



empowering young people to
own their economic success®

**A Correlation between the
Common Core State Standards,
Nevada Academic Content Standards and
Junior Achievement Programs**

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Nevada Revised Social Studies Standards

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Overview

Junior Achievement programs reinforce the value of workforce readiness, entrepreneurship, and financial literacy while providing opportunities to develop cross-disciplinary knowledge and skills. This multidisciplinary approach helps students connect information 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 elementary school programs are correlated to the Revised Nevada Academic Content Standards for social studies for grades K-5 as well as the Common Core State Standards in English/ Language Arts and Mathematics.

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

JA Elementary School Programs

JA Ourselves[®] uses storybook characters in read-aloud and hands-on activities to introduce the role people play in an economy. Through engaging, volunteer-led activities, young students learn about individual choices, money, the importance of saving and giving, and the value of work

JA Our Families[®] explains how family members' jobs and businesses contribute to the well-being of the family and of the community. The program introduces the concept of needs and wants and explores the ways families plan for and acquire goods and services.

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

JA Our City[®] featuring Cha-Ching introduces students to financial literacy and learning objectives for third-grade social studies, including how people manage their money and the importance of economic exchange within a city

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

JA Our Nation[®] provides practical information about the need for employees who can meet the demands of the 21st century job market, particularly high-growth, high-demand jobs. By program's end, students will understand the skills, especially in science, technology, engineering, and math that will make their futures brighter.

JA More than Money[®] introduces students to financial literacy and entrepreneurship, and to social studies learning objectives that include money-management skills, goods and services, and global markets.

JA Ourselves

Session Details	Nevada Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify personal interests. ▪ Consider the factors that determine their choices. ▪ Define money. 	<p>SS.K.19.Give examples of choices that are made because of scarcity.</p>	<p>RF.K.1-3 RL.K.7 W.K.1-2,8 SL.K.1-6 L.K.4,6</p>	<p>K.CC.4</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>The students will:</p> <ul style="list-style-type: none"> ▪ Explain the difference between needs and wants. ▪ Create a simple chart. 	<p>SS.K.19.Give examples of choices that are made because of scarcity.</p>	<p>RF.K.1-3 RL.K.1,4 RL.K.7 SL.K.1-3 SL.K.6 L.K.4-6</p>	<p>K.CC.4-6 K.MD.1,3</p>
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives:</p> <p>The 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>SS.K.16. Describe how people work to improve their communities.</p>	<p>RF.K.1-4 RL.K.1-4 RL.K.7 RL.K.9-10 W.K.2,8 SL.K.1-6 L.K.4-6</p>	<p>K.CC.1 K.CC.3-5</p>
<p>Session Four: A Penny Saved</p> <p>Students are introduced to the concept of saving.</p> <p>Objectives:</p> <p>The 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>E10.K.1 Identify United States currency.</p>	<p>RF.K.1-4 RL.K.1-4 SL.K.1-6 L.K.4-6</p>	<p>K.CC.4-6 K.MD.1-3 K.OA.1</p>
<p>Session Five: A Penny Shared</p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving. ▪ Organize a chronological sequence of events. 	<p>SS.K.10.Share and discuss stories that illustrate honesty, courage, friendship, respect, and responsibility.</p>	<p>RF.K.1-4 RL.K.1-4 RL.K.7 RL.K.9-10 W.K.1,8 SL.K.1-6 L.K.4-6</p>	<p>K.CC.4</p>

JA Our Families

Session Descriptions	Nevada Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: All Kinds of Families</p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Begin to understand the similarities and differences between families ▪ Recognize the importance of businesses in neighborhoods 	<p>SS.1.12. Describe ways in which students and families are alike and different across cultures.</p> <p>SS.1.15. Describe and give examples of how all people, not just official leaders, play important roles in the community.</p>	<p>Reading Literature</p> <p>RI.1.1</p> <p>RI.1.3-4</p> <p>RI.1.7,9,10</p> <p>Reading Foundations</p> <p>RF.1.1-4</p> <p>Writing</p> <p>W.1.2,5,8</p> <p>Speaking & Listening</p> <p>SL.1.1-2</p> <p>SL.1.4-5</p> <p>Language</p> <p>L.1.1-2</p> <p>L.1.4</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>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the difference between needs and wants ▪ Explain that families must earn money for the things they need and want 	<p>NA</p>	<p>Reading for Information</p> <p>RI.1.1</p> <p>RI.1.3-4</p> <p>RI.1.6-7</p> <p>RI.1.10</p> <p>Reading Foundations</p> <p>RF.1.1-4</p> <p>Speaking & Listening</p> <p>SL.1.1-2</p> <p>SL.1.4</p> <p>Language</p> <p>L.1.1</p> <p>L.1.4</p>	<p>Measurement and Data</p> <p>1.MD.C.4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>
<p>Session Three: Businesses All Around the Neighborhood</p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, goods, and services ▪ Interpret map symbols ▪ Identify the goods or services businesses provide 	<p>SS.1.18. Compare and contrast the different ways people work to improve the community.</p>	<p>Reading Foundations</p> <p>RF.1.1-4</p> <p>Reading for Information</p> <p>RI.1.1</p> <p>RI.1.3-4</p> <p>RI.1.6-7</p> <p>RI.1.10</p> <p>Writing</p> <p>W.1.2,5,8</p> <p>Speaking & Listening</p> <p>SL.1.1-2</p> <p>SL.1.4</p> <p>Language</p> <p>L.1.1-2</p> <p>L.1.4</p>	<p>Measurement and Data</p> <p>1.MD.C.4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>5-8</p>

JA Our Families

Session Descriptions	Nevada Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Four: Jobs All Around the Neighborhood</p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the jobs people do ▪ Analyze their own skills to determine ways they can support family members 	<p>SS.1.16. Explain the purpose of different government functions, including but not limited to: garbage collection, passing and enforcing laws, road building, and schools.</p> <p>SS.1.18. Compare and contrast the different ways people work to improve the community.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.6-7</p> <p>Writing W.1.5</p> <p>Speaking & Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 1-2 4-5 7-8</p>
<p>Session Five: A New Business</p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>SS.1.22. Compare the goods and services produced locally with those that are produced in other communities.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7</p> <p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 2 4 7-8</p>

JA Our Community

Session Descriptions	Nevada Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: People in a Community Working Together</p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Describe a community. ▪ State how people contribute to and benefit from a community. ▪ Identify the variety of jobs in a community and how each requires specific skills. 	NA	Reading Literature RL.2.1 RL.2.7 Reading for Information RI.2.1 RI.2.4 -5 RI.7 Reading Foundations RF.2.3-4 Speaking and Listening SL.2.1-4 Language L.2.1-6	Geometry G.2.2 Mathematical Practices 4
<p>Session Two: Sweet “O” Donuts</p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define the terms produce, product, production, goods, and services. ▪ Apply innovation to the production process. ▪ Explain that people in a community earn money by performing work. 	SS.2.25. Identify how natural resources were used to produce goods and services in the past and present.	Reading Foundations RF.2.3-4 Writing W.2.2 Speaking and Listening SL.2.1-6 Language L.2.1-6	Operations and Algebraic Thinking OA.2.1 Numbers Base Ten NBT.2.1-2 NBT.2.5 Measurement and Data MD.2.7
<p>Session Three: Business and Government Jobs</p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Locate businesses and identify government careers. ▪ Explain how taxation supports government services. 	NA	Reading for Information RI.2.1 RI.2.4 -5 RI.7 Reading Foundations RF.2.3-4 Speaking and Listening SL.2.1-4 Language L.2.1-6	Operations and Algebraic Thinking OA.2.1 Mathematical Practices 1-2 4-5 8

JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>The Session Four: Let’s Vote!</p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Apply a decision-making process. ▪ Recognize voting as a way responsible citizens act and contribute to meet a community’s needs. 	<p>SS.2.19. Describe the rights and responsibilities of citizenship.</p>	<p>Reading Foundations RF.2.3</p> <p>Writing W.2.2 W.2.7-8</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1</p>	<p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 2 4</p>
<p>Session Five: Money Moves in a Community</p> <p>Students learn about money and how it moves through a community.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify coins and money terms. ▪ Describe how money flows through a community’s economy. 	<p>NA</p>	<p>Reading Literature RL.2.1 RL.2.4 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.3 -5 RI.7</p> <p>Reading Foundations RF.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 1-2 5-7</p>

JA Our City

Session Descriptions	Nevada Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: Earn, Save, Spend, and Donate</p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the four choices we have with money. ▪ Define deposits and withdrawals. 	<p>SS.3.26. Distinguish between needs and wants.</p>	<p>Reading for Information</p> <p>RI.3.4-5</p> <p>Reading Foundations</p> <p>RF.3.3-4</p> <p>Writing</p> <p>W.3.2^{ELO}</p> <p>W.3.7 -8^{ELO}</p> <p>Speaking and Listening</p> <p>SL.3.1</p> <p>SL.3.3</p> <p>SL.3.6</p> <p>Language</p> <p>L.3.1</p> <p>L.3.3</p> <p>L.3.4</p>	<p>Measurement and Data</p> <p>MD.3.4</p> <p>MD.3.5</p> <p>MD.3.6</p> <p>Mathematical Practices</p> <p>1-8</p>
<p>Session Two: Invisible Money</p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define goods and services. ▪ Explain how people spend money. ▪ Recognize methods of payment and whether they are readily visible or invisible. 	<p>SS.3.27. Describe the difference between saving and spending</p>	<p>Reading for Information</p> <p>RI.3.1-5</p> <p>Reading Foundations</p> <p>RF.3.3-4</p> <p>Writing</p> <p>W.3.7 -8^{ELO}</p> <p>Speaking and Listening</p> <p>SL.3.1-4</p> <p>SL.3.6</p> <p>Language</p> <p>L.3.1</p> <p>L.3.3-4</p>	<p>Operations and Algebraic Thinking</p> <p>OA.3.8</p> <p>OA.3.9</p> <p>Mathematical Practices</p> <p>1-8</p>
<p>Session Three: How Do I Become an Entrepreneur?</p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, producer, and consumer. ▪ Explain the need for a business plan. ▪ Discuss the ways in which entrepreneurs help a city. 	<p>SS.3.24. Identify how people use natural resources, human resources, and physical capital to produce goods and services to trade around the world.</p>	<p>Reading for Information</p> <p>RI.3.1-5</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</p> <p>L.3.3-4</p>	<p>Operations and Algebraic Thinking</p> <p>OA.3.8</p> <p>Numbers Base Ten</p> <p>NBT.3.2</p> <p>Mathematical Practices</p> <p>1-2</p> <p>4-8</p>

Session Descriptions	Nevada Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Four: Money Choices Make the City Go Round</p> <p>Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate the importance of money in everyday life. ▪ Describe how money flows through a city’s economy. ▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides. 	<p>SS.3.24. Identify how people use natural resources, human resources, and physical capital to produce goods and services to trade around the world.</p>	<p>Reading for Information</p> <p>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</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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe how personal choices make a city a good place to live, work, play, and go to school. 	<p>SS.3.20. Use a map to explain how the unique characteristics of a place affect people’s decisions to relocate both nationally and globally.</p>	<p>Reading for Information</p> <p>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</p> <p>1-7</p>

JA Our Region

Session Details	Nevada Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: Be an Entrepreneur Students explore well-known businesses by matching entrepreneurs to their businesses, and identify their own entrepreneurial traits.</p> <p>Objectives: The 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. 	SS.4.33. Examine jobs related to a career of interest.	RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1 L.5.3-5	OA.5.2 NBT.5.6 NBT.5.7 Mathematical Practices 1-2 4-7
<p>Session Two: Resources: Tools for Entrepreneurs Students are introduced to resources and use this information, working in teams to create new businesses.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define natural, human, and capital resources. ▪ Describe how products and services use resources. 	SS.4.24. Examine how and why Nevada’s landscape has been impacted by humans. SS.4.25. Analyze how technological changes have impacted the environment and economy of Nevada	RI.5.1-2 RI.5.4,7 RF.5.3-4 WS.5.2,4 SL.5.1-6 L.5.1-5	OA.5.2 NBT.5.7 Mathematical Practices 1-2 4-8
<p>Session Three: Hot Dog Stand Game Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p>Objectives: The 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. 	SS.4.31. Identify methods of payment for goods and services.	RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1-5	NBT.5.6 NBT.5.7 Mathematical Practices 1-7

JA Our Region

Session Details	Nevada Academic Content Standards	Common Core ELA	Common Core Math
<p>Session Four: Entrepreneurs Solve Problems Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate the problem solving process. ▪ Identify the potential risks and rewards in making business decisions. 	NA	RI.5.1-2 RI.5.4,7 RF.5.3-4 WS.5.2,4 SL.5.1-6 L.5.1-5	NBT.5.6 NBT.5.7 Mathematical Practices 1-2 4 6-7
<p>Session Five: Entrepreneurs Go Global Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p>Objectives: The 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. 	SS.4.29 Investigate the role of Nevada’s economy in relation to the national economy.	RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1 L.5.3-5	NA

JA Our Nation

Session Details	Nevada Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: Free to Choose Your Work or Business</p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify the characteristics of a free market economy. ▪ Explain how pricing guides economic decisions. 	<p>SS.5.23. Investigate how individuals exercise rights and responsibilities.</p>	<p>RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1 L.5.3-5</p>	<p>OA.5.2 NBT.5.6 NBT.5.7</p> <p>Mathematical Practices 1-2 4-7</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: The 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>NA</p>	<p>RI.5.1-2 RI.5.4,7 RF.5.3-4 WS.5.2,4 SL.5.1-6 L.5.1-5</p>	<p>OA.5.2 NBT.5.7</p> <p>Mathematical Practices 1-2 4-8</p>
<p>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Examine career groupings and the skills necessary for a variety of careers. 	<p>SS.5.39. Explain the standard of living in relationship to quality of life.</p>	<p>RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1-5</p>	<p>NBT.5.6 NBT.5.7</p> <p>Mathematical Practices 1-7</p>

JA Our Nation

Session Details	Nevada Academic Content Standards	Common Core ELA	Common Core Math
<p>Session Four: Get and Keep the Job!</p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify the soft skills wanted by today's employers. 	NA	RI.5.1-2 RI.5.4,7 RF.5.3-4 WS.5.2,4 SL.5.1-6 L.5.1-5	NBT.5.6 NBT.5.7 Mathematical Practices 1-2 4 6-7
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Discuss why businesses specialize and trade. ▪ Define opportunity cost. 	SS.5.28. Analyze various maps to connect environmental, political, and cultural characteristics of a region (and their influence on historical events in early American history.)	RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1 L.5.3-5	NA

JA More than Money

Session Details	Nevada Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: The Money Garden</p> <p>Students Explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> • Identify the role of money in everyday life. • Explain the benefits of using a savings account. 	<p>SS.3.24. Identify how people use natural resources, human resources, and physical capital to produce goods and services to trade around the world.</p> <p>SS.3.27. Describe the difference between saving and spending.</p>	<p>Grade 3 RI.3.1,3,4,6 RF.3.3-4 SL.3.1,6 L.3.1,4,6</p> <p>Grade 4 RI.4.3,4,6 RF.4.3-4 SL.4.1,2 L.4.1,4,6</p> <p>Grade 5 RI.5.3,5 RF.5.3-4 SL.5.1 L.5.14,6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define business, goods, and services ▪ Identify businesses they would like to start that align with their personal interests and skills ▪ Appreciate their own roles as entrepreneurs in affecting their community and their world 	<p>SS.3.24. Identify how people use natural resources, human resources, and physical capital to produce goods and services to trade around the world.</p>	<p>Grade 3 RI.3.2,3,4 RF.3.3-4 SL.3.1-3,6 L.3.1-6</p> <p>Grade 4 RI.4.1-8 RF.4.3-4 SL.4.1,2,5 L.4.1-6</p> <p>Grade 5 RI.5.2,4,7 RF.5.3-4 SL.5.1-2 L.5.1-5,6</p>	<p>Numbers Base Ten 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>

JA More than Money

Session Details	Nevada Academic Content Standards	Common Core ELA	Common Core Math
<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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the basic steps for building a small business ▪ Develop a basic business plan 	<p>SS.3.24. Identify how people use natural resources, human resources, and physical capital to produce goods and services to trade around the world.</p>	<p>Grade 3 RI.3.2-6 RF.3.3-4 W.3.2,-4 SL.3.1,5,6 L.3.1-5,6 Grade 4 RI.4.2-5,7 RF.4.3-4 W.4.2,4,8 SL.4.1 L.4.1-4,6 Grade 5 RI.5.3,4,7 RF.5.3-4 W.5.2,4 SL.5.1 L.5.1-5,6</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</p> <p>1-2 4-8</p>
<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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain why financial institutions lend money ▪ Explain decision making and the traits of trustworthy borrowers ▪ Record and track financial gains and losses 	<p>SS.3.28. Define personal information and what is appropriate to share or keep private.</p>	<p>Grade 3 RI.3.1,-5,7 RF.3.3-4 SL.3.1-3,6 L.3.4,6 Grade 4 RI.4.4,5,7 RF.4.3-4 SL.4.1-3,5 L.4.3,4,6 Grade 5 RI.5.3,4,7 RF.5.3-4 SL.5.1-3 L.5.1-4,6</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>

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Session Details	Nevada Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explore reasons why businesses import and export goods ▪ Describe the economic considerations related to selling in a global market ▪ Define opportunity cost 	<p>SS.3.25. Explain why people in one country trade goods and services with people in other countries.</p>	<p>Grade 3 RI.3.1,3-7 RF.3.3-4 W.3.3 SL.3.1,2,6 L.3.1-5,6</p> <p>Grade 4 RI.4.1,3,4,5,7 W.4.3,4 SL.4.1,2 L.4.1-4,6</p> <p>Grade 5 RI.5.1,3,4,7 RF.5.3-4 W.5.3,4 SL.5.1-3 L.5.1-4,6</p>	<p>NA</p>