](#)

[Career Development and Occupational Studies Standards](#)

[Family and Consumer Sciences Standards](#)

[Social Studies Standards](#)

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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 New York Social Science Standards as well as state standards for English Language Arts and Math 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](#)[®] 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](#)^{® 2.0} 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](#)[®] 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	Social Studies Standards	Career Development and Occupational Studies Standards and Family and Consumer Sciences Standards	NY ELA
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify personal interests Consider the factors that determine their choices Define money 	<p>K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</p> <p>K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.</p> <p>Social Studies Practices</p> <p>E. 1. Identify examples of scarcity and choices made due to scarcity</p>	<p>Career Development and Occupational Studies</p> <p>3.a.1 listen to and read the ideas of others and express themselves both orally and in writing; they use basic mathematical concepts and computations to solve problems.</p> <p>Family and Consumer Sciences</p> <p>FCS Standard 3—Resource Management</p> <p>understand the kinds of resources available in their community and make informed decisions related to their own use</p>	<p>KRF 1-3</p> <p>KW 1-2</p> <p>KW 7</p> <p>KR7</p> <p>KSL 1-6</p> <p>KL4</p> <p>KL 6</p> <p>Math</p> <p>K.CC.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:</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the difference between needs and wants Create a simple chart 	<p>K.2a Each person is unique but also shares common characteristics with other family, school, and community members.</p> <p>K.9a A need is something that a person must have for health and survival, while a want is something that a person would like to have.</p> <p>Students will identify basic needs (food, clothing, and shelter).</p> <p>Students will distinguish between a need and a want.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 3a.2</p> <p>use ideas and information to make decisions and solve problems related to accomplishing a task.</p> <p>Family and Consumer Sciences</p> <p>FCS Standard 3—Resource Management</p> <p>understand the kinds of resources available in their community and make informed decisions related to their own use</p>	<p>KRF 1-3</p> <p>KR 1, 4, 7</p> <p>KSL 1-3, 6</p> <p>KL 4, 6</p> <p>Math</p> <p>K.CC.3</p> <p>K.MD.3</p>

JA Ourselves

Session Details	Social Studies Standards	Career Development and Occupational Studies Standards and Family and Consumer Sciences Standards	NY ELA
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the role of money in society Identify jobs they can do to earn money 	<p>K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.</p> <p>K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.</p> <p>Social Studies Practices</p> <p>E.3 Identify what money is and how it is used in society.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 2. 1. demonstrate the difference between the knowledge of a skill and the ability to use the skill</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>understand how people acquire, use, and protect money and recognize some factors that influence spending</p> <p>know the different jobs in their communities and the contributions made by individuals performing those jobs.</p>	<p>KRF 1-4 KW 2, 7 KR 1-4, 7, 9 KSL 1-6 KL 4, 6</p> <p>Math</p> <p>K.CC. 1-3</p>
<p>Session Four: A Penny Saved</p> <p>Students are introduced to the concept of saving.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the importance of saving money Identify a savings goal Identify a place where people save money 	<p>K.9b Goods are objects that can satisfy people’s needs and wants; services are activities that can satisfy people’s needs and wants.</p> <p>Social Studies Practices</p> <p>E.2. Identify examples of goods and services.</p> <p>E.3 Identify what money is and how it is used in society.</p>	<p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1. understand how people acquire, use, and protect money and recognize some factors that influence spending</p>	<p>KRF 1-4 KR 1-4 KSL 1-6 KL 4, 6</p> <p>Math</p> <p>K.CC.1 K.MD.3</p>

JA Ourselves

Session Details	Social Studies Standards	Career Development and Occupational Studies Standards and Family and Consumer Sciences Standards	NY ELA
<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>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving ▪ Organize a chronological sequence of events 	<p>K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.</p> <ul style="list-style-type: none"> • Students will retell a story and explain the value, idea, tradition, or important event that it expressed. <p>Social Studies Practices</p> <p>F.2. Participate in activities that focus on a classroom or school issue or problem.</p> <p>F.5. Identify situations in which social actions are required.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 3a.3 demonstrate the personal qualities that lead to responsible behavior.</p> <p>Family and Consumer Sciences Standard Two- Safe Environment</p> <p>1 understand some basic requirements of nurturing people of various ages, and demonstrate appropriate ways to interact with them</p> <p>Standard 3—Resource Management</p> <p>1 understand the kinds of resources available in their community and make informed decisions related to their own use</p>	<p>KRF 1-4 KW 1, 7 KR 1-4, 7, 9 KSL 1-6 KL 4, 6 Math K.CC. 1-3</p>

JA Our Families

Session Descriptions	Social Studies Standards	Career Development and Occupational Studies Standards and Family and Consumer Sciences Standards	NY ELA 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>Students will:</p> <ul style="list-style-type: none"> Begin to understand the similarities and differences between families Recognize the importance of businesses in neighborhoods 	<p>1.1a Families are a basic unit of all societies, a different people define family differently.</p> <p>Students will listen to stories about different families and will identify characteristics that are the same and different.</p> <p>Social Studies Practices</p> <p>Geographic Reasoning</p> <p>D. 1 Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other.</p> <p>D.3 Describe how environment affects his/her and other people’s activities.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 3a.3 demonstrate the personal qualities that lead to responsible behavior.</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1. know the different jobs in their communities and the contributions made by individuals performing those jobs.</p> <p>understand how culture contributes to individual family and community beliefs and practices affecting health [and well being]</p>	<p>1R 1</p> <p>1R 3, 4</p> <p>1R 7, 9</p> <p>1RF -4</p> <p>1W 2, 7</p> <p>1L 4, 6</p> <p>Mathematical Practices</p> <p>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>Students will:</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>1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.</p> <p>Students will examine choices that families make due to scarcity, and identify costs associated with these choices.</p> <p>Social Studies Practices</p> <p>Economics and Economic Systems</p> <p>E.1. Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 3a.2 use ideas and information to make decisions and solve problems related to accomplishing a task.</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1. understand how people acquire, use, and protect money and recognize some factors that influence spending</p>	<p>1R 1</p> <p>1R 3, 4</p> <p>1R 6-7, 9</p> <p>1RF 1-4</p> <p>1W 2, 7</p> <p>1L 4, 6</p> <p>1SL 1-2, 4</p> <p>Math</p> <p>1.MD.4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>

JA Our Families

Session Descriptions	Social Studies Standards	Career Development and Occupational Studies Standards and Family and Consumer Sciences Standards	NY ELA Math
<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>Students will:</p> <ul style="list-style-type: none"> Define entrepreneur, goods, and services Interpret map symbols Identify the goods or services businesses provide 	<p>1.5b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.</p> <p>Students will use a map of the community and provide directions to another student on how to get from the school to another place identified on the map.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 1.1. know the value of work to the individual and society in general</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1. understand the kinds of resources available in their community and make informed decisions related to their own use</p>	<p>1R 1 1R 3, 4 1R 6-7, 9 1RF 1-4 1W 2, 7 1L 4, 6 1SL 1-2, 4</p> <p>Math</p> <p>1.MD. 4 Mathematical Practices 1-2 5-8</p>
<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>Students will:</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>1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.</p> <p>Students will identify examples of goods and services.</p> <p>Social Studies Practices</p> <p>Economics and Economic Systems</p> <p>E.3. Explain how people earn money and other ways that people receive money</p>	<p>Career Development and Occupational Studies</p> <p>Standard 1.1. know the value of work to the individual and society in general</p> <p>Standard 3—Resource Management/Family and Consumer Sciences</p> <p>1. know the different jobs in their communities and the contributions made by individuals performing those jobs.</p>	<p>1R 6-7 1RF 1-4 1L 4 1SL 1-2, 4</p> <p>Math</p> <p>Mathematical Practices 1-2 4-5 7-8</p>

JA Our Families

Session Descriptions	Social Studies Standards	Career Development and Occupational Studies Standards and Family and Consumer Sciences Standards	NY ELA Math
<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>Students will:</p> <ul style="list-style-type: none"> Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>1.10c People and families work to earn money to purchase goods and services that they need or want.</p> <p>Students will examine how earning money through work is related to the purchase of goods and services.</p> <p>Social Studies Practices</p> <p>Economics and Economic Systems</p> <p>E.2. Distinguish between a consumer and a producer and their relationship to goods and services.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 2.1. Identify academic knowledge and skills that are required in specific occupations</p> <p>demonstrate the difference between the knowledge of a skill and the ability to use the skill</p> <p>solve problems that call for applying academic knowledge and skills.</p>	<p>1R 1-4</p> <p>1R 3, 4</p> <p>1R 6-7, 9</p> <p>1RF 1-4</p> <p>1W 2, 7</p> <p>1L 4</p> <p>1SL 1-2, 4</p> <p>Math</p> <p>1.OA.1</p> <p>1.OA.6, 7</p> <p>1.MD. 4</p> <p>Mathematical Practices</p> <p>2-4</p> <p>7-8</p>

JA Our Community 2.0

Session Details	Social Studies Standards	Career Development and Occupational Studies and Family and Consumer Sciences Standards	NY ELA/MATH
<p>Session One: Communities at Work</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"> ● Define and describe a community. ● Identify the variety of jobs in a community. ● Locate jobs and businesses on a community map. ● Apply listening and focused attention skills ● Describe how different jobs require different skills. ● State how people contribute to and benefit from a community. 	<p>2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural.</p> <p>Population density and use of the land are some characteristics that define and distinguish types of communities.</p> <p>2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community.</p> <p>Social Studies Practices</p> <p>Geographic Reasoning</p> <p>D.1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 2.1. identify academic knowledge and skills that are required in specific occupations</p> <p>demonstrate the difference between the knowledge of a skill and the ability to use the skill</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1 understand the kinds of resources available in their community and make informed decisions related to their own use</p> <p>know the different jobs in their communities and the contributions made by individuals performing those jobs.</p>	<p>ELA</p> <p>2R 1, 3-7</p> <p>2RF 3-4</p> <p>2W 1-2, 7</p> <p>2SL 1-4, 6</p> <p>2L 3-6</p>
<p>Session Two: People at Work</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"> ● Define the terms business, produce, goods, and services. ● Explain how people earn income. ● Describe how goods are made using skills and knowledge. ● Collect, record, and interpret data using digital tools. 	<p>2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 3a.2 use ideas and information to make decisions and solve problems related to accomplishing a task.</p> <p>Standard 3a.6. describe the need for data and obtain data to make decisions</p>	<p>ELA</p> <p>2R 3-7</p> <p>2SL. 2-3, 6</p> <p>2L 3-6</p> <p>MATH</p> <p>2.OA 1</p> <p>2.MD 10</p>

JA Our Community 2.0

Session Details	Social Studies Standards	Career Development and Occupational Studies and Family and Consumer Sciences Standards	NY ELA/MATH
<p>Session Three: Money at Work</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"> ● Match coin and dollar values. ● Describe the role of banks in an economy. ● Recognize the price of goods and services in the local market. ● Describe how money flows through a community's economy. ● Collaborate and communicate to make exchanges of money for goods or services. ● Summarize how money is spent on goods and services related to businesses 	<p>2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.</p> <p>Students will explore economic decision making and the use of money.</p>	<p>Family and Consumer Sciences</p> <p>Standard 3—Resource Management</p> <p>understand the kinds of resources available in their community and make informed decisions related to their own use</p> <p>understand how people acquire, use, and protect money and recognize some factors that influence spending</p> <p>know the different jobs in their communities and the contributions made by individuals performing those jobs.</p>	<p>ELA</p> <p>2R 1, 3-5, 7</p> <p>2W 2, 7</p> <p>2SL 1-2, 4, 6</p> <p>2L 3-6</p> <p>MATH</p> <p>2.MD 8</p>
<p>Session Four: Votes Count</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"> ● Use reason and logic to assess and analyze problems. ● Use empathy and observation skills to express community wants and needs. ● Generate solutions to a problem using brainstorming techniques. ● Identify and propose a creative solution to a community problem. ● Recognize that community members have a responsibility to get involved to help meet a community's needs. 	<p>2.4c Citizens provide service to their community in a variety of ways.</p> <p>Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers).</p>	<p>Career Development and Occupational Studies</p> <p>Standard 3a.1 listen to and read the ideas of others and express themselves both orally and in writing; they use basic mathematical concepts and computations to solve problems.</p> <p>3a.4 relate to people of different ages and from diverse backgrounds.</p> <p>Family and Consumer Sciences</p> <p>Standard 3—Resource Management</p> <p>1. understand the kinds of resources available in their community and make informed decisions related to their own use.</p>	<p>ELA</p> <p>2R 1, 3-6, 8</p> <p>2W 1-2, 7</p> <p>2SL 1-4</p> <p>2L 3-6</p>

JA Our Community 2.0

Session Details	Social Studies Standards	Career Development and Occupational Studies and Family and Consumer Sciences Standards	NY ELA/MATH
<p>Session Five: Making Choices</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"> ● Define taxes. ● Identify government jobs. ● Explain why community members pay taxes. ● Recognize how government services support the community. ● Recognize that many viewpoints must be considered when making decisions for the community. ● Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change. 	<p>2.8d Taxes are collected to provide communities with goods and services.</p> <p>Students will explore the purpose of taxes and how they are collected in their communities.</p> <p>2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.</p> <p>Students will identify different types of jobs performed in their community.</p> <p>Students will explain the services provided by community workers.</p>	<p>Career Development and Occupational Studies</p> <p>3a.2 use ideas and information to make decisions and solve problems related to accomplishing a task.</p> <p>3a.4 relate to people of different ages and from diverse backgrounds.</p> <p>3a.5 demonstrate an awareness of the different types of technology available to them and of how technology affects society.</p> <p>3a.6 describe the need for data and obtain data to make decisions.</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1. understand how people acquire, use, and protect money and recognize some factors that influence spending</p> <ul style="list-style-type: none"> ● know the different jobs in their communities and the contributions made by individuals performing those jobs. 	<p>ELA</p> <p>2R 1, 3-8</p> <p>2W 1-7</p> <p>2SL 1-4</p> <p>2L 3-6</p>
<p>Session Six: Crack the Code (Optional)</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"> ● Describe the digital skills and knowledge required to produce certain goods and services. ● Recognize digital tools and computer skills. ● Use simple programming language and knowledge to complete tasks. ● Define code as the language computers use. 	<p>2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 3a.5. demonstrate an awareness of the different types of technology available to them and of how technology affects society.</p>	<p>ELA</p> <p>2R 1, 3-4, 7</p> <p>2W 7</p> <p>2SL 1-4, 6</p> <p>2L 3-6</p>

JA Our City

Session Descriptions	Social Studies Standards	Career Development and Occupational Studies and Family and Consumer Sciences Standards	NY ELA and 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:</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the four choices we have with money. Define deposits and withdrawals. 	<p>Social Studies Practices Economics and Economic Systems</p> <p>E2. Identify the variety of resources available in a particular world community that are used to produce goods and/or provide services.</p> <p>E3. Identify the products found in world communities and the various ways people in those communities pay for products.</p>	<p>Career Development and Occupational Studies</p> <p>3a.1 listen to and read the ideas of others and express themselves both orally and in writing; they use basic mathematical concepts and computations to solve problems.</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1. understand how people acquire, use, and protect money and recognize some factors that influence spending</p>	<p>3R 4-5 3RF 3-4 3W 2, 7 3SL 1, 3, 6 3L 3-4</p> <p>NY Math</p> <p>3.MD 4-6 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:</p> <p>Students will:</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>3.9a World communities use human and natural resources in different ways.</p> <p>Students will investigate available resources [for each selected world community] and how these resources are used to meet basic needs and wants.</p> <p>Social Studies Practices Economics and Economic Systems</p> <p>E3. Identify the products found [in world communities] and the various ways people in those communities pay for products.</p>	<p>Career Development and Occupational Studies</p> <p>3a.2 use ideas and information to make decisions and solve problems related to accomplishing a task.</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1. understand how people acquire, use, and protect money and recognize some factors that influence spending</p>	<p>3R 1-5 3RF 3-4 3W 7 3SL 1-4, 6 3L 3-4</p> <p>NY Math</p> <p>3.OA 8-9 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:</p> <p>Students will:</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>3.9b People in communities have various ways of meeting their basic needs and earning a living.</p> <p>Students will investigate how each selected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community.</p> <p>Students will examine the various ways people earn a living and how this has changed, if at all, over time [in each selected world community.]</p>	<p>Career Development and Occupational Studies</p> <p>3a.7 demonstrate an awareness of the knowledge, skills, abilities, and resources needed to complete a task.</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1. understand the kinds of resources available in their community and make informed decisions related to their own use</p>	<p>3R 1-5 3RF 3-4 3SL 1-3, 6 3L 3-4</p> <p>NY Math</p> <p>3OA 9 3NBT 2 Mathematical Practices 1-2, 4-8</p>

JA Our City

Session Descriptions	Social Studies Standards	Career Development and Occupational Studies and Family and Consumer Sciences Standards	NY ELA and 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:</p> <p>Students will:</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>3.9a World communities use human and natural resources in different ways.</p> <p>3.9b People in communities have various ways of meeting their basic needs and earning a living.</p> <p>3.10a Communities around the world produce goods and provide services.</p> <p>Social Studies Practices Economics and Economic Systems</p> <p>E. 3. Identify the products found in world communities and the various ways people in those communities pay for products.</p>	<p>Career Development and Occupational Studies</p> <p>3a.3 demonstrate the personal qualities that lead to responsible behavior.</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1. understand the kinds of resources available in their community and make informed decisions related to their own use</p>	<p>3R 1, 3-6</p> <p>3RF 3-4</p> <p>3SL 1-3, 6</p> <p>3L 3-4</p> <p>NY Math</p> <p>3OA 8-9</p> <p>3NBT 2</p> <p>Mathematical Practices</p> <p>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:</p> <p>Students will:</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>3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.</p> <p>3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.</p> <p>Social Studies Practices Economics and Economic Systems</p> <p>E2. Identify the variety of resources available in a particular world community that are used to produce goods and/or provide services.</p>	<p>Career Development and Occupational Studies</p> <p>3a.2 use ideas and information to make decisions and solve problems related to accomplishing a task.</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1 understand how people acquire, use, and protect money and recognize some factors that influence spending</p> <p>know the different jobs in their communities and the contributions made by individuals performing those jobs.</p>	<p>3R 1, 3-6</p> <p>3RF 3-4</p> <p>3SL 1-3, 6</p> <p>3L 3-4</p> <p>NY Math</p> <p>3OA 8</p> <p>3NBT2</p> <p>Mathematical Practices</p> <p>1-7</p>

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

JA Our Region

Session Details	Social Studies Standards	Career Development and Occupational Studies and Family and Consumer Sciences Standards	NY ELA	NY Math
<p>Session One: Be an Entrepreneur</p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p>Objectives:</p> <p>Students will:</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 Practices Economics and Economic Systems</p> <p>E4. Explain why individuals and businesses specialize and trade.</p>	<p>Career Development and Occupational Studies</p> <p>1.1 demonstrate an awareness of their interests, aptitudes, and abilities</p> <p>demonstrate understanding of the relationship of decision making to the attainment of future goals</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1 know the different jobs in their communities and the contributions made by individuals performing those jobs.</p>	<p>4R 1-2, 4, 7</p> <p>4RF 3-4</p> <p>4SL 1, 3</p> <p>4L 3-4, 6</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4-7</p>
<p>Session Two: Resources—Tools for Entrepreneurs</p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define natural, human, and capital resources Describe how products and services use resources 	<p>Social Studies Practices Gathering, Interpreting, and Using Evidence</p> <p>A2. Recognize, use, and analyze different forms of evidence used to make meaning in social studies.</p> <p>Geographic Reasoning</p> <p>D1. Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.</p> <p>D2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water — that are not directly made by humans).</p> <p>Economics and Economic Systems</p> <p>E4. Explain why individuals and businesses specialize and trade.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 2—Integrated Learning</p> <p>solve problems that call for applying academic knowledge and skills.</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1. understand the kinds of resources available in their community and make informed decisions related to their own use</p> <p>understand how people acquire, use, and protect money and recognize some factors that influence spending</p>	<p>4R 4, 7</p> <p>4RF 3-4</p> <p>4SL 1-5</p> <p>4L 3-6</p> <p>4W 2, 7</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4-8</p>

JA Our Region

Session Details	Social Studies Standards	Career Development and Occupational Studies and Family and Consumer Sciences Standards	NY ELA	NY Math
<p>Session Three: Hot Dog Stand Game</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>Objectives:</p> <p>Students will:</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>Chronological Reasoning</p> <p>Identify causes and effects, using examples from current events or grade-level content and historical events.</p> <p>Economics and Economic Systems</p> <p>Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services</p>	<p>Career Development and Occupational Studies</p> <p>Standard 3a.1. 1. listen to and read the ideas of others and express themselves both orally and in writing; they use basic mathematical concepts and computations to solve problems.</p> <p>Standard 3—Resource Management/Family and Consumer Sciences</p> <p>1. understand the kinds of resources available in their community and make informed decisions related to their own use</p> <p>understand how people acquire, use, and protect money and recognize some factors that influence spending</p> <p>know the different jobs in their communities and the contributions made by individuals performing those jobs.</p>	<p>4R 2-4, 7</p> <p>4RF 3-4</p> <p>4SL 1,3</p> <p>4L 3-6</p>	<p>4.NBT 4</p> <p>4.NF 7</p> <p>Mathematical Practices</p> <p>1-7</p>
<p>Session Four: Entrepreneurs Solve Problems</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate the problem-solving process Identify the potential risks and rewards in making business decisions 	<p>Chronological Reasoning</p> <p>Identify and classify the relationship between multiple causes and multiple effects.</p> <p>Economics and Economic Systems</p> <p>Explain how scarcity necessitates decision making.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 3a.1. 1. listen to and read the ideas of others and express themselves both orally and in writing; they use basic mathematical concepts and computations to solve problems.</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1. understand the kinds of resources available in their community and make informed decisions related to their own use</p> <p>understand how people acquire, use, and protect money and recognize some factors that influence spending</p>	<p>4R 1, 3-4, 7</p> <p>4RF 3-4</p> <p>4SL 1-2, 4</p> <p>4L 3-6</p> <p>4W 2, 7</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4</p> <p>6-7</p>

JA Our Region

Session Details	Social Studies Standards	Career Development and Occupational Studies and Family and Consumer Sciences Standards	NY ELA	NY Math
<p>Session Five: Entrepreneurs Go Global</p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p>Objectives:</p> <p>Students will:</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>Chronological Reasoning</p> <p>Distinguish between long-term and immediate causes and effects of an event from current events or history.</p> <p>Civic Participation</p> <p>Identify situations with a global focus in which social actions are required and suggest actions.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 3a.7 demonstrate an awareness of the knowledge, skills, abilities, and resources needed to complete a task.</p>	<p>4R 3-4, 7</p> <p>4RF 3-4</p> <p>4SL 1-4</p> <p>4L 3-6</p>	<p>N/A</p>

JA Our Nation

Session Details	Social Studies Standards	Career Development and Occupational Studies and Family and Consumer Sciences Standards	NY ELA	NY 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>Students will:</p> <ul style="list-style-type: none"> Identify the characteristics of a free market economy Explain how pricing guides economic decisions 	<p>Economics</p> <p>5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.</p> <p>Economics and Economic Systems</p> <p>1. Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.</p>	<p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>understand how people acquire, use, and protect money and recognize some factors that influence spending</p>	<p>5R 1-2, 4, 7 5RF 3-4 5SL 1-4, 6 5L 3-5</p>	<p>5.OA 2 5.NBT 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>Students will:</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>Economics</p> <p>5.7a Different types of economic systems have developed across time and place... These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?</p> <p>Chronological Reasoning</p> <p>1. Explain how events are related chronologically to one another in time.</p>	<p>Career Development and Occupational Studies Standard 3a.2. use ideas and information to make decisions and solve problems related to accomplishing a task.</p> <p>Standard 3a. 1 demonstrate an awareness of their interests, aptitudes, and abilities</p> <p>know the value of work to the individual and society in general</p> <p>describe the changing nature of the workplace brought about by global competition and technology</p>	<p>5R 1-2, 4, 7 5RF 3-4 5SL 1-4, 6 5L 3-5</p>	<p>5.OA 1 5.NBT 5</p>
<p>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Examine career groupings and the skills necessary for a variety of careers. 	<p>Civic Participation</p> <p>8. Identify rights and responsibilities of citizens within societies in the Western Hemisphere.</p>	<p>Career Development and Occupational Studies</p> <p>1.1 demonstrate an awareness of their interests, aptitudes, and abilities</p> <p>demonstrate understanding of the relationship of decision making to the attainment of future goals</p> <p>Family and Consumer Sciences Standard 3—Resource Management</p> <p>1 know the different jobs in their communities and the contributions made by individuals performing those jobs.</p>	<p>5R 1-2, 4, 7 5RF 3-4 5SL 1-4, 6 5L 3-5</p>	<p>5.NBT 5</p>

JA Our Nation

Session Details	Social Studies Standards	Career Development and Occupational Studies and Family and Consumer Sciences Standards	NY ELA	NY 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>Students will:</p> <ul style="list-style-type: none"> Identify the soft skills wanted by today's employers 	<p>Civic Participation</p> <p>1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 3a.3. demonstrate the personal qualities that lead to responsible behavior.</p> <p>Standard 3a.4. relate to people of different ages and from diverse backgrounds.</p>	<p>5R 1-2, 4, 7</p> <p>5RF 3-4</p> <p>5SL 1-4, 6</p> <p>5L 3-5</p> <p>5W 2, 4</p>	<p>5.OA 1</p> <p>5.NBT 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>Students will:</p> <ul style="list-style-type: none"> Discuss why businesses specialize and trade Define opportunity cost 	<p>Geography</p> <p>5.4c The physical environment influences human population distribution, land use, and other forms of economic activity.</p> <p>Economics</p> <p>5.7b Students will examine why certain products are manufactured in particular places, taking into account the weight, transportation availability, and costs and markets.</p> <p>5.7c Students will examine products that are imported into markets within the United States based on demand for these products, noting how this affects the United States economy.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 3a.2. use ideas and information to make decisions and solve problems related to accomplishing a task.</p>	<p>5R 1-2, 4, 7</p> <p>5RF 3-4</p> <p>5SL 1-4, 6</p> <p>5L 3-5</p>	<p>N/A</p>
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify three basic ways businesses are organized. 	<p>N/A</p>	<p>Career Development and Occupational Studies</p> <p>Standard 1.1 describe the changing nature of the workplace brought about by global competition and technology</p>	<p>5SL 1-4</p> <p>5L 3-5</p>	<p>N/A</p>

JA More than Money

Session Descriptions	Social Studies Standards	Career Development and Occupational Studies and Family and Consumer Sciences Standards	NY ELA	NY 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>Students will:</p> <ul style="list-style-type: none"> Identify the role of money in everyday life Explain the benefits of using a savings account 	<p>Economic Systems</p> <p>2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.</p> <p>Economics and Economic Systems</p> <p>K.3. Identify what money is and how it is used in society.</p> <p>2.3 Describe the role of banks, saving, and borrowing in the economy.</p>	<p>Family and Consumer Sciences</p> <p>Standard 3.1. understand the kinds of resources available in their community and make informed decisions related to their own use</p> <p>understand how people acquire, use, and protect money and recognize some factors that influence spending</p>	<p>3R 1, 3-4, 6</p> <p>3RF 3-4</p> <p>3SL 1, 6</p> <p>3L 4, 6</p>	<p>3.NBT 2-3</p> <p>4.NBT 4</p> <p>5.NBT 5, 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>Students will:</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>Economic Systems</p> <p>K.9b Goods are objects that can satisfy people’s needs and wants; services are activities that can satisfy people’s needs and wants.</p> <p>Economics and Economic Systems</p> <p>4.1. Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.</p> <p>4.4. Explain why individuals and businesses specialize and trade.</p> <p>K.2. Identify examples of goods and services.</p>	<p>Career Development and Occupational Studies</p> <p>Standard 3.a 1. listen to and read the ideas of others and express themselves both orally and in writing; they use basic mathematical concepts and computations to solve problems.</p>	<p>3R 3-4, 6</p> <p>3RF 3-4</p> <p>3SL 1-3, 6</p> <p>3L 4-6</p>	<p>3.NBT 3</p> <p>4.NBT 4</p> <p>5.NBT 5</p> <p>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>Students will:</p> <ul style="list-style-type: none"> Identify the basic steps for building a small business Develop a basic business plan 	<p>Economics and Economic Systems</p> <p>4.4. Explain why individuals and businesses specialize and trade.</p>	<p>Family and Consumer Sciences</p> <p>Standard 3.1. understand the kinds of resources available in their community and make informed decisions related to their own use</p>	<p>3R 2-6</p> <p>3RF 3-4</p> <p>3SL 1, 6</p> <p>3L 3-4, 6</p>	<p>3.NBT 2-3</p> <p>4.NBT 4, 7</p> <p>5.NBT 5, 7</p> <p>Mathematical Practices</p> <p>1-2</p> <p>4-8</p>

JA More than Money

Session Descriptions	Social Studies Standards	Career Development and Occupational Studies and Family and Consumer Sciences Standards	NY ELA	NY 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>Students will:</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>Economic Systems</p> <p>2.8b. People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.</p> <p>Economics and Economic Systems</p> <p>2.3. Describe the role of banks, saving, and borrowing in the economy.</p>	<p>Family and Consumer Sciences</p> <p>Standard 3.1 understand the kinds of resources available in their community and make informed decisions related to their own use</p> <p>understand how people acquire, use, and protect money and recognize some factors that influence spending</p>	<p>3R 1-5, 7</p> <p>3RF 3-4</p> <p>3W 2-4</p> <p>3SL 1-3, 6</p> <p>3L 4, 6</p>	<p>3.NBT 2, 3</p> <p>4.NBT 4</p> <p>5.NBT 5, 7</p> <p>Mathematical Practices</p> <p>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>Students will:</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>Creation, Expansion, and Interaction of Economic Systems</p> <p>3.10b. World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.</p>	<p>Career Development and Occupational Studies</p> <p>1.1 describe the changing nature of the workplace brought about by global competition and technology</p>	<p>3R 1, 3-7</p> <p>3RF 3-4</p> <p>3W 3</p> <p>3SL 1-2, 6</p> <p>3L 3-6</p>	<p>NA</p>

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JA Career Exploration Fair K-2

Session Descriptions	Social Studies Standards	Career Development and Occupational Studies Standards	NY 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:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define careers. Examine the jobs of family members. Identify jobs within the community. 	<p>Economic Systems</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p>	<p>Standard 1.1 Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</p> <p>Standard 3a.2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.</p>	<p>RF 3</p> <p>W 2, 7</p> <p>SL 1-6</p> <p>L 4-6</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:</p> <p>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>Economic Systems</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p>	<p>Standard 1.1 Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</p> <p>Standard 3a.4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.</p>	<p>RF 3</p> <p>W 4-6</p> <p>SL 1-6</p> <p>L 4-6</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:</p> <p>Students will:</p> <ul style="list-style-type: none"> Begin to identify a future career interest. 	<p>Economic Systems</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p>	<p>Standard 1.1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</p> <p>Standard 3a. 3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.</p>	<p>RF 3</p> <p>W 4-6</p> <p>SL 1-6</p> <p>L 4-6</p>

JA Career Exploration Fair 3-5

Session Descriptions	Social Studies Standards	Career Development and Occupational Studies Standards	NY 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:</p> <p>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>Economic Systems</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p>	<p>Standard 1.1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</p> <p>Standard 3a.2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.</p>	<p>RF 3-4</p> <p>SL 1, 6</p> <p>L 4-6</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:</p> <p>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>Economic Systems</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p>	<p>Standard 1.1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</p> <p>Standard 3a.4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.</p>	<p>RF 3-4</p> <p>SL 1, 3, 5-6</p> <p>L 4-6</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:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Prepare a personal interest "resume." ▪ Begin to identify a future career interest. 	<p>Economic Systems</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p>	<p>Standard 2.1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.</p> <p>Standard 3a. 3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.</p>	<p>RF 3-4</p> <p>SL 1, 6</p> <p>L 4-6</p> <p>W 4, 7</p>

JA Career Speaker Series K-5

Session Descriptions	Social Studies Standards	Career Development and Occupational Studies Standards	NY ELA
<p>Before the Event</p> <p>Students prepare questions for the speaker to answer.</p> <p>Objectives:</p> <p>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>Economic Systems</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p>	<p>Standard 1.1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</p> <p>Standard 3a.2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.</p>	<p>RF 3-4</p> <p>SL 1, 6</p> <p>L 4-6</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:</p> <p>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>Economic Systems</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p>	<p>Standard 1.1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</p> <p>Standard 3a.4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.</p>	<p>RF 3-4</p> <p>SL 1, 3, 5-6</p> <p>L 4-6</p>
<p>After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize career clusters. ▪ Identify careers that relate to personal interests and skills. 	<p>Economic Systems</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p>	<p>Standard 2.1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.</p> <p>Standard 3a. 3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.</p>	<p>RF 3-4</p> <p>SL 1, 6</p> <p>L 4-6</p> <p>W 4, 7</p>