



empowering young people to
own their economic success®

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

Updated October 2020 (January 2022)
Florida Social Studies
[Florida B.E.S.T. English Language Arts and
Mathematics](#)
[Florida Employability Skills](#)

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
www.ja.org

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 Florida Academic Standards for Social Studies, the Personal Financial Literacy Expectations, as well as Florida English Language Arts and Mathematics and the Florida Employability Skills, where appropriate, 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 Programs

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

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

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

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

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

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

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

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

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

JA Ourselves

Session Details	Academic Standards	Common Core 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>Students will:</p> <ul style="list-style-type: none"> ▪ Identify personal interests ▪ Consider the factors that determine their choices ▪ Define money 	<p>SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.</p>	<p>ELA.K.F. 1.1 a-g ELA.K.F.1.2 a,d, ELA.K.F.1.3 ELA.K.F.1.4 ELA.K.C.1.3 ELA.K.V.1.1 ELA.K.V.1.2</p>	<p>Counting and Cardinality CC.2.1.K.A.2</p>
<p>Session Two: Do I Need What I Want?</p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the difference between needs and wants ▪ Create a simple chart 	<p>SS.K.E.1.4 Identify the difference between basic needs and wants.</p>	<p>ELA.K.F. 1.1 a-g ELA.K.F.1.2 a,d, ELA.K.F.1.3 ELA.K.F.1.4 ELA.K.C.1.3 ELA.K.V.1.1 ELA.K.V.1.2</p>	<p>Counting and Cardinality CC.2.1.K.A.3</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the role of money in society ▪ Identify jobs they can do to earn money 	<p>SS.K.E.1.3 Recognize that people work to earn money to buy things they need or want.</p>	<p>R ELA.K.F. 1.1 a-g ELA.K.F.1.2 a,d, ELA.K.F.1.3 ELA.K.F.1.4 ELA.K.R.1.1 ELA.K.C.1.3 ELA.K.V.1.1 ELA.K.V.1.2</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>
<p>Session Four: A Penny Saved</p> <p>Students are introduced to the concept of saving.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of saving money ▪ Identify a savings goal ▪ Identify a place where people save money 	<p>SS.K.G.2.1 Locate and describe places in the school and community.</p> <p>SS.K.E.1.2 Recognize that United States currency comes in different forms.</p>	<p>R ELA.K.F. 1.1 a-g ELA.K.F.1.2 a,d, ELA.K.F.1.3 ELA.K.F.1.4 ELA.K.R.1.1 ELA.K.C.1.3 ELA.K.V.1.1 ELA.K.V.1.2</p>	<p>Counting and Cardinality CC.2.1.K.A.1</p> <p>Measurement and Data CC.2.4.K.A.4</p>

JA Ourselves

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session Five: A Penny Shared</p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving ▪ Organize a chronological sequence of events 	<p>SS.K.A.1.1 Develop an understanding of how to use and create a timeline.</p> <p>SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.</p>	<p>R ELA.K.F. 1.1 a-g</p> <p>ELA.K.F.1.2 a,d,</p> <p>ELA.K.F.1.3</p> <p>ELA.K.F.1.4</p> <p>ELA.K.R.1.1</p> <p>ELA.K.C.1.2</p> <p>ELA.K.V.1.1</p> <p>ELA.K.V.1.2</p>	<p>Counting and Cardinality</p> <p>CC.2.1.K.A.1-3</p>

JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: All Kinds of Families</p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Begin to understand the similarities and differences between families ▪ Recognize the importance of businesses in neighborhoods 	<p>SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.</p> <p>SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.</p>	<p>Reading ELA.1.F.1.2 ELA.1.F.1.3 ELA.1.R.1.1 ELA.1.R.2.1 ELA.1.R.2.2 ELA.2.R.1.4</p> <p>Communicating ELA.1.C.1.4 ELA.1.C.2.1 ELA.1.C.5.1</p> <p>Vocabulary ELA.1.V.1.1 ELA.1.V.1.2 ELA.1.V.1.3</p>	<p>Mathematical Practices 8</p>
<p>Session Two: Money for Needs and Wants</p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the difference between needs and wants ▪ Explain that families must earn money for the things they need and want 	<p>SS.1.E.1.1 Recognize that money is a method of exchanging goods and services.</p> <p>SS.1.E.1.6 Identify that people need to make choices because of scarce resources.</p>	<p>Reading ELA.1.F.1.2 ELA.1.F.1.3 ELA.1.R.1.1 ELA.1.R.2.1 ELA.1.R.2.2 ELA.2.R.1.4</p> <p>Communicating ELA.1.C.2.1 ELA.1.C.5.1</p> <p>Vocabulary ELA.1.V.1.1 ELA.1.V.1.2 ELA.1.V.1.3</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 4-5 7-8</p>
<p>Session Three: Businesses All Around the Neighborhood</p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, goods, and services ▪ Interpret map symbols ▪ Identify the goods or services businesses provide 	<p>SS.1.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .</p> <p>SS.1.E.1.3 Distinguish between examples of goods and services.</p> <p>SS.1.E.1.4 Distinguish people as buyers, sellers, and producers of goods and services.</p>	<p>Reading ELA.1.F.1.2 ELA.1.F.1.3 ELA.1.R.1.1 ELA.1.R.2.1 ELA.1.R.2.2 ELA.2.R.1.4</p> <p>Communicating ELA.1.C.1.4 ELA.1.C.2.1 ELA.1.C.5.1</p> <p>Vocabulary ELA.1.V.1.1 ELA.1.V.1.2 ELA.1.V.1.3Language L.1.1-2 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 5-8</p>

JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Jobs All Around the Neighborhood</p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the jobs people do ▪ Analyze their own skills to determine ways they can support family members 	<p>SS.1.E.1.4 Distinguish people as buyers, sellers, and producers of goods and services.</p>	<p>Reading ELA.1.F.1.2 ELA.1.F.1.3 ELA.1.R.1.1 ELA.1.R.2.1 ELA.1.R.2.2 ELA.2.R.1.4</p> <p>Communicating ELA.1.C.1.4 ELA.1.C.2.1 ELA.1.C.5.1</p> <p>Vocabulary ELA.1.V.1.1 ELA.1.V.1.2 ELA.1.V.1.3</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>Students will:</p> <ul style="list-style-type: none"> ▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.</p>	<p>Reading ELA.1.F.1.2 ELA.1.F.1.3 ELA.1.R.1.1 ELA.1.R.2.1 ELA.1.R.2.2 ELA.2.R.1.4</p> <p>Communicating ELA.1.C.2.1 ELA.1.C.5.1</p> <p>Vocabulary ELA.1.V.1.1 ELA.1.V.1.2 ELA.1.V.1.3</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	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:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe a community. ▪ State how people contribute to and benefit from a community. ▪ Identify the variety of jobs in a community and how each requires specific skills. 	<p>SS.2.C.2.2 Define and apply the characteristics of responsible citizenship.</p>	<p>Reading ELA.2.F.1.3 ELA.2.R.1.1 ELA.2.R.1.3 ELA.2.R.2.2 ELA.2.R.3.2</p> <p>Communicating ELA.2.C.2.1</p> <p>Vocabulary ELA.2.V.1.1 ELA.2.V.1.2 ELA.2.V.1.3</p>	<p>Geometry G.2.2</p> <p>Mathematical Practices 4</p>
<p>Session Two: Sweet “O” Donuts</p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define the terms produce, product, production, goods, and services. ▪ Apply innovation to the production process. ▪ Explain that people in a community earn money by performing work. 	<p>SS.2.E.1.1 Recognize that people make choices because of limited resources.</p> <p>SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands.</p>	<p>Reading ELA.2.F.1.3 ELA.2.R.1.1 ELA.2.R.1.3 ELA.2.R.2.2 ELA.2.R.3.2</p> <p>Communicating ELA.2.C.1.4 ELA.2.C.2.1</p> <p>Vocabulary ELA.2.V.1.1 ELA.2.V.1.2 ELA.2.V.1.3</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7</p>
<p>Session Three: Business and Government Jobs</p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Locate businesses and identify government careers. ▪ Explain how taxation supports government services. 	<p>SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.</p> <p>SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.</p>	<p>Reading ELA.2.F.1.3 ELA.2.R.1.1 ELA.2.R.1.3 ELA.2.R.2.2 ELA.2.R.3.2</p> <p>Communicating ELA.2.C.2.1</p> <p>Vocabulary ELA.2.V.1.1 ELA.2.V.1.2 ELA.2.V.1.3</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Mathematical Practices 1-2 4-5 8</p>

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:</p> <p>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.E.1.1 Recognize that people make choices because of limited resources.</p>	<p>Reading ELA.2.F.1.3 ELA.2.R.1.1 ELA.2.R.1.3 ELA.2.R.2.2 ELA.2.R.3.2</p> <p>Communicating ELA.2.C.2.1</p> <p>Vocabulary ELA.2.V.1.1 ELA.2.V.1.2 ELA.2.V.1.3</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:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify coins and money terms. ▪ Describe how money flows through a community’s economy. 	<p>SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.</p> <p>SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands.</p>	<p>Communicating ELA.2.C.2.1</p> <p>Vocabulary ELA.2.V.1.1 ELA.2.V.1.2 ELA.2.V.1.3</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 1-2 5-7</p>

JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Earn, Save, Spend, and Donate</p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the four choices we have with money. ▪ Define deposits and withdrawals. 	<p>SS.3.E.1.2 List the characteristics of money.</p>	<p>Reading ELA.3.F.1.3 ELA.3.F.1.4 ELA.3.R.2.1 ELA.3.R.2.2</p> <p>Communicating ELA.3.C.2.1</p> <p>Vocabulary ELA.3.V.1.1 ELA.3.V.1.3</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p>Session Two: Invisible Money</p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define goods and services. ▪ Explain how people spend money. ▪ Recognize methods of payment and whether they are readily visible or invisible. 	<p>SS.3.E.1.2 List the characteristics of money.</p> <p>SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</p>	<p>Reading ELA.3.F.1.3 ELA.3.F.1.4 ELA.3.R.2.1 ELA.3.R.2.2 ELA.3.R.3.2</p> <p>Communicating ELA.3.C.2.1 ELA.3.C.4.1</p> <p>Vocabulary ELA.3.V.1.1 ELA.3.V.1.3</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>
<p>Session Three: How Do I Become an Entrepreneur?</p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, producer, and consumer. ▪ Explain the need for a business plan. ▪ Discuss the ways in which entrepreneurs help a city. 	<p>SS.3.E.1.2 List the characteristics of money.</p> <p>SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</p>	<p>Reading ELA.3.F.1.3 ELA.3.F.1.4 ELA.3.R.2.1 ELA.3.R.2.2 ELA.3.R.3.2</p> <p>Communicating ELA.3.C.1.4 ELA.3.C.2.1 ELA.3.C.4.1</p> <p>Vocabulary ELA.3.V.1.1 ELA.3.V.1.3</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>

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

JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Money Choices Make the City Go Round</p> <p>Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate the importance of money in everyday life. ▪ Describe how money flows through a city’s economy. ▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides. 	<p>SS.3.E.1.2 List the characteristics of money.</p> <p>SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</p>	<p>Reading ELA.3.F.1.3 ELA.3.F.1.4</p> <p>Communicating ELA.3.C.2.1</p> <p>Vocabulary ELA.3.V.1.1 ELA.3.V.1.3</p>	<p>Operations in Algebra OA.3.8 OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Let’s Build a City</p> <p>A healthy city is built on the money choices of consumers, businesses, and the government. A city thrives when these sectors of the economy earn, save, spend, and donate.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe how personal choices make a city a good place to live, work, play, and go to school. 	<p>SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</p> <p>SS.3.G.1.4 Name and identify the purpose of maps (physical, political, elevation, population).</p>	<p>Reading ELA.3.F.1.3 ELA.3.F.1.4</p> <p>Communicating ELA.3.C.2.1</p> <p>Vocabulary ELA.3.V.1.1 ELA.3.V.1.3</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Be an Entrepreneur</p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the impact entrepreneurs have on a region ▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities 	<p>SS.4.E.1.1 Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.</p> <p>SS.4.FL.1.1 People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.</p>	<p>Reading ELA.4.R.2.2 ELA.4.R.2.3 ELA.4.R.3.2</p> <p>Communication ELA.4.C.2.1 Vocabulary ELA.4.V.1.1 ELA.4.V.1.3</p>	<p>Mathematical Practices 1-2 4-7</p>
<p>Session Two: Resources–Tools for Entrepreneurs</p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define natural, human, and capital resources ▪ Describe how products and services use resources 	<p>SS.4.E.1.2 Explain Florida's role in the national and international economy and conditions that attract businesses to the state.</p> <p>SS.4.G.1.4 Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).</p>	<p>Reading ELA.4.R.2.2 ELA.4.R.2.3 ELA.4.R.3.2</p> <p>Communication ELA.4.C.1.4 ELA.4.C.2.1 ELA.4.C.4.1 ELA.4.C.5.1</p> <p>Vocabulary ELA.4.V.1.1 ELA.4.V.1.3</p>	<p>Mathematical Practices 1-2 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:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Track the revenue and expenses of a business ▪ Identify the fundamental tasks required to run a business ▪ Explain the importance of keeping an accurate account of a business's financial information 	<p>SS.4.FL.1.6 Describe ways that people who own a business can earn a profit, which is a source of income.</p> <p>SS.4.FL.3.3 Identify ways that people can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan .ELO</p>	<p>Reading ELA.4.R.2.2 ELA.4.R.2.3 ELA.4.R.3.2</p> <p>Communication ELA.4.C.2.1</p> <p>Vocabulary ELA.4.V.1.1 ELA.4.V.1.3</p>	<p>Numbers Base Ten NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>

JA Our Region

Session Details	Academic Standards	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:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate the problem-solving process ▪ Identify the potential risks and rewards in making ▪ business decisions 	<p>SS.4.FL.1.7 Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs.</p> <p>SS.4.FL.2.5 Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.</p>	<p>Reading ELA.4.R.2.2 ELA.4.R.2.3 ELA.4.R.3.2</p> <p>Communication ELA.4.C.2.1</p> <p>Vocabulary ELA.4.V.1.1 ELA.4.V.1.3</p>	<p>Mathematical Practices 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:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Apply the supply chain to a manufacturing example ▪ Explain how resource providers, businesses, and consumers are interdependent 	<p>SS.4.E.1.2 Explain Florida's role in the national and international economy and conditions that attract businesses to the state.</p> <p>SS.4.FL.4.1 Discuss that interest is the price the borrower pays for using someone else's money. ELO</p> <p>SS.4.FL.4.2 Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest. ELO</p>	<p>Reading ELA.4.R.2.2 ELA.4.R.2.3 ELA.4.R.3.2</p> <p>Communication ELA.4.C.2.1</p> <p>Vocabulary ELA.4.V.1.1 ELA.4.V.1.3</p>	<p>NA</p>

JA Our Nation

Session Details	Academic Standards	Employability 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:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the characteristics of a free market economy ▪ Explain how pricing guides economic decisions 	<p>SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</p>	<p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Thinks critically • Thinks creatively • Makes sound decisions <p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self- discipline • Adapts and shows flexibility 	<p>Reading ELA.5.R.2.1 ELA.5.R.2.2</p> <p>Communicating ELA.5.C.2.1</p> <p>Vocabulary ELA.5.V.1.1 ELA.5.V.1.3</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</p>
<p>Session Two: Innovation Nation</p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p>Objectives:</p> <p>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>SS.5.E.1.3 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.</p>	<p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Thinks critically • Thinks creatively <p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively 	<p>Reading ELA.5.R.2.1 ELA.5.R.2.2</p> <p>Communicating ELA.5.C.2.1</p> <p>Vocabulary ELA.5.V.1.1 ELA.5.V.1.3</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Examine career groupings and the skills necessary for a variety of careers. 	<p>NA</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Comprehends written material • Conveys information in writing • Observes carefully <p>Information Use</p> <ul style="list-style-type: none"> • Locates information • Organizes information • Uses information 	<p>Reading ELA.5.R.2.1 ELA.5.R.2.2</p> <p>Communicating ELA.5.C.2.1</p> <p>Vocabulary ELA.5.V.1.1 ELA.5.V.1.3</p>	<p>Numbers Base Ten CC.2.1.5.B.2</p>

JA Our Nation

Session Descriptions	Academic Standards	Employability 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:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the soft skills wanted by today’s employers 	<p>SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Adapts and shows flexibility • Works independently • Demonstrates a willingness to learn • Demonstrates integrity • Demonstrates professionalism • Takes initiative 	<p>Reading ELA.5.R.2.1 ELA.5.R.2.2</p> <p>Communicating ELA.5.C.2.1</p> <p>Vocabulary ELA.5.V.1.1 ELA.5.V.1.3</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Discuss why businesses specialize and trade ▪ Define opportunity cost 	<p>SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information.</p>	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Understands teamwork and works with others • Exercises leadership 	<p>Reading ELA.5.R.2.1 ELA.5.R.2.2</p> <p>Communicating ELA.5.C.2.1</p> <p>Vocabulary ELA.5.V.1.1 ELA.5.V.1.3</p>	<p>NA</p>
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify three basic ways businesses are organized. 	<p>NA</p>	<p>Systems Thinking</p> <ul style="list-style-type: none"> • Understands and uses systems 	<p>Reading ELA.5.R.2.1 ELA.5.R.2.2</p> <p>Communicating ELA.5.C.2.1</p> <p>Vocabulary ELA.5.V.1.1 ELA.5.V.1.3</p>	<p>NA</p>

JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: The Money Garden</p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the role of money in everyday life Explain the benefits of using a savings account 	<p>SS.3.E.1.2 List the characteristics of money.</p> <p>SS.4.FL.2.2 Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.</p> <p>SS.4.FL.3.1 Identify ways that income is saved, spent on goods and services, or used to pay taxes.</p> <p>SS.4.FL.3.2 Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.</p> <p>SS.4.FL.3.5 Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.</p>	<p>Reading Structure R.2.1</p> <p>Central Idea R.2.2</p> <p>Purpose and Perspective R.2.3</p> <p>Vocabulary Academic V.1.1</p> <p>Context and Connotation V.1.3</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:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define business, goods, and services Identify businesses they would like to start that align with their personal interests and skills Appreciate their own roles as entrepreneurs in affecting their community and their world 	<p>SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</p> <p>SS.4.FL.1.1 People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.</p> <p>SS.4.FL.1.7 Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs.</p>	<p>Reading Structure R.2.1</p> <p>Central Idea R.2.2</p> <p>Purpose and Perspective R.2.3</p> <p>Vocabulary Academic V.1.1</p> <p>Context and Connotation V.1.3</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>
<p>Session Three: Build a Business</p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the basic steps for building a small business Develop a basic business plan 	<p>SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</p> <p>SS.4.FL.1.6 Describe ways that people who own a business can earn a profit, which is a source of income.</p> <p>SS.4.FL.2.6 Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.</p>	<p>Reading Structure R.2.1</p> <p>Central Idea R.2.2</p> <p>Communicating Expository Writing C.1.4</p> <p>Improving Writing C.1.5</p> <p>Oral Presentation C.2.1</p> <p>Conventions C.3.1</p> <p>Vocabulary Academic V.1.1</p> <p>Context and Connotation V.1.3</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>

JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Run a Business</p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain why financial institutions lend money ▪ Explain decision making and the traits of trustworthy borrowers ▪ Record and track financial gains and losses 	<p>SS.4.FL.1.4 People can earn interest income from letting other people borrow their money. Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.</p> <p>SS.4.FL.4.1 Discuss that interest is the price the borrower pays for using someone else's money.</p> <p>SS.4.FL.4.2 Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.</p>	<p>Reading Structure R.2.1</p> <p>Central Idea R.2.2</p> <p>Communicating Expository Writing C.1.4</p> <p>Improving Writing C.1.5</p> <p>Oral Presentation C.2.1</p> <p>Conventions C.3.1</p> <p>Vocabulary Academic V.1.1</p> <p>Context and Connotation V.1.3</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explore reasons why businesses import and export goods ▪ Describe the economic considerations related to selling in a global market ▪ Define opportunity cost 	<p>SS.4.E.1.2 Explain Florida's role in the national and international economy and conditions that attract businesses to the state.</p> <p>SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade (among Native Americans, European explorers, and colonists.)</p>	<p>Reading Structure R.2.1</p> <p>Central Idea R.2.2</p> <p>Purpose and Perspective R.2.3</p> <p>Vocabulary Academic V.1.1</p> <p>Context and Connotation V.1.3</p>	

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

JA Career Exploration Fair K-2

Session Descriptions	Academic Standards	Employability Standards	Common Core ELA
<p>Pre-JA Career Exploration Fair Session: A Job to Do!</p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Examine the jobs of family members. ▪ Identify jobs within the community. 	<p>SS.K.E.1.3 Recognize that people work to earn money to buy things they need or want.</p>	<p>Applied Academic Skills</p> <ul style="list-style-type: none"> • Uses reading skills • Uses writing skills <p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Thinks critically • Thinks creatively 	<p>Reading Structure R.2.1</p> <p>Central Idea R.2.2</p> <p>Communicating Expository Writing C.1.4</p> <p>Improving Writing C.1.5</p> <p>Oral Presentation C.2.1</p> <p>Conventions C.3.1</p> <p>Vocabulary Academic V.1.1</p> <p>Context and Connotation V.1.3</p>
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Observe speakers and the tools they use. ▪ Identify the variety of careers people have in the community and how each job requires specific skills. ▪ Express ideas and questions concerning the jobs people have. 	<p>SS.K.E.1.3 Recognize that people work to earn money to buy things they need or want.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively 	<p>Reading Structure R.2.1</p> <p>Central Idea R.2.2</p> <p>Communicating Expository Writing C.1.4</p> <p>Improving Writing C.1.5</p> <p>Oral Presentation C.2.1</p> <p>Conventions C.3.1</p> <p>Vocabulary Academic V.1.1</p> <p>Context and Connotation V.1.3</p>
<p>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Begin to identify a future career interest. 	<p>SS.K.E.1.3 Recognize that people work to earn money to buy things they need or want.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Works independently • Takes initiative • Displays positive attitude and sense of self-worth • Takes responsibility for professional growth 	<p>Reading Structure R.2.1</p> <p>Central Idea R.2.2</p> <p>Communicating Expository Writing C.1.4</p> <p>Improving Writing .1.5</p> <p>Oral Presentation .2.1</p> <p>Conventions C.3.1</p> <p>Vocabulary Academic V.1.1</p> <p>Context and Connotation V.1.3</p>

JA Career Exploration Fair 3-5

Session Descriptions	Academic Standards	Employability Standards	Common Core ELA
<p>Pre-JA Career Exploration Fair Session: A Job for Everyone</p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace. ▪ Construct new understandings connected to prior knowledge. 	<p>SS.4.FL.1.1 People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills</p>	<p>Applied Academic Skills</p> <ul style="list-style-type: none"> • Uses reading skills • Uses writing skills <p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Thinks critically • Thinks creatively 	<p>Reading Structure R.2.1</p> <p>Central Idea R.2.2</p> <p>Purpose and Perspective R.2.3</p> <p>Vocabulary Academic V.1.1</p> <p>Context and Connotation V.1.3</p>
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Observe speakers and the tools they use. ▪ Identify the variety of careers people have in the community and how each job requires specific skills. ▪ Express how jobs require specific interests and skills. ▪ Examine how school skills apply to career paths. 	<p>SS.4.FL.1.1 People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively <p>Information Use</p> <ul style="list-style-type: none"> • Locates information • Organizes information • Uses information • Analyzes information • Communicates Information 	<p>Reading Structure R.2.1</p> <p>Central Idea R.2.2</p> <p>Purpose and Perspective R.2.3</p> <p>Vocabulary Academic V.1.1</p> <p>Context and Connotation V.1.3</p>
<p>Post-JA Career Exploration Fair Activity: Someday I'll Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Prepare a personal interest "resume." ▪ Begin to identify a future career interest. 	<p>SS.4.FL.1.1 People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills</p> <p>SS.4 FL 1.2 People earn an income when they are hired by an employer to work at a job.</p> <p>Explain why employers are willing to pay people to do their work.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Works independently • Takes initiative • Displays positive attitude and sense of self-worth • Takes responsibility for professional growth 	<p>Reading Structure R.2.1</p> <p>Central Idea R.2.2</p> <p>Communicating Expository Writing C.1.4</p> <p>Improving Writing C.1.5</p> <p>Oral Presentation C.2.1</p> <p>Conventions C.3.1</p> <p>Vocabulary Academic V.1.1</p> <p>Context and Connotation V.1.3</p>

JA Career Speaker Series K-5

Session Descriptions	Academic Standards	Employability Standards	Common Core ELA
<p>Before the Event</p> <p>Students prepare questions for the speaker to answer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests ▪ Explain how the speaker’s job helps people in the community 	<p>SS.4.FL.1.1 People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.</p>	<p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Thinks critically • Thinks creatively • Reasons 	<p>Reading Structure R.2.1</p> <p>Central Idea R.2.2</p> <p>Purpose and Perspective R.2.3</p> <p>Vocabulary Academic V.1.1</p> <p>Context and Connotation V.1.3</p>
<p>Speaker Day: Invite a Career Speaker to Class</p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Listen to a career speaker. ▪ Express how jobs require specific interests and skills. ▪ Examine how interests and skills apply to careers. 	<p>SS.4.FL.1.1 People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively 	<p>Reading Structure R.2.1</p> <p>Central Idea R.2.2</p> <p>Purpose and Perspective R.2.3</p> <p>Vocabulary Academic V.1.1</p> <p>Context and Connotation V.1.3</p>
<p>After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize career clusters. ▪ Identify careers that relate to personal interests and skills. 	<p>SS.4.FL.1.1 People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills</p> <p>SS.4.FL.1.2 People earn an income when they are hired by an employer to work at a job.</p> <p>Explain why employers are willing to pay people to do their work.</p>	<p>Information Use</p> <ul style="list-style-type: none"> • Locates information • Organizes information • Uses information • Analyzes information • Communicates Information 	<p>Reading Structure R.2.1</p> <p>Central Idea R.2.2</p> <p>Purpose and Perspective R.2.3</p> <p>Vocabulary Academic V.1.1</p> <p>Context and Connotation V.1.3</p>