



**A Correlation between
Common Core State Standards,
Kansas Curricular Standards
and
Junior Achievement Programs**

Updated April 2017
Kansas Curricular Standards
Common Core State Standards Included
Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
www.ja.org

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 Kansas State Standards for social studies and Financial Literacy 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.....Page 3

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.....Page 4

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.....Page 6

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.....Page 7

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.....Page 9

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.....Page 11

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.....Page 13

JA Ourselves

| Session Details | KS Standards for Social Studies | 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>Standard 1: Choices have consequences</p> <p>Economics K</p> <ul style="list-style-type: none"> Make choices Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | <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>Standard 2: Individuals have rights and responsibilities</p> <p>Economics K</p> <ul style="list-style-type: none"> Tell or draw a picture of personal wants and needs <p>Civics K</p> <ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. | <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>Standard 5: Relationships among people, places, ideas, and environments are dynamic</p> <p>Geography K</p> <ul style="list-style-type: none"> Directionality: above/below, left/right, near/far, here/there <p>Civics K</p> <ul style="list-style-type: none"> Follow agreed-upon rules for discussions | <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>Economics K</p> <ul style="list-style-type: none"> Distinguish actions of spending from actions of saving | <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>Standard 4: Societies experience continuity and change over time</p> <p>Civics K</p> <ul style="list-style-type: none"> Share Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | <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 | Key Learning Objectives | Common Core ELA | Common Core Math | Social Studies |
|---|--|--|------------------|--|
| <p>Session One: Our Families</p> <p>Students explore how people in a family work together to make the place where they live a good place.</p> | <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Identify what a family is Recognize how people live and work together in a family <p>Concepts: family, interdependence, job, work</p> <p>Skills: analyzing information, drawing, following directions, listening responsively, matching</p> | RL.1.1-7 RL.1.9 RI.1.1-9 SL.1.1-5 L.1.1 L.1.4-6 | NA | <p>Civics/Govt 2.1</p> <p>Geography 5.3</p> |
| <p>Session Two: Our Families' Needs and Wants</p> <p>Students differentiate between a need and a want.</p> | <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Explain the difference between a need and a want <p>Concepts: economic incentives, family, scarcity, wants and needs</p> <p>Skills: decision making, differentiating, following directions, listening responsively</p> | RL.1.1-7 RL.1.9 RI.1.1-9 SL.1.1-5 L.1.1 L.1.4-6 | NA | <p>Economics 1.1</p> <p>Geography 5.1</p> <p>History 2.1</p> |
| <p>Session Three: Our Families' Jobs</p> <p>Students explain how jobs provide for family members' needs and wants.</p> | <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Define a job as work that needs to be done Identify jobs people do <p>Concepts: business, economic incentives, employment, family, human resources, income, jobs, skills</p> <p>Skills: analyzing information, drawing, following directions, making observations</p> | RL.1.1-7 RL.1.9 RI.1.1-9 SL.1.1-5 L.1.1 L.1.4-6 | NA | <p>Economics 2.1 5.1</p> |
| <p>Session Four: Finding Our Families' Needs and Wants</p> <p>Students determine where members of a family would go to obtain their needs and wants.</p> | <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Interpret map symbols Place various kinds of symbols for businesses and services on a map Recognize how family members depend on various businesses to provide their needs and wants <p>Concepts: business, economic institutions, key, map, scarcity, symbol, wants and needs</p> <p>Skills: decision making, following directions, map reading, recognizing and interpreting symbols</p> | RL.1.1-7 RL.1.9 RI.1.1-9 SL.1.1-5 L.1.1 L.1.4-6 | NA | <p>Economics 1.1 2.1</p> <p>Geography 1.1, 1.3</p> <p>History 2.1</p> |

JA Our Families

| Session Descriptions | Key Learning Objectives | Common Core ELA | Common Core Math | Social Studies |
|--|--|---|---------------------------------------|--|
| <p>Session Five: Paying for Our Families' Needs and Wants</p> <p>Students demonstrate working to pay for needs and wants.</p> | <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe various jobs at which people earn money ▪ Recognize that families use money to satisfy their needs and wants <p>Concepts: earning, job, money, skill, spending, wants and needs, work</p> <p>Skills: analyzing information, following directions, listening responsively</p> | <p>RL.1.1-7 RL.1.9 RI.1.1-9 SL.1.1-5 L.1.1 L.1.4-6</p> | <p>1.OA.1,5 1.MD.4</p> | <p>Economics</p> <p>1.1 2.1 5.1</p> |

JA Our Community

| Session Descriptions | Key Learning Objectives | Common Core ELA | Social Studies | Work-Readiness |
|--|--|--|------------------------------|--|
| <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. | RI.2.1 RI.2.4-5 RF.2.3-4 SL.2.1-4 L.2.1 L.2.3-6 | Standard 3 E. 1 | S1. Benchmark 1 S1. Benchmark 2 S2. Benchmark 1 S3. Benchmark 1 |
| <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. | RI.2.3-4 RI.2.7 RF.2.3-4 W.2.2 SL.2.1-6 L.2.1-4 | Standard 5 E.5 | S3. Benchmark 2 |
| <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. | RI.2.1 RI.2.4-5 RF.2.3-4 SL.2.1-4 L.2.1-5 | Standard 2 | S1. Benchmark 1 |
| <p>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. | RF.2.3 W.2.7-8 SL.2.1-4 SL.2.6 L.2.1-6 | Standard 1 Standard 2 | S1. Benchmark 2 |
| <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. | RL.2.4 RF.2.3 SL.2.1-4 L.2.1-6 | E.2 E. 3 | |

JA Our City

| Session Descriptions | Key Learning Objectives | Common Core ELA | Common Core Math | Social Studies |
|---|---|--|---|---|
| <p>Session One: Inside Cities</p> <p>Students identify different zones in a city and describe the job of a city planner.</p> | <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Define a city as a place where people live, work, play, and go to school Learn about the different zones used in city planning Identify the job of city planner <p>Concepts: business, city, city planner, economic development, jobs, volunteer, zones (business, farming, industry, residential, multipurpose)</p> <p>Skills: applying information, drawing, following directions, making observations, mapping information, teamwork</p> | <p>RI.3.1-9 SL.3.1-3 L.3.1-2 L.3.4 L.3.6</p> | <p>NA</p> | <p>Civics/Govt. 1.1 5.2</p> <p>Economics 1.1</p> <p>Geography 1.1, 1.6 2.1</p> |
| <p>Session Two: Building a City</p> <p>Students calculate scale measurements and describe the job skills of a builder.</p> | <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Understand the importance of the construction business to a city's economy Recognize the skills a builder needs Identify how the builder's job relates to the job of city planner <p>Concepts: blueprint, careers, jobs, quality, scale construction, quality, skills, zone</p> <p>Skills: decision making, interpreting directions, mathematical interpretation and computation, teamwork, understanding and using scales</p> | <p>RI.3.1-9 SL.3.1-3 L.3.1-2 L.3.4 L.3.6</p> | <p>3.OA.1 3.OA.7-8 3.NBT.1-3 3.NF.1</p> | <p>Economics 1.1</p> <p>Geography 1.1, 1.6</p> |
| <p>Session Three: Dining Out</p> <p>Students make decisions about operating a restaurant.</p> | <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Make group decisions necessary to start a restaurant Decide on a type of restaurant Discuss and select the best location for a restaurant Decide what to charge for meals Select an employee Promote the restaurant <p>Concepts: consume, consumer, entrepreneur, produce, producer, zone</p> <p>Skills: compiling data, conducting research, following directions, developing ideas, decision making, reading and interpreting data, role playing</p> | <p>RI.3.1-9 SL.3.1-3 L.3.1-2 L.3.4 L.3.6</p> | <p>NA</p> | <p>Economics 1.1 2.1 5.1, 5.3</p> <p>Geography 1.1, 1.6</p> |

JA Our City

| Session Descriptions | Key Learning Objectives | Common Core ELA | Common Core Math | Social Studies |
|--|---|--|---|---|
| <p>Session Four: Making Headlines Students generate a class newspaper.</p> | <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Understand the importance of the newspaper as a communication tool ▪ Recognize the skills a reporter needs ▪ Generate article topics and develop article outlines <p>Concepts: business, city, communication, 5 W's, headline, news, zone</p> <p>Skills: developing ideas, generating topics for writing, organizing writing, responding to oral and written presentations, teamwork</p> | <p>RI.3.1-9 W.3S.2 W.3S.6-8 SL.3.1-3 L.3.1-2 L.3.4 L.3.6</p> | <p>NA</p> | <p>Economics 1.1</p> <p>Geography 1.1, 1.6 4.1</p> |
| <p>Session Five: You Can Bank on It Students carry out bank transactions.</p> | <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Understand that one purpose of a bank is to keep money ▪ Complete a simple bank transaction ▪ Balance a checkbook <p>Concepts: ATM, bank, bank teller, business, check, checking account, deposit, money</p> <p>Skills: listening responsively, mathematical interpretation and computation, role playing, teamwork</p> | <p>RI.3.1-9 SL.3.1-3 L.3.1-2 L.3.4 L.3.6</p> | <p>3.OA.1 3.OA.7-8 3.NBT.1-3 3.NF.1</p> | <p>Economics 1.1 2.1 5.1, 5.3</p> <p>Geography 1.1, 1.6</p> |

JA Our Region

| Session Details | KS Standards for Social Studies | Common Core ELA | Common Core Math |
|---|---|--|--|
| <p>Session One: Be an Entrepreneur</p> <p>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. | <p>Standard 3: Societies are shaped by beliefs, ideas, and diversity</p> <p>Civics</p> <ul style="list-style-type: none"> ▪ Engage effectively in a range of collaborative discussions <p>Economics</p> <ul style="list-style-type: none"> ▪ Define characteristics of a market economy | RI.4.1-2 RI.4.4 RI.4.7 RF.4.3-4 SL.4.1 SL.4.3 L.4.3-4 L.4.6 | <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 and their map skills 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. | <p>Standard 5: Relationships among people, places, ideas and environments are dynamic</p> <p>Geography</p> <ul style="list-style-type: none"> ▪ Read various types of maps for grid systems, symbols, legends, scales, compass rose, cardinal directions, longitude, latitude, and hemisphere ▪ Use data source as a tool <p>Economics</p> <ul style="list-style-type: none"> ▪ Determine opportunity cost decisions in different regions ▪ Define goods, services, consumers, economy, cost/benefit | RI.4.4 RI.4.7 RF.4.3-4 W.4.2 W.4.8 SL.4.1-5 L.4.3-4 L.4.1-6 | <p>Mathematical Practices</p> <p>1-2</p> <p>4-8</p> |
| <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: 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. | <p>Civics</p> <ul style="list-style-type: none"> ▪ Exhibit good citizenship skills, such as, showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution. | RI.4.2-4 RI.4.7 RF.4.3-4 SL.4.1 SL.4.3 L.4.1 L.4.3-6 | <p>NBT 4.4</p> <p>NF.4.7</p> <p>Mathematical Practices</p> <p>1-7</p> |

JA Our Region

| Session Details | KS Standards for Social Studies | Common Core ELA | Common Core Math |
|---|--|--|---|
| <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: 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. | <p>Standard 1: Choices have consequences</p> <p>Civics</p> <ul style="list-style-type: none"> ▪ Demonstrate cooperation and compromise in roles of leadership and participation. ▪ Follow agreed-upon rules for discussions and carry out assigned roles. | <p>RI.4.1 RI.4.3-4 RI.4.7 RF.4.3-4 W.4.2 W.4.8 SL.4.1-2 SL.4.4 L.4.1</p> | <p>Mathematical Practices</p> <p>1-2 4 6-7</p> |
| <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: 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. | <p>Standard 4: Societies experience continuity and change over time</p> <p>Geography</p> <ul style="list-style-type: none"> ▪ Demonstrate mental mapping skills. <p>Economics</p> <ul style="list-style-type: none"> ▪ Explain the production, distribution, and consumption of a product | <p>RI.4.1 RI.4.3-4 RI.4.7 RF.4.3-4 W.4.2 W.4.8 SL.4.1-2 SL.4.4 L.4.1</p> | <p>NA</p> |

JA Our Nation

| Session Details | KS Standards for Social Studies | 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>Standard 1: Choices have consequences</p> <p>Economic Skills</p> <p>1. Ask economic questions about choices and consequences, incentives, and voluntary exchange.</p> <p>5. Exhibit decision making based on an understanding of consequences and cost/benefit.</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>Standard 4: Societies experience continuity and change over time</p> <p>Economic Skills</p> <p>2. Acquire economic information from sources such as primary and secondary sources, surveys, reference material and observation.</p> <p>Civics Skills</p> <p>3. Adhere to the fundamental principles of common good and justice for all.</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>Economic Skills</p> <p>4. Answer economic questions by presenting economic information in oral and written reports and through charts and diagrams.</p> <p>Civics Skills</p> <p>4. Engage effectively in a range of collaborative discussions</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 | KS Standards for Social Studies | 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. | <p>Standard 2: Individuals have rights and responsibilities</p> <p>Civics Skills</p> <ol style="list-style-type: none"> 1. Use criteria to make judgments about the strengths and weaknesses of a position on an issue. 2. Use criteria to arrive and defend a position that you can support. | <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>NBT.5.6 NBT.5.7</p> <p>Mathematical Practices 1-2 4 6-7</p> |
| <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. | <p>Standard 5: Relationships among people, places, ideas and environments are dynamic</p> <p>Geography Skills</p> <ol style="list-style-type: none"> 4. Analyze geographic information to seek patterns, infer relationships, make predictions, make inferences, evaluate bias, and synthesize information. 5. Answer geographic questions to construct knowledge and connect to the real world. | <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>NA</p> |

JA More than Money

| Session Descriptions | Key Learning Objectives | Common Core ELA | Common Core Math | Social Studies |
|--|---|--|---|---|
| <p>Session One: Money in the Bank</p> <p>Students manage a bank account.</p> | <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Identify the role of money in everyday life Explain the benefits of a personal bank account <p>Concepts: bank account, deposit, earn, income, interest, money, register, savings, withdrawal</p> <p>Skills: active listening, completing forms, math computation, following directions, working in groups</p> | <p>RI.3.1-9 W.3.2,6-8 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 W.4.1,4 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 W.5S.2,4 SL.5.1-4,6 L.5.1-4</p> | <p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p> | <p>Civics Grade 3 1.2 2.1 4.1 Grade 4 2.1 Grade 5 4.1, 4.3</p> <p>Economics Grade 3 1.1 5.1, 5.3 Grade 4 1.1 5.1 Grade 5 1.1, 1.2 3.1 5.1</p> |
| <p>Session Two: A Sense of Worth</p> <p>Students identify characteristics of a positive work ethic and manage a bank account.</p> | <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Identify several characteristics of a positive work ethic Distinguish between working for someone and self-employment Identify ways to earn income through jobs or a small business Practice personal money-management skills through business and ethical decision making <p>Concepts: business, employee, entrepreneur, income, job skills, mentor, money management, role model, self-employed, work ethic</p> <p>Skills: active listening, comparing and contrasting, completing forms, math computation, drawing, following directions, matching and classifying, working in groups</p> | <p>RI.3.1-9 W.3.2,6-8 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 W.4.1,4 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 W.5S.2,4 SL.5.1-4,6 L.5.1-4</p> | <p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p> | <p>Civics Grade 3 1.1,1.2 2.1 4.1 Grade 4 2.1 Grade 5 4.1, 4.3</p> <p>Economics Grade 3 1.1 5.1, 5.3 Grade 4 1.1 2.1 5.1 Grade 5 1.1, 1.2 5.1</p> |

JA More than Money

| Session Descriptions | Key Learning Objectives | Common Core ELA | Common Core Math | Social Studies |
|--|--|---|---|--|
| <p>Session Three: Balancing Act</p> <p>Students connect personal interests to possible business opportunities and manage a bank account</p> | <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Match personal skills with jobs and self-employment ▪ Understand market research ▪ Identify ways to share, save, and spend personal income ▪ Practice personal money management skills ▪ Practice making sound, personal financial choices ▪ Discuss ways to evenly share, save, and spend money <p>Concepts: interests, market research, money management, skills</p> <p>Skills: basic math, charting data, comparing and contrasting, deductive reasoning, following written and verbal instructions, working in groups, self-assessment, taking turns, vocabulary building</p> | <p>RI.3.1-9 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 SL.5.1-4,6 L.5.1-4</p> | <p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p> | <p>Civics Grade 3 1.2 2.1 4.1 Grade 4 2.1 Grade 5 4.1, 4.3</p> <p>Economics Grade 3 1.1 2.1 5.1, 5.3 Grade 4 1.1 2.1 5.1 Grade 5 1.1, 1.2 3.1, 3.2 5.1</p> |
| <p>Session Four: Building a Business</p> <p>Students develop a business plan and calculate business costs.</p> | <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define the basic steps in planning and starting a business ▪ Calculate operating expenses and income for a small business ▪ Develop a basic business plan based on their job skills and interests <p>Concepts: business plan, competition, estimate, expense, profit, start-up cost</p> <p>Skills: basic math, comparing and contrasting, deductive reasoning, problem-solving, reading and following directions, taking turns, vocabulary building</p> | <p>RI.3.1-9 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 SL.5.1-4,6 L.5.1-4</p> | <p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p> | <p>Civics Grade 3 1.2 2.1 4.1 Grade 4 2.1 Grade 5 4.1, 4.3</p> <p>Economics Grade 3 1.1 5.1, 5.3 Grade 4 1.1 2.1 5.1 Grade 5 1.1, 1.2 3.2 5.1</p> |

JA More than Money

| Session Descriptions | Key Learning Objectives | Common Core ELA | Common Core Math | Social Studies |
|---|---|--|---|---|
| <p>Session Five: Get SMART</p> <p>Students apply the SMART decision-making process and manage a bank account.</p> | <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Practice using the SMART system to make consumer decisions Identify the difference between personal and business spending Manage money by making SMART business and consumer decisions Apply the problem-solving steps needed to own and operate a business <p>Concepts: business consumer, money management, personal consumer</p> <p>Skills: basic math, comparing and contrasting, deductive reasoning, evaluating data, problem-solving, reading and following directions, role-playing</p> | <p>RI.3.1-9 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 SL.5.1-4,6 L.5.1-4</p> | <p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p> | <p>Civics Grade 3 1.2 2.1 4.1 Grade 4 2.1 Grade 5 4.1, 4.3</p> <p>Economics Grade 3 1.1 5.1, 5.3 Grade 4 1.1 2.1 5.1, 5.2 Grade 5 1.1, 1.2 2.2, 2.3 5.1</p> |
| <p>Session Six: What's the Catch?</p> <p>During recognize deceptive advertising practices and manage a bank account.</p> | <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize deceptive advertising Apply money management skills in a simulated business Record and track financial gains and losses in a simulated business Promote business through advertising Practice sound financial choices and cooperative decision-making skills Apply the steps necessary to own and operate a small business <p>Concepts: advertisement, deceptive, money management</p> <p>Skills: basic math, comparing and contrasting, critical thinking, evaluating data, mind-mapping, problem-solving, reading and following directions, teamwork</p> | <p>RI.3.1-9 W.3.2,6-8 SL.3.1-3 L.3.1-2,4,6</p> <p>RI.4.1-8 W.4.1,4 SL.4.1,3 L.4.1,4</p> <p>RI.5.2,4,7 RF.5.3-4 W.5S.2,4 SL.5.1-4,6 L.5.1-4</p> | <p>3.OA.1,7-8 3.NBT.1-3 3.NF.1</p> <p>4.NBT.1,3-5 4.NF.4,6 4.MD.2</p> <p>5.OA.2 5.NBT.4-5,7</p> | <p>Civics Grade 3 1.2 2.1 4.1 Grade 4 2.1 Grade 5 4.1, 4.3</p> <p>Economics Grade 3 1.1 5.1, 5.3 Grade 4 1.1 2.1 5.1 Grade 5 1.1, 1.2 3.2 5.1</p> |