

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



Updated November 2022  
[Minnesota Social Studies Standards](#)  
[Guideposts for Success](#)  
Common Core State Standards Included

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# Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills.

In this document, Junior Achievement programs are correlated to the Minnesota Academic Standards for Social Studies as well as the Guideposts for Success and Common Core standards for English Language Arts (ELA) and Math for grades K-5. Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

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

## **JA Elementary School Learning Experiences**

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

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

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

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

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

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

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

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

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

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

# JA Ourselves

Session Details	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session One: This or That? Make a Choice</b>            Students practice economics by making personal choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify personal interests</li> <li>▪ Consider the factors that determine their choices</li> <li>▪ Define money</li> </ul>	0.2.1.1.1 Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).	Reading Foundations RF.K.1-3 Writing W.K.1-2,8 Literature RL.K.7 Speaking and Listening SL.K.1-6 Language L.K.4,6	Counting and Cardinality CC.2.1.K.A.2
<p><b>Session Two: Do I Need What I Want?</b>            Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the difference between needs and wants</li> <li>▪ Create a simple chart</li> </ul>	0.2.1.1.1 Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).	Reading Foundations RF.K.1-3 Literature RL.K.1,4 RL.K.7 Speaking and Listening SL.K.1-3 SL.K.6 Language L.K.4,6	Counting and Cardinality CC.2.1.K.A.3 Measurement and Data CC.2.4.K.A.4
<p><b>Session Three: A Penny Earned</b>            Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the role of money in society</li> <li>▪ Identify jobs they can do to earn money</li> </ul>	0.2.1.1.2 Identify goods and services that could satisfy a specific need or want. 0.2.4.5.1 Distinguish between goods (objects that can be seen or touched) and services (actions or activities). 0.3.1.1.1 Describe spatial information depicted in simple drawings and pictures.	Reading Foundations RF.K.1-4 Writing W.K.2,8 Literature RL.K.1-4 RL.K.7 RL.K.9-10 Speaking and Listening SL.K.1-6 Language L.K.4,6	Counting and Cardinality CC.2.1.K.A.1-3

# JA Ourselves

Session Details	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session Four: A Penny Saved</b>            Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of saving money</li> <li>▪ Identify a savings goal</li> <li>▪ Identify a place where people save money</li> </ul>	<p>0.2.1.1.1 Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).</p> <p>0.2.1.1.2 Identify goods and services that could satisfy a specific need or want.</p>	Reading Foundations RF.K.1-4 Literature RL.K.1-4 Speaking and Listening SL.K.1-6 Language L.K.4,6	Counting and Cardinality CC.2.1.K.A.1  Measurement and Data CC.2.4.K.A.4
<p><b>Session Five: A Penny Shared</b>            Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of giving</li> <li>▪ Organize a chronological sequence of events</li> </ul>	<p>0.4.1.1.1 Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of historical stories.</p>	Reading Foundations RF.K.1-4 Writing W.K.1,8 Literature RL.K.1-4 RL.K.7 RL.K.9-10 Speaking and Listening SL.K.1-6 Language L.K.4,6	Counting and Cardinality CC.2.1.K.A.1-3

# JA Our Families

Session Descriptions	Social Studies	Common Core ELA	Common Core Math
<p><b>Session One: All Kinds of Families</b> The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to understand the similarities and differences between families</li> <li>▪ Recognize the importance of businesses in neighborhoods</li> </ul>	<p>1.1.1.1 Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important.</p>	<p>Reading Literature RI.1.1 RI.1.3-4 RI.1.7,9,10</p> <p>Reading Foundations RF.1.1-4</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 8</p>
<p><b>Session Two: Money for Needs and Wants</b> Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the difference between needs and wants</li> <li>▪ Explain that families must earn money for the things they need and want</li> </ul>	<p>1.2.1.1.1 Describe some costs and benefits of alternative choices made by families.</p>	<p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Reading Foundations RF.1.1-4</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 4-5 7-8</p>
<p><b>Session Three: Businesses All Around the Neighborhood</b> Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, goods, and services</li> <li>▪ Interpret map symbols</li> <li>▪ Identify the goods or services businesses provide</li> </ul>	<p>1.3.1.1.2 Use relative location words and absolute location words to identify the location of a specific place; explain why or when it is important to use absolute versus relative location.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 5-8</p>

# JA Our Families

Session Descriptions	Social Studies	Common Core ELA	Common Core Math
<p><b>Session Four: Jobs All Around the Neighborhood</b>            Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the jobs people do</li> <li>▪ Analyze their own skills to determine ways they can support family members</li> </ul>	<p>1.2.4.5.1 Explain that people trade (voluntarily) when they each expect to be better off after doing so.</p>	Reading Foundations RF.1.1-4 Reading for Information RI.1.6-7 Writing W.1.5 Speaking & Listening SL.1.1-2 SL.1.4-5 Language L.1.1-2 L.1.4	Mathematical Practices 1-2 4-5 7-8
<p><b>Session Five: A New Business</b>            Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</li> </ul>	<p>1.2.4.5.1 Explain that people trade (voluntarily) when they each expect to be better off after doing so.</p>	Reading Foundations RF.1.1-4 Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10 Writing W.1.2,5,8 Speaking & Listening SL.1.1-2 SL.1.4 Language L.1.1-2	Operations in Algebra OA. 1 ELO OA. . 6-7 Measurement and Data 1.MD.C.4 Mathematical Practices 2-4 7-8

# JA Our Community

Session Descriptions	MN Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session One: People in a Community Working Together</b>            Students learn what a community is and the variety of jobs that people have in a community.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe a community.</li> <li>▪ State how people contribute to and benefit from a community.</li> <li>▪ Identify the variety of jobs in a community and how each requires specific skills.</li> </ul>	<p>2.1.4.7.1 Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</p>	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><b>Session Two: Sweet “O” Donuts</b>            Students learn that workers who produce goods and services earn money for their work.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define the terms produce, product, production, goods, and services.</li> <li>▪ Apply innovation to the production process.</li> <li>▪ Explain that people in a community earn money by performing work.</li> </ul>	<p>2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.</p> <p>2.2.4.5.2 Identify money as any generally accepted item used in making exchanges.</p>	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><b>Session Three: Business and Government Jobs</b>            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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Locate businesses and identify government careers.</li> <li>▪ Explain how taxation supports government services.</li> </ul>	<p>2.3.1.1.1 Create [sketch] maps to illustrate detailed spatial information about settings [from stories]; describe the spatial information found on the maps.</p> <p>2.3.1.1.2 Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.</p> <p>2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.</p>	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	MN Social Studies Standards	Common Core ELA	Common Core Math
<p><b>The Session Four: Let's Vote!</b>            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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply a decision-making process.</li> <li>▪ Recognize voting as a way responsible citizens act and contribute to meet a community's needs.</li> </ul>	<p>2.1.1.1 Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.</p>	Reading Foundations RF.2.3 Writing W.2.2 W.2.7-8 Speaking and Listening SL.2.1-6 Language L.2.1	Measurement and Data MD.2.7 MD.2.9 Mathematical Practices 2  4
<p><b>Session Five: Money Moves in a Community</b>            Students learn about money and how it moves through a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify coins and money terms.</li> <li>▪ Describe how money flows through a community's economy.</li> </ul>	<p>2.2.3.3.1 Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.</p>	Reading Literature RL.2.1 RL.2.4 RL.2.7 Reading for Information RI.2.1 RI.2.3 -5 RI.7 Reading Foundations RF.2.3 Speaking and Listening SL.2.1-4 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 MD.2.9 Mathematical Practices 1-2  5-7

# JA Our Community 2.0

Session Details	Academic Content Standards	Common Core
<p><b>Session One: Communities at Work</b></p> <p>Students are introduced to the idea of a community and discover what types of workers help make their community strong.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Define and describe a community.</li> <li>Identify the variety of jobs in a community.</li> <li>Locate jobs and businesses on a community map.</li> <li>Apply listening and focused attention skills</li> <li>Describe how different jobs require different skills.</li> <li>State how people contribute to and benefit from a community.</li> </ul>	<p>2.3.1.1.2 Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.</p> <p>2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features [of the United States.]</p> <p>2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.</p>	<b>ELA</b> Reading RL.2.1 RI.2.1 RI.2.3-2.7 RF. 2.3-2.4  <b>Writing</b> W. 2.1-2.2 W.2.8  <b>Speaking and Listening</b> SL. 2.1-2.4 SL. 2.6  <b>Language</b> L.2.1-2.6
<p><b>Session Two: People at Work</b></p> <p>Students experience working in the community to earn a paycheck and produce goods and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Define the terms business, produce, goods, and services.</li> <li>Explain how people earn income.</li> <li>Describe how goods are made using skills and knowledge.</li> <li>Collect, record, and interpret data using digital tools.</li> </ul>	<p>2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.</p>	<b>ELA</b> Reading RI.2.3-2.7 RF. 2.3-2.4  <b>Speaking and Listening</b> SL. 2.2-2.3 SL. 2.6  <b>Language</b> L.2.1-2.6  <b>MATH</b> 2.OA 1 2.md. 10
<p><b>Session Three: Money at Work</b></p> <p>Students learn how people use money to buy goods and services they want and need for personal or business purposes.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Match coin and dollar values.</li> <li>Describe the role of banks in an economy.</li> <li>Recognize the price of goods and services in the local market.</li> <li>Describe how money flows through a community's economy.</li> <li>Collaborate and communicate to make exchanges of money for goods or services.</li> <li>Summarize how money is spent on goods and services related to businesses</li> </ul>	<p>2.2.3.3.1 Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.</p> <p>2.2.4.5.2 Identify money as any generally accepted item used in making exchanges</p> <p>2.3.1.1.1 [Create ] sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.</p>	<b>ELA</b> Reading RI.2.1 RI.2.3-2.5 RI. 2.7 RF. 2.3-2.4  <b>Writing</b> W.2.2 W.2.8  <b>Speaking and Listening</b> SL. 2.1-2.4 SL. 2.6  <b>Language</b> L.2.1-2.6  <b>MATH</b> 2.md.8

# JA Our Community 2.0

Session Details	Academic Content Standards	Common Core
<p><b>Session Four: Votes Count</b></p> <p>Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use reason and logic to assess and analyze problems.</li> <li>• Use empathy and observation skills to express community wants and needs.</li> <li>• Generate solutions to a problem using brainstorming techniques.</li> <li>• Identify and propose a creative solution to a community problem.</li> <li>• Recognize that community members have a responsibility to get involved to help meet a community's needs.</li> </ul>	<p>2.1.1.1 Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.</p> <p>2.1.4.7.1 Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</p> <p>2.2.1.1 Given a goal and several alternative choices to reach that goal, select the best choice and explain why.</p> <p>2.2.3.3.1 Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.</p> <p>2.3.4.9.1 Identify causes and consequences of human impact on the environment and ways that the environment influences people.</p> <p>2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.</p>	<p><b>ELA</b> Reading RL.2.1 RL.2.6 RI.2.1 RI.2.3-2.6 RI.2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W. 2.7-2.8</p> <p>Speaking and Listening SL. 2.1-2.4</p> <p>Language L.2.1-2.6</p>
<p><b>Session Five: Making Choices</b></p> <p>Students are introduced to the concept of taxes and how those funds are used to pay government workers and provide services to support the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Define taxes.</li> <li>• Identify government jobs.</li> <li>• Explain why community members pay taxes.</li> <li>• Recognize how government services support the community.</li> <li>• Recognize that many viewpoints must be considered when making decisions for the community.</li> <li>• Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change.</li> </ul>	<p>2.2.3.3.1 Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.</p> <p>2.3.4.9.1 Identify causes and consequences of human impact on the environment and ways that the environment influences people.</p>	<p><b>ELA</b> Reading RL.2.1 RL.2.6 RI.2.1 RI.2.3-2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>

# JA Our Community 2.0

<b>Session Details</b>	<b>Academic Content Standards</b>	<b>Common Core</b>
<p><b>Session Six: Crack the Code (Optional)</b></p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe the digital skills and knowledge required to produce certain goods and services.</li> <li>• Recognize digital tools and computer skills.</li> <li>• Use simple programming language and knowledge to complete tasks.</li> <li>• Define code as the language computers use.</li> </ul>	NA	<b>ELA</b> Reading RL.2.1 RI.2.1 RI 2.3-2.4 RI.2.7 RF. 2.3-2.4  <b>Writing</b> W. 2.7  <b>Speaking and Listening</b> SL. 2.1-2.4 SL. 2.6  <b>Language</b> L.2.1-2.6

# JA Our City

Session Descriptions	MN Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session One: Earn, Save, Spend, and Donate</b>  Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the four choices we have with money.</li> <li>▪ Define deposits and withdrawals.</li> </ul>	<p>3.1.1.1 Identify ways people make a difference in the civic life of their communities, state, nation, or world by working as individuals or groups to address a specific problem or need.</p> <p>3.2.1.1 Identify possible short- and long-term consequences (costs and benefits) of different choices.</p>	Reading for Information RI.3.4-5  Reading Foundations RF.3.3-4  Writing W.3.2 <small>ELO</small> W.3.7 <small>-8ELO</small>  Speaking and Listening SL.3.1 SL.3.3 SL.3.6  Language L.3.1 L.3.3	Measurement and Data MD.3.4 MD.3.5 MD.3.6  Mathematical Practices 1-8
<p><b>Session Two: Invisible Money</b>  Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define goods and services.</li> <li>▪ Explain how people spend money.</li> <li>▪ Recognize methods of payment and whether they are readily visible or invisible.</li> </ul>	<p>3.2.1.1 Identify possible short- and long-term consequences (costs and benefits) of different choices.</p> <p>3.2.2.1 Describe income as the money earned from selling resources and expenditures and the money used to buy goods and services</p>	Reading for Information RI.3.1-5  Reading Foundations RF.3.3-4  Writing W.3.7 <small>-8ELO</small>  Speaking and Listening SL.3.1-4 SL.3.6  Language L.3.1 L.3.3-4	Operations and Algebraic Thinking OA.3.8 OA.3.9  Mathematical Practices 1-8
<p><b>Session Three: How Do I Become an Entrepreneur?</b>  When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, producer, and consumer.</li> <li>▪ Explain the need for a business plan.</li> <li>▪ Discuss the ways in which entrepreneurs help a city.</li> </ul>	<p>3.1.1.1 Identify ways people make a difference in the civic life of their communities, state, nation, or world by working as individuals or groups to address a specific problem or need.</p> <p>3.2.2.1 Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services.</p>	Reading for Information RI.3.1-5  Reading Foundations RF.3.3-4  Speaking and Listening SL.3.1-3 SL.3.6  Language L.3.1 L.3.3-4	Operations and Algebraic Thinking OA.3.8  Numbers Base Ten NBT.3.2  Mathematical Practices 1-2 4-8

# JA Our City

Session Descriptions	MN Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Money Choices Make the City Go Round</b></p> <p>Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the importance of money in everyday life.</li> <li>▪ Describe how money flows through a city's economy.</li> <li>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</li> </ul>	<p>3.2.4.5.2 Explain that consumers have two roles—as sellers of resources and buyers of goods and services; explain that producers have two roles—as sellers of goods and services and buyers of resources.</p>	<p>Reading for Information RI.3.1 RI.3.3-6 Reading Foundations RF.3.3-4 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8 OA.3.9 Numbers Base Ten NBT.3.2  Mathematical Practices 1-8</p>
<p><b>Session Five: Let's Build a City</b></p> <p>A healthy city is built on the money choices of consumers, businesses, and the government. A city thrives when these sectors of the economy earn, save, spend, and donate.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe how personal choices make a city a good place to live, work, play, and go to school.</li> </ul>	<p>3.3.1.1.1 Use maps and concepts of location to describe places in one's community [the state of Minnesota, the United States or the world.]</p> <p>3.3.3.8.1 Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries.</p>	<p>Reading for Information RI.3.1 RI.3.3-6 Reading Foundations RF.3.3-4 Writing W.3.2 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.1,3,4</p>	<p>Operations in Algebra OA.3.8 Numbers Base Ten NBT.3.2  Mathematical Practices 1-7</p>

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

# JA Our Region

Session Details	MN Social Studies Standards	Guideposts for Success	Common Core ELA	Common Core Math
<p><b>Session One: Be an Entrepreneur</b> Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the impact entrepreneurs have on a region</li> <li>▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities</li> </ul>	4.1.1.1.1a. Describe how people take action to influence a decision on a specific issue.	<p>Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making</p> <p>Self-exploration skills that enable youth to identify interests, skills, and values</p> <p>Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences</p>	<p>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.3-4 L.4.6</p>	Mathematical Practices 1-2 4-7
<p><b>Session Two: Resources–Tools for Entrepreneurs</b> Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define natural, human, and capital resources</li> <li>▪ Describe how products and services use resources</li> </ul>	4.2.3.3.1 Define the productivity of a resource and describe ways to increase it.	<p>Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making</p> <p>Interpersonal skills</p> <p>Critical thinking skills</p>	<p>Reading for Information RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-5</p> <p>Language L.4.3-4 L.4.1-6</p>	Mathematical Practices 1-2 4-8
<p><b>Session Three: Hot Dog Stand Game</b> Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Track the revenue and expenses of a business</li> <li>▪ Identify the fundamental tasks required to run a business</li> <li>▪ Explain the importance of keeping an accurate account of a business's financial information</li> </ul>	4.2.4.5.1 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.	<p>Interpersonal skills</p> <p>Critical thinking skills</p> <p>Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership</p> <p>Ability to manage financial resources effectively</p>	<p>Reading for Information RI.4.2-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.1 L.4.3-6</p>	NBT 4.4 NF.4.7  Mathematical Practices 1-7

# JA Our Region

Session Details	MN Social Studies Standards	Guideposts for Success	Common Core ELA	Common Core Math
<p><b>Session Four: Entrepreneurs Solve Problems</b></p> <p>Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the problem-solving process</li> <li>▪ Identify the potential risks and rewards in making business decisions</li> </ul>	4.2.1.1.1 Apply a reasoned decision-making process to make a choice.	<p>Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making</p> <p>Interpersonal skills</p> <p>Critical thinking skills</p>	<p>Reading for Information RI.4.1 RI.4.3-4 RI.4.7 Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8 Speaking and Listening SL.4.1-2 SL.4.4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	Mathematical Practices 1-2 4 6-7
<p><b>Session Five: Entrepreneurs Go Global</b></p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply the supply chain to a manufacturing example</li> <li>▪ Explain how resource providers, businesses, and consumers are interdependent</li> </ul>	4.2.4.5.1 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.	<p>Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making</p> <p>Interpersonal skills</p> <p>Critical thinking skills</p>	<p>Reading for Information RI.4.3-4 RI.4.7 Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1-4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	NA

# JA Our Nation

Session Details	MN Social Studies Standards	Guideposts for Success	Common Core ELA	Common Core Math
<p><b>Session One: Free to Choose Your Work or Business</b>            Students are introduced to the nation's free market system and how it supports businesses and careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the characteristics of a free market economy</li> <li>▪ Explain how pricing guides economic decisions</li> </ul>	5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs...	Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making  Interpersonal skills  Critical thinking skills  Ability to manage financial resources effectively	Reading for Information RI.5.1-2 RI.5.4 RI.5.7 Reading Foundations RF.5.3-4 Speaking and Listening SL.5.1-4 SL.5.6 Language L.5.1-5	Operations and Algebraic Thinking OA.5.2  Numbers Base Ten NBT.5.6-7
<p><b>Session Two: Innovation Nation</b>            Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur and entrepreneurship</li> <li>▪ Describe resources and how entrepreneurs use them</li> <li>▪ Explore STEM skills and the process of innovation</li> </ul>	5.1.1.1.2 Identify a [public] problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it.	Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making  Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences  Interpersonal skills  Critical thinking skills	Reading for Information RI.5.1-2 RI.5.4 RI.5.7 Reading Foundations RF.5.3-4 Writing WS.5.2 WS.5.4 Speaking and Listening SL.5.1-4 SL.5.6 Language L.5.1-5	Operations and Algebraic Thinking CC.2.2.5.A.1  Numbers Base Ten CC.2.1.5.B.2
<p><b>Session Three: Career Quest</b>            Students learn about career clusters.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	NA	Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires  Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences	Reading for Information RI.5.1-2 RI.5.4 RI.5.7 Reading Foundations RF.5.3-4 Speaking and Listening SL.5.1-4 SL.5.6 Language L.5.1-5	Numbers Base Ten CC.2.1.5.B.2

# JA Our Nation

Session Details	MN Social Studies Standards	Guideposts for Success	Common Core ELA	Common Core Math
<p><b>Session Four: Get and Keep the Job!</b> Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the soft skills wanted by today's employers</li> </ul>	NA	Career-specific work skills and knowledge as well as employability or "soft" skills such as communication, leadership, decision-making, and conflict management skills	Reading for Information RI.5.1-2 RI.5.4 RI.5.7 Reading Foundations RF.5.3-4 Writing WS.5.2 WS.5.4 Speaking and Listening SL.5.1-4 SL.5.6 Language L.5.1-5	Operations and Algebraic Thinking CC.2.2.5.A.1 Numbers Base Ten CC.2.1.5.B.2
<p><b>Session Five: Global Connections</b> Students explore how the United States is connected to the global economy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss why businesses specialize and trade</li> <li>▪ Define opportunity cost</li> </ul>	5.3.1.1.1 Create and use various kinds of maps...  5.3.2.3.1 Locate and identify the physical and human characteristics of places [in the North American colonies.]	Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making	Reading for Information RI.5.1-2 RI.5.4 RI.5.7 Reading Foundations RF.5.3-4 Speaking and Listening SL.5.1-4 SL.5.6 Language L.5.1-5	NA
<p><b>Optional Supplement: Business Organization</b> Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify three basic ways businesses are organized.</li> </ul>	5.2.2.2.1 Describe various uses of income and discuss advantages and disadvantages of each.  5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs; [calculate] profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).	Knowledge about education and career options and ability to make informed decisions about academic courses and postsecondary plans to achieve individualized academic, career, and life goals	Speaking and Listening SL.5.1-4 Language L.5.1,5	NA

# JA More than Money

Session Descriptions	MN Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session One: The Money Garden</b>            Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the role of money in everyday life</li> <li>▪ Explain the benefits of using a savings account</li> </ul>	<p>3.2.2.2.1 Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services.</p> <p>5.2.2.2.1 Describe various uses of income and discuss advantages and disadvantages of each.</p>	Reading for Information RI.3.1 RI.3.3-4 RI.3.6 Reading Foundations RF.3.3-4 Speaking and Listening SL.3.1 SL.3.6 Language L.3.1 L.3.4 L.3.4	Numbers Base Ten 3.NBT.2.2 3.NBT.3.3 4.NBT.4 5.NBT.5 5.NBT.7 Mathematical Practices 1-8
<p><b>Session Two: Create a Business</b>            Students learn about the ways in which people's interests and skills can help them identify small businesses they can start.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define business, goods, and services</li> <li>▪ Identify businesses they would like to start that align with their personal interests and skills</li> <li>▪ Appreciate their own roles as entrepreneurs in affecting their community and their world</li> </ul>	<p>3.1.1.1.1 Identify ways people make a difference in the civic life of their communities, state, nation, or world by working as individuals or groups to address a specific problem or need.</p> <p>4.1.1.1.1 Describe how people take action to influence a decision on a specific issue...</p> <p>5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs; [calculate] profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).</p>	Reading for Information RI.3.2-4 RI.3.6 Reading Foundations RF.3.3-4 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.1-4 L.3.6	Numbers Base Ten 3.NBT.3.3 4.NBT.4 4.NBT.5 5.NBT.5 5.NBT.7 Mathematical Practices 1-8
<p><b>Session Three: Build a Business</b>            Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the basic steps for building a small business</li> <li>▪ Develop a basic business plan</li> </ul>	<p>3.2.4.5.1 Explain that producing any good or service requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service.</p> <p>5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs; [calculate] profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).</p>	Reading for Information RI.3.2-6 Reading Foundations RF.3.3-4 Speaking and Listening SL.3.1 SL.3.6 Language L.3.1-4 L.3.6	Numbers Base Ten 3.NBT.2.2 3.NBT.3.3 4.NBT.4 4.NF.4.7 5.NBT.5 5.NBT.7 Mathematical Practices 1-2 4-8

# JA More than Money

Session Descriptions	MN Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Run a Business</b>            Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain why financial institutions lend money</li> <li>▪ Explain decision making and the traits of trustworthy borrowers</li> <li>▪ Record and track financial gains and losses</li> </ul>	<p>3.2.4.5.2 Explain that consumers have two roles—as sellers of resources and buyers of goods and services; explain that producers have two roles—as sellers of goods and services and buyers of resources</p> <p>5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs; [calculate] profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).</p>	Reading for Information RI.3.1-5 RI.3.7 Reading Foundations RF.3.3-4 Writing W.3.2-4 Speaking and Listening SL.3.1-3 SL.3.6 Language L.3.4 L.3.6	Numbers Base Ten 3.NBT.2.2 3.NBT.3.3 4.NBT.4 4.NBT.5 5.NBT.5 5.NBT.7 Mathematical Practices 1-8
<p><b>Session Five: Global Success</b>            The students explore the opportunities and challenges of global markets.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explore reasons why businesses import and export goods</li> <li>▪ Describe the economic considerations related to selling in a global market</li> <li>▪ Define opportunity cost</li> </ul>	<p>3.3.1.1.1 Use maps and concepts of location to describe places in one's community, the state of Minnesota, the United States or the world.</p> <p>4.2.4.5.1 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.</p> <p>5.3.1.1.1 Create and use various kinds of maps...</p>	Reading for Information RI.3.1 RI.3.3-7 Reading Foundations RF.3.3-4 Writing W.3.3 Speaking and Listening SL.3.1-2 SL.3.6 Language L.3.1-4 L.3.6	NA

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

# JA Career Exploration Fair K-2

Session Descriptions	Guideposts for Success	Common Core ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job to Do!</b></p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Examine the jobs of family members.</li> <li>▪ Identify jobs within the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires</li> <li>• Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership</li> </ul>	Foundational Skills RF 1 RF 2 RF 3 Writing W 2 W 5 W 8 Speaking and Listening SL 1 SL 3 SL 4 SL 5 SL 6 Language L 4 L 5 L 6
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express ideas and questions concerning the jobs people have.</li> </ul>	<ul style="list-style-type: none"> <li>• Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences</li> </ul>	Foundational Skills RF 1 RF 2 RF 3 Writing W.4 W.5 W.6 Speaking and Listening SL 1 SL 3 SL 4 SL 5 SL 6 Language L 4 L 5 L 6
<p><b>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to identify a future career interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-exploration skills that enable youth to identify interests, skills, and values</li> </ul>	Foundational Skills RF 1 RF 2 RF 3 Writing W.4 W.5 W.6 Language L 4 L 5 L 6

# JA Career Exploration Fair 3-5

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job for Everyone</b>            Students reflect on their interests and skills as they consider future careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace.</li> <li>▪ Construct new understandings connected to prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires</li> <li>• Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership</li> </ul>	Foundational Skills RF 3 RF 4 Speaking and Listening SL 1 SL 6 Language L 4 L 5 L 6
<p><b>The Day of the Fair</b>            Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how school skills apply to career paths.</li> </ul>	<ul style="list-style-type: none"> <li>• Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences</li> </ul>	Foundational Skills RF 3 RF 4 Speaking and Listening SL 1 SL 3 SL 5 SL 6 Language L 4 L 5 L 6
<p><b>Post-JA Career Exploration Fair Activity: Someday I'll Be...</b>            Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Prepare a personal interest "resume."</li> <li>▪ Begin to identify a future career interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-exploration skills that enable youth to identify interests, skills, and values</li> <li>• Agency or the ability to make choices about and take an active role in one's life path</li> </ul>	Foundational Skills RF 3 RF 4 Writing W.4 W.5 W.6 Language L 4 L 5 L 6

# JA Career Speaker Series K-5

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Before the Event</b> Students prepare questions for the speaker to answer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify skills and interests</li> <li>▪ Explain how the speaker's job helps people in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires</li> <li>• Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership</li> <li>• Self-exploration skills that enable youth to identify interests, skills, and values</li> </ul>	Foundational Skills RF 1 RF 2 RF 3 RF 4 Speaking and Listening SL 1 SL 6 Language L 4 L 5 L 6
<p><b>Speaker Day: Invite a Career Speaker to Class</b> Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Listen to a career speaker.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how interests and skills apply to careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences</li> </ul>	Foundational Skills RF 1 RF 2 RF 3 RF 4 Speaking and Listening SL 1 SL 3 SL 5 SL 6 Language L 4 L 5 L 6
<p><b>After the Event</b> Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize career clusters.</li> <li>▪ Identify careers that relate to personal interests and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-exploration skills that enable youth to identify interests, skills, and values</li> <li>• Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences</li> <li>• Agency or the ability to make choices about and take an active role in one's life path</li> <li>• Interpersonal skills</li> <li>• Critical thinking skills</li> </ul>	Foundational Skills RF 1 RF 2 RF 3 RF 4 Writing W.4 W.5 W.6 Language L 4 L 5 L 6