

A Correlation:  
Illinois  
Academic Standards and  
Junior Achievement  
Elementary School Programs



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[Illinois Essential Employability Skills Framework](#)

[Social Science Standards](#)

[Career Development K-12 Competencies and Indicators \(isbe.net\)](#)

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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 Illinois Social Science Standards and the Employability Skills Framework as well as Common Core 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](#)<sup>®</sup> uses compelling stories read aloud by the volunteer, along with hands-on activities to demonstrate helping, working, earning, and saving.

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

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

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

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

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

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

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

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

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

# JA Ourselves

Session Details	Social Science	Other Standards	ELA	Math
<p><b>Session One: This or That? Make a Choice</b></p> <p>Students practice economics by making personal choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify personal interests</li> <li>Consider the factors that determine their choices</li> <li>Define money</li> </ul>	<p>SS.EC.1.K. Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).</p>	<p><b>Social Emotional Learning Standards</b></p> <p>1B.1a. Identify one’s likes and dislikes, needs and wants, strengths and challenges.</p> <p><b>Career Development—</b></p> <p>Competency IX--Describe how choices are made.</p> <p>Competency I--Identify personal interests, abilities, strengths, and weaknesses.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Writing W.K.1-2,8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.2</p>
<p><b>Session Two: Do I Need What I Want?</b></p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the difference between needs and wants</li> <li>Create a simple chart</li> </ul>	<p>SS.IS.1.K.-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p>SS.EC.1.K. Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).</p>	<p><b>Social Emotional Learning Standards</b></p> <p>1B.1a. Identify one’s likes and dislikes, needs and wants, strengths and challenges.</p> <p><b>Career Development—</b></p> <p>Competency IX--Describe how choices are made.</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><b>Session Three: A Penny Earned</b></p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the role of money in society</li> <li>Identify jobs they can do to earn money</li> </ul>	<p>N/A</p>	<p><b>Social Emotional Learning Standards</b></p> <p>2A.1a. Recognize that others may experience situations differently from oneself.</p> <p>2C.1a. Identify ways to work and play well with others.</p> <p>3C.1b. Identify and perform roles that contribute to one’s family.</p> <p><b>Career Development—</b></p> <p>Competency V—Identify different types of work, both paid and unpaid.</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	Social Science	Other Standards	ELA	Math
		<p>Competency VI—Describe jobs that are present in the community.</p> <p>Describe work of family members, school personnel and community workers.</p>		
<p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the importance of saving money</li> <li>Identify a savings goal</li> <li>Identify a place where people save money</li> </ul>	N/A	<p><b>Career Development—</b></p> <p>Competency I— Describe ways to meet personal needs through work.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Literature RL.K.1-4</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p><b>Session Five: A Penny Shared</b></p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the importance of giving</li> <li>Organize a chronological sequence of events</li> </ul>	SS.H.1.K. Compare life in the past to life today.	<p><b>Social Emotional Learning Standards</b></p> <p>2B.1b. Describe positive qualities in others.</p> <p>3C.1b. Identify and perform roles that contribute to one’s family.</p> <p><b>Career Development—</b></p> <p>Competency VII— Describe ways in which work can help overcome social and economic problems.</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 Details	Social Science	Other Standards	ELA	Math
<p><b>Session One: All Kinds of Families</b></p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin to understand the similarities and differences between families</li> <li>Recognize the importance of businesses in neighborhoods</li> </ul>	<p>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p>SS.CS.1.1. Explain how all people, not just official leaders, play important roles in a community.</p>	<p><b>Social Emotional Learning Standards</b></p> <p>1B.1b. Identify family, peer, school, and community strengths.</p> <p>2B.1a. Describe the ways that people are similar and different.</p> <p>2C.1a. Identify ways to work and play well with others.</p> <p><b>Career Development—</b></p> <p>Competency X— Describe how family members depend on one another, work together and share responsibilities.</p> <p>Competency XI— Describe how contributions of individuals both inside and outside the home are important.</p>	<p>Reading Literature RI.1.1 RI.1.3-4 RI.1.7,9,10</p> <p>Reading Foundations RF.1.1-4</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 8</p>
<p><b>Session Two: Money for Needs and Wants</b></p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the difference between needs and wants</li> <li>Explain that families must earn money for the things they need and want</li> </ul>	<p>SS.EC.1.1. Explain and give examples of when choices are made that something else is given up.</p> <p>SS.EC.FL.3.1. Explain how people earn pay or income in exchange for work.</p>	<p><b>Social Emotional Learning Standards</b></p> <p>1B.1a. Identify one’s likes and dislikes, needs and wants, strengths and challenges.</p> <p><b>Career Development—</b></p> <p>Competency I—Describe ways to meet personal needs through work.</p> <p>Competency XI—Describe how work is important to all people.</p>	<p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Reading Foundations RF.1.1-4</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1,4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 4-5 7-8</p>
<p><b>Session Three: Businesses All Around the Neighborhood</b></p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define entrepreneur, goods, and services</li> <li>Interpret map symbols</li> <li>Identify the goods or services businesses provide</li> </ul>	<p>SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.</p> <p>SS.G.1.1. Construct and interpret maps and other representations to navigate a familiar place.</p> <p>SS.EC.FL.3.1. Explain how people earn pay or income in exchange for work.</p>	<p><b>Career Development—</b></p> <p>Competency VIII—Describe ways in which work can help overcome social and economic problems.</p> <p>Competency XI—Describe how work is important to all people.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2, 4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 5-8</p>

# JA Our Families

Session Details	Social Science	Other Standards	ELA	Math
<p><b>Session Four: Jobs All Around the Neighborhood</b></p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the jobs people do</li> <li>Analyze their own skills to determine ways they can support family members</li> </ul>	<p>SS.EC.2.1. Describe the skills and knowledge required to produce certain goods and services.</p> <p>SS.EC.FL.3.1. Explain how people earn pay or income in exchange for work.</p>	<p><b>Social Emotional Learning Standards</b></p> <p>1B.1a. Identify one’s likes and dislikes, needs and wants, strengths and challenges.</p> <p><b>Career Development—</b></p> <p>Competency I-- Identify personal interests, abilities, strengths, and weaknesses.</p> <p>Competency VI—Describe jobs that are present in the local community.</p> <p>Describe work of family members, school personnel and community workers.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.6-7</p> <p>Writing W.1.5</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>
<p><b>Session Five: A New Business</b></p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</li> </ul>	<p>SS.EC.2.1. Describe the skills and knowledge required to produce certain goods and services.</p>	<p><b>Career Development—</b></p> <p>Competency VIII-- Describe ways in which work can help overcome social and economic problems.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7</p> <p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>2-4</p> <p>7-8</p>

# JA Our Community 2.0

Session Details	Social Science	Other Standards	ELA/Math
<p><b>Session One: Communities at Work</b></p> <p>Students are introduced to the idea of a community and discover what types of workers help make their community strong.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Define and describe a community.</li> <li>● Identify the variety of jobs in a community.</li> <li>● Locate jobs and businesses on a community map.</li> <li>● Apply listening and focused attention skills</li> <li>● Describe how different jobs require different skills.</li> <li>● State how people contribute to and benefit from a community.</li> </ul>	<p>SS.CV.2.2: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>SS.G.2.2: Identify some cultural and environmental characteristics of your community and compare to other places.</p>	<p><b>Social and Emotional Learning Standards</b></p> <p>1B.1b. Identify family, peer, school, and community strengths.</p> <p>2A.1b. Use listening skills to identify the feelings and perspectives of others.</p> <p><b>Career Development--</b></p> <p>Competency VI-- Describe work of family members, school personnel and community workers.</p> <p>Describe jobs that are present in the local community.</p> <p>Competency XI-- Describe how work is important to all people.</p> <p>Competency XII-- Describe skills needed in a variety of occupational groups.</p>	<p><b>ELA</b></p> <p>Reading RL.2.1 RI.2.1 RI.2.3-.2.7 RF. 2.3-2.4</p> <p>Writing W. 2.1-2.2 W.2.8</p> <p>Speaking &amp; Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>
<p><b>Session Two: People at Work</b></p> <p>Students experience working in the community to earn a paycheck and produce goods and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Define the terms business, produce, goods, and services.</li> <li>● Explain how people earn income.</li> <li>● Describe how goods are made using skills and knowledge.</li> <li>● Collect, record, and interpret data using digital tools.</li> </ul>	<p>SS.EC.3.2. Compare the goods and services that people in the local community produce and those that are produced in other communities</p>	<p><b>Career Development—</b></p> <p>Competency V--Identify different types of work, both paid and unpaid.</p> <p>Competency VI-- Describe work of family members, school personnel and community workers.</p> <p>Describe jobs that are present in the local community.</p> <p>Competency XI-- Describe how work is important to all people.</p>	<p><b>ELA</b></p> <p>Reading RI.2.3-.2.7 RF. 2.3-2.4</p> <p>Speaking &amp; Listening SL. 2.2-2.3 SL. 2.6</p> <p>Language L.2.1-2.6</p> <p><b>MATH</b> 2.OA 1 2.md. 10</p>

# JA Our Community 2.0

Session Details	Social Science	Other Standards	ELA/Math
<p><b>Session Three: Money at Work</b></p> <p>Students learn how people use money to buy goods and services they want and need for personal or business purposes.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Match coin and dollar values.</li> <li>● Describe the role of banks in an economy.</li> <li>● Recognize the price of goods and services in the local market.</li> <li>● Describe how money flows through a community's economy.</li> <li>● Collaborate and communicate to make exchanges of money for goods or services.</li> <li>● Summarize how money is spent on goods and services related to businesses</li> </ul>	<p>SS.EC.FL. 4.2.: Explain that money can be saved or spent on goods and services.</p> <p>SS.EC.2.2. Explain the role of money in making exchange easier.</p> <p>SS.EC.3.2. Compare the goods and services that people in the local community produce and those that are produced in other communities.</p>	<p><b>Social and Emotional Learning Standards</b></p> <p>2C.1b. Demonstrate appropriate social and classroom behavior.</p>	<p><b>ELA</b></p> <p>Reading RI.2.1 RI.2.3-.2.5 RI. 2.7 RF. 2.3-2.4</p> <p>Writing W.2.2 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p> <p><b>MATH</b> 2.md.8</p>
<p><b>Session Four: Votes Count</b></p> <p>Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Use reason and logic to assess and analyze problems.</li> <li>● Use empathy and observation skills to express community wants and needs.</li> <li>● Generate solutions to a problem using brainstorming techniques.</li> <li>● Identify and propose a creative solution to a community problem.</li> <li>● Recognize that community members have a responsibility to get involved to help meet a community's needs.</li> </ul>	<p>SS.CV.2.2 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.</p>	<p><b>Social and Emotional Learning Standards</b></p> <p>2D.1b. Identify approaches to resolving conflicts constructively.</p> <p><b>Career Development—</b></p> <p>Competency IX—Identify strategies used in solving problems.</p> <p>Describe how decisions affect self and others.</p> <p>Competency XI-- Describe how contributions of individuals both inside and outside the home are important.</p>	<p><b>ELA</b></p> <p>Reading RL.2.1 RL.2.6 RI.2.1 RI.2.3-.2.6 RI.2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W. 2.7-2.8</p> <p>Speaking &amp; Listening SL. 2.1-2.4</p> <p>Language L.2.1-2.6</p>

# JA Our Community 2.0

Session Details	Social Science	Other Standards	ELA/Math
<p><b>Session Five: Making Choices</b></p> <p>Students are introduced to the concept of taxes and how those funds are used to pay government workers and provide services to support the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Define taxes.</li> <li>● Identify government jobs.</li> <li>● Explain why community members pay taxes.</li> <li>● Recognize how government services support the community.</li> <li>● Recognize that many viewpoints must be considered when making decisions for the community.</li> <li>● Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change.</li> </ul>	<p>SS.EC.FL. 4.2.: Explain that money can be saved or spent on goods and services.</p> <p>SS.IS.1.K.-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p>	<p><b>Social and Emotional Learning Standards</b></p> <p>2A.1a. Recognize that others may experience situations differently from oneself.</p> <p>2A.1b. Use listening skills to identify the feelings and perspectives of others.</p> <p><b>Career Development—</b></p> <p>Competency III—Identify and select appropriate behaviors to deal with specific emotional situations.</p>	<p><b>ELA</b></p> <p>Reading RL.2.1 RL.2.6 RI.2.1 RI.2.3-2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W.2.8</p> <p>Speaking &amp; Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>
<p><b>Session Six: Crack the Code (Optional)</b></p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Describe the digital skills and knowledge required to produce certain goods and services.</li> <li>● Recognize digital tools and computer skills.</li> <li>● Use simple programming language and knowledge to complete tasks.</li> <li>● Define code as the language computers use.</li> </ul>	<p>N/A</p>	<p><b>Career Development—</b></p> <p>Competency IV—Identify academic skills needed in several occupational groups.</p> <p>Describe school tasks that are similar to skills essential for job success.</p>	<p><b>ELA</b></p> <p>Reading RL.2.1 RI.2.1 RI.2.3-2.4 RI.2.7 RF. 2.3-2.4</p> <p>Writing W. 2.7</p> <p>Speaking &amp; Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>

# JA Our City

Session Details	Social Science	Other Standards	ELA	Math
<p><b>Session One: Earn, Save, Spend, and Donate</b></p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the four choices we have with money.</li> <li>Define deposits and withdrawals.</li> </ul>	<p>SS.CV.4.3. Describe how people have tried to improve their communities over time.</p> <p>SS.G.2.3. Compare how people modify and adapt to the environment and culture in our community to other places.</p>	<p><b>Career Development—</b></p> <p>Competency VI-- Describe the relationship of beliefs, attitudes, interests and abilities to occupations.</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2 <sup>ELO</sup> W.3.7 -8<sup>ELO</sup></p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Two: Invisible Money</b></p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define goods and services.</li> <li>Explain how people spend money.</li> <li>Recognize methods of payment and whether they are readily visible or invisible.</li> </ul>	<p>SS.EC.2.3 Generate examples of the goods and services that governments provide.</p> <p>SS.CV.4.3: Describe how people have tried to improve their communities over time</p>	<p><b>Career Development—</b></p> <p>Competency VIII-- Describe the products and services of local employers.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8<sup>ELO</sup></p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Three: How Do I Become an Entrepreneur?</b></p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define entrepreneur, producer, and consumer.</li> <li>Explain the need for a business plan.</li> <li>Discuss the ways in which entrepreneurs help a city.</li> </ul>	<p>SS.EC.3.2. Compare the goods and services that people in the local community produce and those that are produced in other communities.</p>	<p><b>Social Emotional Learning Standards</b></p> <p>1B.1b. Identify family, peer, school, and community strengths.</p> <p><b>Career Development—</b></p> <p>Competency VIII-- Describe the products and services of local employers.</p> <p>Describe ways in which work can help overcome social and economic problems.</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 Details	Social Science	Other Standards	ELA	Math
<p><b>Session Four: Money Choices Make the City Go Round</b></p> <p>Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the importance of money in everyday life.</li> <li>▪ Describe how money flows through a city's economy.</li> <li>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</li> </ul>	<p>SS.EC.FL.3.3: Describe the role of banks and other financial institutions in an economy.</p>	<p>N/A</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8 OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Five: Let's Build a City</b></p> <p>A healthy city is built on the money choices of consumers, businesses, and the government. A city thrives when these sectors of the economy earn, save, spend, and donate.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe how personal choices make a city a good place to live, work, play, and go to school.</li> </ul>	<p>SS.EC. 2.3. Generate examples of the goods and services that governments provide.</p>	<p><b>Career Development—</b></p> <p>Competency VI-- Describe the relationship of beliefs, attitudes, interests and abilities to occupations.</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>

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

# JA Our Region

Session Details	Social Science	Other Standards	ELA	Math
<p><b>Session One: Be an Entrepreneur</b></p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the impact entrepreneurs have on a region</li> <li>Apply traits that are common to successful entrepreneurs to their own skills and abilities</li> </ul>	<p>SS.EC.1.4. Explain how profits reward and influence sellers.</p>	<p><b>Social Emotional Learning Standards</b></p> <p>1B.2a. Describe personal skills and interests that one wants to develop.</p> <p><b>Career Development—</b></p> <p>Competency VIII-- Describe the products and services of local employers.</p> <p>Describe ways in which work can help overcome social and economic problems.</p>	<p>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4-7</p>
<p><b>Session Two: Resources–Tools for Entrepreneurs</b></p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define natural, human, and capital resources</li> <li>Describe how products and services use resources</li> </ul>	<p>SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.4.3-5.: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>SS.EC. 2.4: Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).</p>	<p><b>Social Emotional Learning Standards</b></p> <p><b>2B.2b.</b> Demonstrate how to work effectively with those who are different from oneself.</p> <p><b>Career Development—</b></p> <p>Competency II--Demonstrate effective skills for interacting with others.</p> <p>Demonstrate group membership skills.</p> <p>Competency V--Demonstrate an understanding of the importance of practice, effort and learning.</p>	<p>Reading for Information RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-5</p> <p>Language L.4.3-4 L.4.1-6</p>	<p>Mathematical Practices 1-2 4-8</p>
<p><b>Session Three: Hot Dog Stand Game</b></p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Track the revenue and expenses of a business</li> <li>Identify the fundamental tasks required to run a business</li> <li>Explain the importance of keeping an accurate account of a business's financial information</li> </ul>	<p>SS.EC.FL.3.4: Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options).</p> <p>SS.EC.1.4. Explain how profits reward and influence sellers.</p>	<p><b>Social Emotional Learning Standards</b></p> <p>2B.2b. Demonstrate how to work effectively with those who are different from oneself.</p> <p><b>Career Development—</b></p> <p>Competency IV-- Describe school tasks that are similar to skills essential for job success.</p>	<p>Reading for Information RI.4.2-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.1 L.4.3-6</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>

# JA Our Region

Session Details	Social Science	Other Standards	ELA	Math
<p><b>Session Four: Entrepreneurs Solve Problems</b></p> <p>Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the problem-solving process</li> <li>▪ Identify the potential risks and rewards in making business decisions</li> </ul>	<p>SS.IS.7.3.5: Identify a range of local problems and some ways in which people are trying to address these problems.</p>	<p><b>Social Emotional Learning Standards</b></p> <p>1C.2a. Describe the steps in setting and working toward goal achievement.</p> <p><b>Career Development—</b></p> <p>Competency V—Describe how current learning relates to work.</p> <p>Competency IX—Describe how decisions affect self and others.</p> <p>Identify strategies used in solving problems.</p>	<p>Reading for Information</p> <p>RI.4.1</p> <p>RI.4.3-4</p> <p>RI.4.7</p> <p>Reading Foundations</p> <p>RF.4.3-4</p> <p>Writing</p> <p>W.4.2</p> <p>W.4.8</p> <p>Speaking and Listening</p> <p>SL.4.1-2</p> <p>SL.4.4</p> <p>Language</p> <p>L.4.1</p> <p>L.4.3-4</p> <p>L.4.6</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4</p> <p>6-7</p>
<p><b>Session Five: Entrepreneurs Go Global</b></p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply the supply chain to a manufacturing example</li> <li>▪ Explain how resource providers, businesses, and consumers are interdependent</li> </ul>	<p>SS.G.3.4: Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.</p>	<p><b>Career Development—</b></p> <p>Competency VII— Demonstrate positive ways of performing working activities.</p> <p>Describe the importance of cooperation among workers to accomplish a task.</p> <p>Demonstrate the ability to work with people who are different oneself (e.g., race, age, gender).</p>	<p>Reading for Information</p> <p>RI.4.3-4</p> <p>RI.4.7</p> <p>Reading Foundations</p> <p>RF.4.3-4</p> <p>Speaking and Listening</p> <p>SL.4.1-4</p> <p>Language</p> <p>L.4.1</p> <p>L.4.3-4</p> <p>L.4.6</p>	<p>NA</p>

# JA Our Nation

Session Details	Social Science	Other Standards	ELA	Math
<p><b>Session One: Free to Choose Your Work or Business</b></p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the characteristics of a free market economy</li> <li>Explain how pricing guides economic decisions</li> </ul>	<p>SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.EC.2.5. Discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence behavior in our nation’s economy and around the world.</p>	<p><b>Career Development—</b></p> <p>Competency VIII— Describe the relationship between work and economic and societal needs.</p>	<p>Reading for Information</p> <p>RI.5.1-2</p> <p>RI.5.4</p> <p>RI.5.7</p> <p>Reading Foundations</p> <p>RF.5.3-4</p> <p>Speaking and Listening</p> <p>SL.5.1-4</p> <p>SL.5.6</p> <p>Language</p> <p>L.5.1-5</p>	<p>Operations and Algebraic Thinking</p> <p>OA.5.2</p> <p>Numbers Base Ten</p> <p>NBT.5.6-7</p>
<p><b>Session Two: Innovation Nation</b></p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define entrepreneur and entrepreneurship</li> <li>Describe resources and how entrepreneurs use them</li> <li>Explore STEM skills and the process of innovation</li> </ul>	<p>SS.IS.7.3.5. Identify a range of local problems and some ways in which people are trying to address these problems.</p>	<p><b>Social Emotional Learning Standards</b></p> <p>3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</p> <p><b>Career Development—</b></p> <p>Competency VIII--Describe the products and services of local employers.</p> <p>Competency XII-- Describe skills needed in a variety of occupational groups.</p>	<p>Reading for Information</p> <p>RI.5.1-2</p> <p>RI.5.4</p> <p>RI.5.7</p> <p>Reading Foundations</p> <p>RF.5.3-4</p> <p>Writing</p> <p>WS.5.2</p> <p>WS.5.4</p> <p>Speaking and Listening</p> <p>SL.5.1-4</p> <p>SL.5.6</p> <p>Language</p> <p>L.5.1-5</p>	<p>Operations and Algebraic Thinking</p> <p>CC.2.2.5.A.1</p> <p>Numbers Base Ten</p> <p>CC.2.1.5.B.2</p>
<p><b>Session Three: Career Quest</b></p> <p>Students learn about career clusters.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	<p>SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p>	<p><b>Social Emotional Learning Standards</b></p> <p>1B.2a. Describe personal skills and interests that one wants to develop.</p> <p><b>Career Development—</b></p> <p>Competency IV-- Identify academic skills needed in several occupational groups.</p> <p>Describe how the amount of education needed for different occupational levels varies.</p>	<p>Reading for Information</p> <p>RI.5.1-2</p> <p>RI.5.4</p> <p>RI.5.7</p> <p>Reading Foundations</p> <p>RF.5.3-4</p> <p>Speaking and Listening</p> <p>SL.5.1-4</p> <p>SL.5.6</p> <p>Language</p> <p>L.5.1-5</p>	<p>Numbers Base Ten</p> <p>CC.2.1.5.B.2</p>

# JA Our Nation

Session Details	Social Science	Other Standards	ELA	Math
<p><b>Session Four: Get and Keep the Job!</b></p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the soft skills wanted by today's employers</li> </ul>	<p>N/A</p>	<p><b>Social Emotional Learning Standards</b></p> <p>1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</p> <p>3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.</p> <p><b>Career Development—</b></p> <p>Competency VII-- Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p><b>Session Five: Global Connections</b></p> <p>Students explore how the United States is connected to the global economy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Discuss why businesses specialize and trade</li> <li>Define opportunity cost</li> </ul>	<p><b>Priority Standards</b></p> <p>SS.EC.1.5. Analyze why and how individuals, businesses, and nations around the world specialize and trade.</p> <p>SS.G.4.5. Compare the environmental characteristics of the United States to other world regions.</p>	<p><b>Career Development—</b></p> <p>Competency VIII-- Describe the products and services of local employers.</p> <p>Describe ways in which work can help overcome social and economic problems.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>NA</p>
<p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify three basic ways businesses are organized.</li> </ul>	<p>SS.EC.1.5. Analyze why and how individuals, businesses, and nations around the world specialize and trade.</p>	<p><b>Career Development—</b></p> <p>Competency VI-- Describe ways in which self-employment differs from working for others.</p>	<p>Speaking and Listening SL.5.1-4</p> <p>Language L.5.1,5</p>	<p>NA</p>

# JA Career Exploration Fair K-2

Session Details	Social Science	Other Standards	ELA	Math
<p><b>Session One: The Money Garden</b></p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the role of money in everyday life</li> <li>Explain the benefits of using a savings account</li> </ul>	<p><b>Grade 3</b></p> <p>SS.EC.FL.1.3. Describe the role of banks and other financial institutions in an economy.</p> <p><b>Grade 4</b></p> <p>SS.EC.FL.2.4. Explain that income can be saved, spent on goods and services, or used to pay taxes.</p> <p>SS.EC.FL.3.4. Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options).</p>	<p><b>Career Development—</b></p> <p>Competency VIII-- Describe how work can satisfy personal needs.</p>	<p>Reading for Information</p> <p>RI.3.1</p> <p>RI.3.3-4</p> <p>RI.3.6</p> <p>Reading Foundations</p> <p>RF.3.3-4</p> <p>Speaking and Listening</p> <p>SL.3.1</p> <p>SL.3.6</p> <p>Language</p> <p>L.3.1</p> <p>L.3.4</p> <p>L.3.4</p>	<p>Numbers Base Ten</p> <p>3.NBT.2.2</p> <p>3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5</p> <p>5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Two: Create a Business</b></p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define business, goods, and services</li> <li>Identify businesses they would like to start that align with their personal interests and skills</li> <li>Appreciate their own roles as entrepreneurs in affecting their community and their world</li> </ul>	<p><b>Grade 3</b></p> <p>SS.EC.1.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.</p> <p><b>Grade 4</b></p> <p>SS.EC.2.4. Describe how goods and services are produced using human, natural, and capital resources (e.g., tools and machines).</p> <p><b>Grade 5</b></p> <p>SS.EC.2.5. Discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence behavior in our nation’s economy and around the world.</p>	<p><b>Career Development—</b></p> <p>Competency VI-- Identify work activities of interest to the student.</p> <p>Describe the relationship of beliefs, attitudes, interests and abilities to occupations.</p>	<p>Reading for Information</p> <p>RI.3.2-4</p> <p>RI.3.6</p> <p>Reading Foundations</p> <p>RF.3.3-4</p> <p>Speaking and Listening</p> <p>SL.3.1-3</p> <p>SL.3.6</p> <p>Language</p> <p>L.3.1-4</p> <p>L.3.6</p>	<p>Numbers Base Ten</p> <p>3.NBT.3.3</p> <p>4.NBT.4</p> <p>4.NBT.5</p> <p>5.NBT.5</p> <p>5.NBT.7</p> <p>Mathematical Practices 1-8</p>

# JA Career Exploration Fair K-2

Session Details	Social Science	Other Standards	ELA	Math
<p><b>Session Three: Build a Business</b></p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the basic steps for building a small business</li> <li>Develop a basic business plan</li> </ul>	<p><b>Grade 3</b></p> <p>SS.CV.3.3. Compare procedures for making decisions in the classroom, school, and community.</p> <p><b>Grade 4</b></p> <p>SS.EC.FL.3.4. Analyze how spending choices are influenced by price as well as many other factors (e.g., advertising, peer pressure, options).</p>	<p><b>Career Development—</b></p> <p>Competency XII-- Describe the importance of planning.</p>	<p>Reading for Information RI.3.2-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NF.4.7</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-2 4-8</p>
<p><b>Session Four: Run a Business</b></p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain why financial institutions lend money</li> <li>Explain decision making and the traits of trustworthy borrowers</li> <li>Record and track financial gains and losses</li> </ul>	<p><b>Grade 3</b></p> <p>SS.EC.FL.3.3: Describe the role of banks and other financial institutions in an economy.</p> <p>SS.EC.FL. 4.3. Explain that when people borrow, they receive something of value now and agree to repay the lender over time.</p> <p><b>Grade 5</b></p> <p>SS.FL.4.5. Explain that interest is the price the borrower pays for using someone else's money.</p>	<p><b>Career Development—</b></p> <p>Competency IV-- Describe school tasks that are similar to skills essential for job success.</p>	<p>Reading for Information RI.3.1-5 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Five: Global Success</b></p> <p>The students explore the opportunities and challenges of global markets.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explore reasons why businesses import and export goods</li> <li>Describe the economic considerations related to selling in a global market</li> <li>Define opportunity cost</li> </ul>	<p><b>Grade 3</b></p> <p>SS.EC.1.3. Compare the goods and services that people in the local community produce and those that are produced in other communities</p> <p><b>Grade 4</b></p> <p>SS.EC.1.4 Explain how profits reward and influence sellers.</p> <p><b>Grade 5</b></p> <p>SS.EC.1.5. Analyze why and how individuals, businesses, and nations around the world specialize and trade.</p>	<p><b>Career Development—</b></p> <p>Competency VIII-- Describe ways in which work can help overcome social and economic problems.</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>	<p>NA</p>

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

# JA Career Exploration Fair K-2

Session Descriptions	Social Science	Other Standards	ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job to Do!</b></p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define careers.</li> <li>Examine the jobs of family members.</li> <li>Identify jobs within the community.</li> </ul>	<p><b>Grades K-2</b></p> <p>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p><b>Grade 1</b></p> <p>SS.CV.2.1: Identify and explain how rules function in various settings, inside and outside of school.</p>	<p><b>Career Development—</b></p> <p>Competency II—Demonstrate effective skills for interacting with others.</p> <p>Competency VI-- Describe work of family members, school personnel and community workers.</p> <p>Describe jobs that are present in the local community.</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 4-6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Observe speakers and the tools they use.</li> <li>Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>Express ideas and questions concerning the jobs people have.</li> </ul>	<p><b>Grades K-2</b></p> <p>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p> <p>SS.IS.3.K-2. Gather information from one or two sources with guidance and support from adults and/or peers.</p> <p><b>Grade 1</b></p> <p>SS.EC.2.1. Describe the skills and knowledge required to produce certain goods and services.</p> <p>SS.EC.FL.3.1 Explain how people earn pay or income in exchange for work.</p>	<p><b>Career Development—</b></p> <p>Competency VI--Describe work of family members, school personnel and community workers.</p> <p>Describe jobs that are present in the local community.</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 4-6</p>
<p><b>Post-JA Career Exploration Fair Activity: I Think</b></p> <p><b>I Want to Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin to identify a future career interest.</li> </ul>	<p>N/A</p>	<p><b>Career Development—</b></p> <p>Competency I-- Identify personal interests, abilities, strengths, and weaknesses.</p> <p>Competency XII-- Describe the importance of planning.</p> <p>Describe skills needed in a variety of occupational groups</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 4-6</p>

# JA Career Exploration Fair 3-5

Session Descriptions	Social Science	Other Standards	ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job for Everyone</b></p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define careers.</li> <li>Analyze their interests and skills to learn how they fit in the classroom and the workplace.</li> <li>Construct new understandings connected to prior knowledge.</li> </ul>	<p><b>Inquiry Skills</b></p> <p>SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others.</p>	<p><b>Career Development—</b></p> <p>Competency I-- Identify personal interests, abilities, strengths, and weaknesses.</p> <p>Competency IV-- Identify personal strengths and weaknesses in subject areas.</p> <p>Identify academic skills needed in several occupational groups.</p> <p>Describe relationships among ability, effort and achievement.</p> <p>Describe school tasks that are similar to skills essential for job success.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Observe speakers and the tools they use.</li> <li>Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>Express how jobs require specific interests and skills.</li> <li>Examine how school skills apply to career paths.</li> </ul>	<p><b>Inquiry Skills</b></p> <p><b>Grades 3-5</b></p> <p>SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p><b>Grade 3</b></p> <p>SS.EC.1.3. Compare the goods and services that people in the local community produce and those that are produced in other communities</p> <p>SS.CV.4.3. Describe how people have tried to improve their communities over time.</p>	<p><b>Career Development—</b></p> <p>Competency II—Demonstrate effective skills for interacting with others.</p> <p>Competency IV-- Identify personal strengths and weaknesses in subject areas.</p> <p>Identify academic skills needed in several occupational groups.</p> <p>Describe school tasks that are similar to skills essential for job success.</p> <p>Competency XII—Describe the skills needed in a variety of occupational groups.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 3 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p><b>Post-JA Career Exploration Fair Activity: Someday I'll Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Prepare a personal interest "resume."</li> <li>Begin to identify a future career interest.</li> </ul>	<p>N/A</p>	<p><b>Career Development—</b></p> <p>Competency I-- Identify personal interests, abilities, strengths, and weaknesses.</p> <p>Competency XII-- Describe the importance of planning.</p> <p>Describe skills needed in a variety of occupational groups.</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	Social Science	Other Standards	ELA
<p><b>Before the Event</b></p> <p>Students prepare questions for the speaker to answer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify skills and interests</li> <li>Explain how the speaker’s job helps people in the community</li> </ul>	<p><b>Grades K-2</b></p> <p>SS.IS.1.K-2. Create questions to help guide inquiry about a topic with guidance from adults and/or peers.</p>	<p><b>Career Development—</b></p> <p>Competency I-- Identify personal interests, abilities, strengths, and weaknesses.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>Speaker Day: Invite a Career Speaker to Class</b></p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Listen to a career speaker.</li> <li>Express how jobs require specific interests and skills.</li> <li>Examine how interests and skills apply to careers.</li> </ul>	<p><b>Grades K-5</b></p> <p>SS.IS.2.K-2. Explore facts from various sources that can be used to answer the developed questions.</p> <p>SS.IS.3.3.5. Determine sources representing multiple points of view that will assist in answering essential questions.</p> <p><b>Grade 1</b></p> <p>SS.EC.FL.3.1 Explain how people earn pay or income in exchange for work.</p>	<p><b>Career Development—</b></p> <p>Competency XII--Describe skills needed in a variety of occupational groups.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize career clusters.</li> <li>Identify careers that relate to personal interests and skills.</li> </ul>	<p>N/A</p>	<p><b>Career Development—</b></p> <p>Competency I-- Identify personal interests, abilities, strengths, and weaknesses.</p> <p>Competency XII--Describe skills needed in a variety of occupational groups.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>