



empowering young people to  
own their economic success®

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

Updated September 2020 (2021)  
Indiana Academic Standards  
[Financial Literacy Standards](#)  
[Employability Skills](#)

Junior Achievement USA®  
One Education Way  
Colorado Springs, CO 80906  
[www.ja.org](http://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 Indiana Academic Standards for K-5 English Language Arts (ELA), mathematics and Social Studies, as well as Financial Literacy and Employability standards.

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. When Extended Learning Opportunities within the curriculum directly support an academic standard, the letters ELO will appear superscripted next to the standard.

## JA Elementary School Programs

[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 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)

*For JA BizTown, refer to the Capstone Correlations Report.*

# JA Ourselves

Session Details	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<p><b>Session One: This or That? Make a Choice</b></p> <p>Students practice economics by making personal choices.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify personal interests</li> <li>▪ Consider the factors that determine their choices</li> <li>▪ Define money</li> </ul>	<p><b>Human Systems</b></p> <p>K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.</p>	<p><b>Vocabulary</b> K.RV.3.2</p> <p><b>Writing</b> K.W.1 K.W.2.2 K.W.3.1</p> <p><b>Speaking and Listening</b> K.SL.1 K.SL.2.1 K.SL.2.3 K.SL.3.1</p>	<p>NA</p>
<p><b>Session Two: Do I Need What I Want?</b></p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain the difference between needs and wants</li> <li>▪ Create a simple chart</li> </ul>	<p><b>Economics</b></p> <p>K.4.1 Explain that people work to earn money to buy the things they want and need.</p>	<p><b>Reading: Foundations</b> K.RF.3.1</p> <p><b>Literature</b> K.RL.1 K.RL.4.1</p> <p><b>Vocabulary</b> K.RV.2.2 K.RV.3.2</p> <p><b>Speaking And Listening</b> K.SL.1 K.SL.2.1 K.SL.2.3 K.SL.3.1</p>	<p><b>Number Sense</b> K.NS.5 K.NS.7</p> <p><b>Data Analysis</b> K.DA.1</p>
<p><b>Session Three: A Penny Earned</b></p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the role of money in society</li> <li>▪ Identify jobs they can do to earn money</li> </ul>	<p><b>Roles of Citizens</b></p> <p>K.2.4 Give examples of how to be a responsible family member and member of a group.</p> <p><b>Economics</b></p> <p>K.4.1 Explain that people work to earn money to buy the things they want and need.</p> <p>K.4.4 Give examples of work activities that people do at home.</p>	<p><b>Reading: Foundations</b> K.RF.2.1 K.RF.2.2</p> <p><b>Literature</b> K.RL.1 K.RL.2.1 K.RL.2.3 K.RL.4.1</p> <p><b>Vocabulary</b> K.RV.3.2</p> <p><b>Writing</b> K.W.1 K.W.2.2 K.W.3.1</p>	<p><b>Number Sense</b> K.NS.1 K.NS.2 K.NS.5</p> <p><b>Geometry</b> K.G.1</p>

# JA Ourselves

Session Details	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></p> <p>The students will:</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><b>Places and Regions</b></p> <p>K.3.3 Locate and describe places in the school and community</p>	<p><b>Reading: Foundations</b> K.RF.2.2 K.RF.3.1</p> <p><b>Literature</b> K.RL.1 K.RL.2.1</p> <p><b>Vocabulary</b> K.RV.3.2</p> <p><b>Speaking and Listening</b> K.SL.1 K.SL.2.1 K.SL.2.3 K.SL.3.1 K.SL.4.1</p>	<p><b>Number Sense</b></p> <p>K.NS.4 K.NS.5 K.NS.7</p>
<p><b>Session Five: A Penny Shared</b></p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain the importance of giving</li> <li>▪ Organize a chronological sequence of events</li> </ul>	<p><b>Chronological Thinking</b></p> <p>K.1.3 Identify and order events that takes place in a sequence.</p> <p><b>Environment and Society</b></p> <p>K.3.7 Recommend ways that people can improve their environment at home, in school, and in the neighborhood.</p>	<p><b>Reading: Foundations</b> K.RF.2.1 K.RF.2.2</p> <p><b>Literature</b> K.RL.1 K.RL.2.1 K.RL.2.3 K.RL.4.1</p> <p><b>Vocabulary</b> K.RV.3.2</p> <p><b>Writing</b> K.W.1 K.W.2.2 K.W.3.1</p> <p><b>Speaking and Listening</b> K.SL.1 K.SL.2.1 K.SL.2.3 K.SL.3.1</p>	<p>NA</p>

# JA Our Families

Session Descriptions	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<p><b>Session One: All Kinds of Families</b></p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p><b>Objectives:</b></p> <p>The students will:</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><b>Roles of Citizens</b></p> <p>1.2.3 Describe ways that individual actions can contribute to the common good of the classroom or community.</p> <p><b>Human Systems</b></p> <p>1.3.8 Compare cultural similarities and differences of various ethnic and cultural groups found in Indiana such as family traditions and customs, and traditional clothing and food.</p>	<p><b>Key Ideas and Textual Support</b></p> <p>1.RL.1 1.RL.2.1,4</p> <p><b>Synthesis and Connection of Ideas</b></p> <p>1.RL.4.1</p> <p><b>Writing Process</b></p> <p>1.W.3.3</p> <p><b>Discussion and Collaboration</b></p> <p>1.SL.2.1</p> <p><b>Presentation of Ideas</b></p> <p>1.SL.4.2</p>	<p><b>Process Standards</b></p> <p>8</p>
<p><b>Session Two: Money for Needs and Wants</b></p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p><b>Objectives:</b></p> <p>The students will:</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><b>Economics</b></p> <p>1.4.5 Explain that people have to make choices about goods and services because resources are limited in relation to people’s wants and needs.</p>	<p><b>Vocabulary Building</b></p> <p>1.RV.1 1.RV.2.2</p> <p><b>Discussion and Collaboration</b></p> <p>1.SL.1 1.SL.2.1 1.SL.2.3</p>	<p><b>Process Standards</b></p> <p>2</p>
<p><b>Session Three: Businesses All Around the Neighborhood</b></p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p>The students will:</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><b>Places and Regions</b></p> <p>1.3.3 Identify and describe the relative locations of places in the school setting.</p> <p>1.3.4 Identify and describe physical features and human features of the local community including home, school and neighborhood.</p> <p><b>Economics</b></p> <p>1.4.1 Identify goods (tangible objects, such as food or toys, that can satisfy people’s wants and needs) that people use.</p> <p>1.4.3 Compare and contrast different jobs people do to earn income.</p>	<p><b>Key Ideas and Textual Support</b></p> <p>1.RL.1 1.RL.2.1</p> <p><b>Writing</b></p> <p>1.W.3.3</p> <p><b>Discussion and Collaboration</b></p> <p>1.SL.2.1</p>	<p><b>Process Standards</b></p> <p>2 4 7</p>

# JA Our Families

Session Descriptions	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<p><b>Session Four: Jobs All Around the Neighborhood</b></p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p><b>Objectives:</b></p> <p>The students will:</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><b>Economics</b></p> <p>1.4.3 Compare and contrast different jobs people do to earn income.</p>	<p><b>Vocabulary Building</b> 1.RV.1 1.RV.2.2</p> <p><b>Discussion and Collaboration</b> 1.SL.1 1.SL.2.1 1.SL.2.3</p>	<p>NA</p>
<p><b>Session Five: A New Business</b></p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</li> </ul>	<p><b>Economics</b></p> <p>1.4.6 Explain that people exchange goods and services to get the things they want and need.</p>	<p><b>Vocabulary Building</b> 1.RV.1 1.RV.2.2</p> <p><b>Discussion and Collaboration</b> 1.SL.1 1.SL.2.1 1.SL.2.3 1.SL.2.5</p>	<p><b>Operations in Algebra</b> 1.CA.1,2</p> <p><b>Process Standards</b> 2 4 7 8</p>

# JA Our Community

Session Descriptions	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<p><b>Session One: People in a Community Working Together</b></p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p><b>Objectives:</b></p> <p>The students will:</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><b>Geography</b></p> <p>2.3.1 Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.</p> <p><b>Economics</b></p> <p>2.4.7 Define specialization and identify specialized jobs in the school and community.</p>	<p><b>Reading Non-fiction</b></p> <p>2.RN.2.1 2.RN.3.1</p> <p><b>Reading Foundations</b></p> <p>2.RF.4.1</p> <p><b>Speaking and Listening</b></p> <p>2.SL.2.1 2.SL.2.4 2.SL.4.1</p> <p><b>Vocabulary</b>      2.RV.3.2</p>	<p><b>Process Standards</b></p> <p>PS.4</p> <p><b>Geometry</b></p> <p>2.G.4</p>
<p><b>Session Two: Sweet “O” Donuts</b></p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p><b>Objectives:</b></p> <p>The students will:</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><b>Economics</b></p> <p>2.4.4 Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.</p> <p>2.4.2 Identify productive resources used to produce goods and services in the community.</p>	<p><b>Reading Non-fiction</b></p> <p>2.RN.2.3</p> <p><b>Reading Foundations</b></p> <p>2.RF.4.1</p> <p><b>Writing</b></p> <p>2.W.3.2</p> <p><b>Speaking and Listening</b></p> <p>2.SL.2.1 2.SL.2.4 2.SL.4.1</p> <p><b>Vocabulary</b></p> <p>2.RV.3.2</p>	<p><b>Process Standards</b></p> <p>PS.1 PS.2 PS.4 PS.6</p> <p><b>Number Sense</b></p> <p>2.NS.1</p> <p><b>Computation and Algebraic Thinking</b></p> <p>2.CA.1 2.CA.2</p> <p><b>Measurement</b></p> <p>2.M.7</p>
<p><b>Session Three: Business and Government Jobs</b></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><b>Objectives:</b></p> <p>The students will:</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><b>Economics</b></p> <p>2.4.3 Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.</p> <p>2.4.7 Define specialization and identify specialized jobs in the school and community.</p>	<p><b>Reading Non-fiction</b></p> <p>2.RN.2.1 2.RN.3.1</p> <p><b>Reading Foundations</b></p> <p>2.RF.4.1</p> <p><b>Speaking and Listening</b></p> <p>2.SL.2.1 2.SL.2.4 2.SL.4.1</p> <p><b>Vocabulary</b></p> <p>2.RV.3.2</p>	<p><b>Process Standards</b></p> <p>PS.1 PS.2 PS.4 PS.5 PS.7</p>

# JA Our Community

Session Descriptions	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<p><b>The Session Four: Let's Vote!</b></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><b>Objectives:</b></p> <p>The students will:</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><b>Civics</b></p> <p>2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.</p>	<p><b>Reading Foundations</b> 2.RF.4.1</p> <p><b>Speaking and Listening</b> 2.SL.2.1 2.SL.2.4 2.SL.4.1</p> <p><b>Vocabulary</b> 2.RV.3.2</p>	<p><b>Process Standards</b> PS.2 PS.4</p> <p><b>Measurement</b> 2.M.7</p>
<p><b>Session Five: Money Moves in a Community</b></p> <p>Students learn about money and how it moves through a community.</p> <p><b>Objectives:</b></p> <p>The students will:</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><b>Economics</b></p> <p>2.4.8 Explain why people trade for goods and services and explain how money makes trade easier.</p>	<p><b>Reading Foundations</b> 2.RF.4.1</p> <p><b>Speaking and Listening</b> 2.SL.2.1 2.SL.2.4 2.SL.4.1</p> <p><b>Vocabulary</b> 2.RV.3.2</p>	<p><b>Process Standards</b> PS.1 PS.2 PS.5 PS.6 PS.7</p> <p><b>Number Sense</b> 2.NS.1</p> <p><b>Computation and Algebraic Thinking</b> 2.CA.1 2.CA.2</p> <p><b>Measurement</b> 2.M.7</p>



# JA Our City

Session Descriptions	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<p><b>Session One: Earn, Save, Spend, and Donate</b></p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p>The students will:</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>3.4.3 Give examples of trade in the local community and explain how trade benefits both parties.</p> <p>3.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier.</p> <p>3.4.9 Identify different ways people save their income and explain advantages and disadvantages of each.</p>	<p><b>Vocabulary Building</b> 3.RV.2.1,5 3.RV.3.2</p> <p><b>Comprehension</b> 3.SL.3.1-2</p>	<p><b>Process Standards</b> 5 7</p>
<p><b>Session Two: Invisible Money</b></p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define goods and services.</li> <li>▪ Explain how people spend money. Recognize methods of payment and whether they are readily visible or invisible.</li> </ul>	<p>3.4.2 Give examples of goods and services provided by local business and industry.</p> <p>3.4.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</p> <p>3.4.9 Identify different ways people save their income and explain advantages and disadvantages of each.</p>	<p><b>Vocabulary Building</b> 3.RV.1 3.RV.3.2</p> <p><b>Discussion and Collaboration</b> 3.SL.2.1 3.SL.2.3 3.SL.2.5</p>	<p><b>Computation</b> 3C.1</p> <p><b>Process Standards</b> 1-8</p>
<p><b>Session Three: How Do I Become an Entrepreneur?</b></p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p>The students will:</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>3.4.2 Give examples of goods and services provided by local business and industry.</p> <p>3.4.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</p>	<p><b>Vocabulary Building</b> 3.RV.1</p> <p><b>Discussion and Collaboration</b> 3.SL.1 3.SL.2.1 3.SL.2.3 3.SL.2.5</p>	<p><b>Computation</b> 3.C.1</p> <p><b>Process Standards</b> 1-8</p>

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

# JA Our City

Session Descriptions	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<p><b>Session Four: Money Choices Make the City Go Round</b>            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>The students will:</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>3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.</p> <p>3.4.2 Give examples of goods and services provided by local business and industry.</p> <p>3.4.3 Give examples of trade in the local community and explain how trade benefits both parties.</p> <p>3.4.4 [Define interdependence and] give examples of how people in the local community depend on each other for goods and services.</p>	<p><b>Vocabulary Building</b>            3.RV.1            3.RV.3.2</p> <p><b>Discussion and Collaboration</b>            3.SL.1            3.SL.2.1</p>	<p><b>Computation</b>            3.C.1</p> <p><b>Process Standards</b>            1-8</p>
<p><b>Session Five: Let’s Build a City</b>            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>The students will:</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 Use labels and symbols to locate and identify physical and political features on maps and/or globes.</p> <p>3.3.10 Construct maps and graphs that show aspects of human/environmental interaction in the local community, [Indiana and communities within the region.]</p> <p>3.4.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</p>	<p><b>Vocabulary Building</b>            3.RV.1            3.RV.3.2</p> <p><b>Discussion and Collaboration</b>            3.SL.1            3.SL.2.1            3SL.2.5</p>	<p>NA</p>

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

# JA Our Region

Session Descriptions	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<p><b>Session One: Be an Entrepreneur</b></p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize the impact entrepreneurs have on a region</li> <li>▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities</li> </ul>	<p><b>Economics</b></p> <p>4.4.7 Identify entrepreneurs who have influenced Indiana and the local community.</p> <p>4.4.8 Define profit and describe how profit is an incentive for entrepreneurs.</p> <p><b>Financial Literacy</b></p> <p>FLE.2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income.</p>	<p><b>Key Ideas and Textual Support</b></p> <p>4.RN.2.1-2</p> <p><b>Vocabulary</b></p> <p>4.RV.3.2</p> <p><b>Speaking and Listening</b></p> <p>4.SL.2.1-5</p> <p>4.SL.3.2</p>	<p><b>Process Standards</b></p> <p>1-2</p> <p>4-7</p>
<p><b>Session Two: Resources–Tools for Entrepreneurs</b></p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define natural, human, and capital resources</li> <li>▪ Describe how products and services use resources</li> </ul>	<p><b>Geography</b></p> <p>4.3.4 Map and describe the physical regions of Indiana and identify major natural resources and crop regions.</p> <p>4.3.13 Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.</p> <p><b>Economics</b></p> <p>4.4.1 Give examples of the kinds of goods* and services* produced in Indiana in different historical periods.</p>	<p><b>Key Ideas and Textual Support</b></p> <p>4.RN.3.1-2</p> <p><b>Vocabulary</b></p> <p>4.RV.2.1,5</p> <p>4.RV.3.2</p> <p><b>Writing</b></p> <p>4.W.3.2</p> <p><b>Speaking and Listening</b></p> <p>4.SL.2.1-5</p> <p>4.SL.3.1-2</p>	<p><b>Algebraic Thinking:</b></p> <p>4.AT.1</p> <p><b>Process Standards</b></p> <p>1-2</p> <p>4-8</p>
<p><b>Session Three: Hot Dog Stand Game</b></p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Track the revenue and expenses of a business</li> <li>▪ Identify the fundamental tasks required to run a business</li> <li>▪ Explain the importance of keeping an accurate account of a business’s financial information</li> </ul>	<p><b>Economics</b></p> <p>4.4.3 Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.</p> <p>4.4.4 Explain that prices change as a result of changes in supply and demand for specific products.</p> <p><b>Financial Literacy</b></p> <p>FLE.3.1 Demonstrate ability to use money management skills and strategies.</p> <p>FLE.3.2 Develop a system for keeping and using financial records.</p>	<p><b>Reading for Information</b></p> <p>RI.4.2-4</p> <p>RI.4.7</p> <p><b>Vocabulary</b></p> <p>4.RV.2.1,5</p> <p>4.RV.3.2</p> <p><b>Speaking and Listening</b></p> <p>4.SL.2.1-5</p> <p>4.SL.3.2</p>	<p><b>Computation</b></p> <p>4.C.1</p> <p><b>Algebraic Thinking:</b></p> <p>4.AT.1</p> <p><b>Process Standards</b></p> <p>1-7</p>

# JA Our Region

Session Descriptions	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<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>The students will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the problem-solving process</li> <li>▪ Identify the potential risks and rewards in making business decisions</li> </ul>	<p><b>Economics</b></p> <p>4.4.4 Explain that prices change as a result of changes in supply and demand for specific products.</p>	<p><b>Key Ideas and Textual Support</b></p> <p>4.RN.3.1-2</p> <p><b>Vocabulary</b></p> <p>4.RV.2.1,5 4.RV.3.2</p> <p><b>Writing</b></p> <p>4.W.3.2</p> <p><b>Speaking and Listening</b></p> <p>4.SL.2.1-5 4.SL.3.1-2</p>	<p><b>Process Standards</b></p> <p>1-2 4 6-7</p>
<p><b>Session Five: Entrepreneurs Go Global</b></p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Apply the supply chain to a manufacturing example</li> <li>▪ Explain how resource providers, businesses, and consumers are interdependent</li> </ul>	<p><b>Geography</b></p> <p>4.3.11 Examine Indiana’s international relationships with states and regions in other parts of the world.</p>	<p><b>Key Ideas and Textual Support</b></p> <p>4.RN.3.1-2</p> <p><b>Vocabulary</b></p> <p>4.RV.2.1,5 4.RV.3.2</p> <p><b>Speaking and Listening</b></p> <p>4.SL.2.1-5 4.SL.3.1-2</p>	<p>NA</p>

# JA Our Nation

Session Descriptions	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<p><b>Session One: Free to Choose Your Work or Business</b></p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify the characteristics of a free market economy</li> <li>▪ Explain how pricing guides economic decisions</li> </ul>	<p><b>Economics</b></p> <p>5.4.2 Summarize a market economy.</p> <p>5.4.7 Predict the effect of changes supply and demand on price.</p> <p><b>Employability</b></p> <p>3-5.LS.9 Understand how decision-making is related to career planning.</p>	<p><b>Reading</b> 5.RN.2.1-2</p> <p><b>Vocabulary</b> 5.RV.1 5.RV.2.1 5.RV.3.2</p> <p><b>Writing</b> 5.W.5</p> <p><b>Speaking and Listening</b> 5.SL.1 5.SL.2.1-5 5.SL.3.1</p>	<p><b>Operations and Algebraic Thinking</b> CC.2.2.5.A.1</p> <p><b>Numbers Base Ten</b> CC.2.1.5.B.2</p>
<p><b>Session Two: Innovation Nation</b></p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur and entrepreneurship</li> <li>▪ Describe resources and how entrepreneurs use them</li> <li>▪ Explore STEM skills and the process of innovation</li> </ul>	<p><b>Economics</b></p> <p>5.4.5 Explain how education and training, specialization and investment in capital resources increase productivity.</p> <p><b>Financial Literacy</b></p> <p>FLE.2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income.</p>	<p><b>Reading</b> 5.RN.2.1-3</p> <p><b>Vocabulary</b> 5.RV.1 5.RV.2.1 5.RV.3.2</p> <p><b>Writing</b> 5.W.3.2 W.6.1</p> <p><b>Speaking and Listening</b> 5.SL.1 5.SL.2.1-5 5.SL.3.1 5.SL.4.1-2</p>	<p><b>Operations and Algebraic Thinking</b> CC.2.2.5.A.1</p> <p><b>Numbers Base Ten</b> CC.2.1.5.B.2</p>
<p><b>Session Three: Career Quest</b></p> <p>Students learn about career clusters.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	<p><b>Economics</b></p> <p>5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.</p> <p><b>Financial Literacy</b></p> <p>FLE.2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income.</p> <p><b>Employability</b></p> <p>3-5.LS.4 Relate personal interests, abilities, and leisure time activities to possible occupational choices without stereotyping.</p>	<p><b>Reading</b> 5.RN.2.1-3</p> <p><b>Vocabulary</b> 5.RV.1 5.RV.2.1 5.RV.3.2</p> <p><b>Speaking and Listening</b> 5.SL.1 5.SL.2.1-5</p>	<p><b>Numbers Base Ten</b> CC.2.1.5.B.2</p>

# JA Our Nation

Session Descriptions	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<p><b>Session Four: Get and Keep the Job!</b></p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify the soft skills wanted by today’s employers</li> </ul>	<p><b>Employability</b></p> <p>3-5.SE.1 Demonstrate an understanding of the impact of choices/actions.</p> <p>3-5.WE.8 Consider consequences of actions on the wellbeing of self and others.</p> <p>3-5.WE.9 Display a variety of skills needed for school, personal, and professional situations.</p>	<p><b>Vocabulary</b></p> <p>5.RV.2.1 5.RV.3.2</p> <p><b>Writing</b></p> <p>5.W.3.2</p> <p><b>Speaking and Listening</b></p> <p>5.SL.2.1-5 5.SL.3.1 5.SL.4.1 <sup>ELO</sup></p>	<p><b>Operations and Algebraic Thinking</b></p> <p>CC.2.2.5.A.1</p> <p><b>Numbers Base Ten</b></p> <p>CC.2.1.5.B.2</p>
<p><b>Session Five: Global Connections</b></p> <p>Students explore how the United States is connected to the global economy.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Discuss why businesses specialize and trade</li> <li>▪ Define opportunity cost</li> </ul>	<p><b>Employability</b></p> <p>3-5.WE.3 Apply understanding of independence to complete tasks.</p> <p>3-5.WE.4 Complete tasks or activities with prompting and guidance from adult educators.</p> <p>3-5.SE.3 Engage in cooperative game play.</p>	<p><b>Reading</b></p> <p>5.RN.2.1-3</p> <p><b>Vocabulary</b></p> <p>5.RV.2.1 5.RV.3.2</p> <p><b>Speaking and Listening</b></p> <p>5.SL.2.1-5 5.SL.3.1-2</p>	NA
<p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify three basic ways businesses are organized.</li> </ul>	<p><b>Employability</b></p> <p>3-5.WE.7 Begin to understand coping strategies to deal with expected and unexpected change.</p>	<p><b>Vocabulary</b></p> <p>5.RV.2.1 5.RV.3.2</p> <p><b>Speaking and Listening</b></p> <p>5.SL.2.1-5 5.SL.3.1-2</p>	NA

# JA More than Money

Session Descriptions	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<p><b>Session One: The Money Garden</b></p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>Identify the role of money in everyday life</li> <li>Explain the benefits of using a savings account</li> </ul>	<p><b>Financial Literacy</b></p> <p>Standard 1: Financial Responsibility/Decision Making Demonstrate management of individual and family finances by applying reliable information and systematic decision making.</p> <p>Standard 6: Saving and Investing Analyze saving and investing to build long-term financial security and wealth.</p> <p><b>Social Studies Grades 3-5</b></p> <p>3.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier.</p> <p>3.4.9 Identify different ways people save their income and explain advantages and disadvantages of each.</p> <p>4.4.6 List the functions of money (and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.)</p> <p>4.4.10 Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.</p>	<p><b>Key Ideas and Textual Support</b></p> <p>3.RN.2.1 3.RN.2.3 3.RN.3.3 4.RN.2.1,3 5.RN.2.1</p> <p><b>Vocabulary Building</b></p> <p>3.RV.2.1,5 3.RV.3.2 4.RV.2.1,5 4.RV.3.1-2 5.RV.2.5,3,2</p> <p><b>Discussion and Collaboration</b></p> <p>3.SL.2.1,3 4.SL.2.1,5 5.SL.2.1-5</p>	<p><b>Number Sense</b> 3.NS.1 4.NS.1,6</p> <p><b>Computation</b> 3.C.1,5,6 4.C.1 4.C.4 <sup>ELO</sup></p> <p><b>Measurement</b> 3.M.4 4.M.4</p> <p><b>Process Standards</b> 1-2 5-7</p>
<p><b>Session Two: Create a Business</b></p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>Define business, goods, and services</li> <li>Identify businesses they would like to start that align with their personal interests and skills</li> <li>Appreciate their own roles as entrepreneurs in affecting their community and their world</li> </ul>	<p><b>Financial Literacy</b></p> <p>Standard 2: Relating Income and Careers</p> <p>Analyze how education, income, career, and life choices relate to achieving financial goals.</p> <p><b>Social Studies Grades 3-5</b></p> <p>3.4.2 Give examples of goods and services provided by local business and industry.</p>	<p><b>Key Ideas and Textual Support</b></p> <p>3.RN.2.1-3 3.RN.3.3 4.RN.2.1-3 4.RN.3.1 5.RN.2.1 5.RN.3.1</p> <p><b>Vocabulary Building</b></p> <p>3.RV.2.1,5 3.RV.3.2 4.RV.2.1,5 4.RV.3.2 5.RV.2.5,3,2</p> <p><b>Discussion and Collaboration</b></p> <p>3.SL.2.1-4 4.SL.2.1-4 5.SL.2.1-5</p>	<p><b>Number Sense</b> 3.NS.1 4.NS.1,6</p> <p><b>Process Standards</b> 1</p>

# JA More than Money

Session Descriptions	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<p><b>Session Three: Build a Business</b></p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify the basic steps for building a small business</li> <li>▪ Develop a basic business plan</li> </ul>	<p><b>Financial Literacy</b></p> <p>Standard 3: Planning and Money Management</p> <p>Manage money effectively by developing financial goals and budgets.</p> <p><b>Social Studies Grades 3-5</b></p> <p>3.4.3 Give examples of trade in the local community and explain how trade benefits both parties.</p> <p>4.4.3 Explain how both parties can benefit from trade and (give examples of how people in Indiana engaged in trade in different time periods.)</p>	<p><b>Key Ideas and Textual Support</b></p> <p>3.RN.2.1-2 3.RN.3.3 4.RN.2.1-2 4.RN.3.1 5.RN.2.1 5.RN.3.1</p> <p><b>Vocabulary Building</b></p> <p>3.RV.2.1,5 3.RV.3.2 4.RV.2.1,5 4.RV.3.2 5.RV.2.5,3.2</p> <p><b>Writing</b></p> <p>3.W.3.2 4.W.3.2</p> <p><b>Discussion and Collaboration</b></p> <p>3.SL.2.1-5 4.SL.2.1-5 5.SL.2.1-5</p>	<p><b>Number Sense</b></p> <p>3.NS.1 4.NS.1,6</p> <p><b>Computation</b></p> <p>3.C.1,5,6 4.C.1,2,4 5.C.1,8</p> <p><b>Algebraic Thinking</b></p> <p>3.AT.1-3 4.AT.1-4 5.AT.1,5</p> <p><b>Measurement</b></p> <p>3.M.4 4.M.4</p> <p><b>Process Standards</b></p> <p>1-2 4-8</p>

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



# JA More than Money

Session Descriptions	Indiana Academic Standards	Indiana ELA Standards	Indiana Math Standards
<p><b>Session Four: Run a Business</b></p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain why financial institutions lend money</li> <li>▪ Explain decision making and the traits of trustworthy borrowers</li> <li>▪ Record and track financial gains and losses</li> </ul>	<p><b>Financial Literacy</b></p> <p>Standard 2: Relating Income and Careers</p> <p>Analyze how education, income, career, and life choices relate to achieving financial goals.</p> <p>FLE 2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income.</p> <p>FLE.1.4 Make financial decision by systematically considering alternatives and consequences</p> <p><b>Social Studies Grades 3-5</b></p> <p>3.4.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</p> <p>4.4.8 Define profit and describe how profit is an incentive for entrepreneurs.</p>	<p><b>Key Ideas and Textual Support</b></p> <p>3.RN.2.1-2</p> <p>3.RN.3.1-3</p> <p><b>Vocabulary Building</b></p> <p>3.RV.2.1,5</p> <p>3.RV.3.2</p> <p>4.RV.2.1,5</p> <p>4.RV.3.2</p> <p>5.RV.2.5,3.2</p> <p><b>Discussion and Collaboration</b></p> <p>3.SL.2.1-5</p> <p>4.SL.2.1-5</p> <p>5.SL.2.1-5</p>	<p><b>Number Sense</b></p> <p>3.NS.1</p> <p>4.NS.1,6</p> <p><b>Computation</b></p> <p>3.C.1,5,6</p> <p>4.C.1,2,4</p> <p><b>Algebraic Thinking</b></p> <p>3.AT.1-3</p> <p>4.AT.1-4</p> <p>5.AT.1,5</p> <p><b>Process Standards</b></p> <p>1-2</p> <p>4-8</p>
<p><b>Session Five: Global Success</b></p> <p>The students explore the opportunities and challenges of global markets.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Explore reasons why businesses import and export goods</li> <li>▪ Describe the economic considerations related to selling in a global market</li> <li>▪ Define opportunity cost</li> </ul>	<p><b>Social Studies Grades 3-5</b></p> <p>3.3.10 Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.</p> <p>3.4.1 Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs.</p> <p>4.4.3 Explain how both parties can benefit from trade (and give examples of how people in Indiana engaged in trade in different time periods.)</p> <p>4.4.5 Describe Indiana’s emerging global connections.</p> <p>5.4.2 Summarize a market economy (and give examples of how the colonial and early American economy exhibited these characteristics.)</p>	<p><b>Key Ideas and Textual Support</b></p> <p>3.RN.2.1,3</p> <p>3.RN.3.1-3</p> <p>4.RN.2.1,3</p> <p>4.RN.3.1</p> <p>5.RN.2.1</p> <p>5.RN.3.1</p> <p><b>Vocabulary Building</b></p> <p>3.RV.2.1,5</p> <p>3.RV.3.2</p> <p>4.RV.2.1,5</p> <p>4.RV.3.2</p> <p>5.RV.2.5,3.2</p> <p><b>Discussion and Collaboration</b></p> <p>3.SL.2.1-5</p> <p>4.SL.2.1-5</p> <p>5.SL.2.1-5</p>	<p><b>Process Standards</b></p> <p>1</p> <p>7</p>

# JA Career Exploration Fair K-2

Session Descriptions	Indiana Academic Standards	Indiana Employability Standards	Indiana ELA Standards
<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>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Examine the jobs of family members.</li> <li>▪ Identify jobs within the community.</li> </ul>	<p><b>Economics</b></p> <p>K.4.1 Explain that people work to earn money to buy the things they want and need.</p> <p>K.4.4 Give examples of work activities that people do at home.</p> <p><b>Financial Literacy</b></p> <p>Standard 2:Relating Income and Careers</p> <p>Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p><b>K-2.LS.5</b> Demonstrate an awareness of what it means to work.</p> <p><b>K-2.LS.6</b> Explain the importance of personal characteristics</p> <p><b>K-2.LS.7</b> Identify jobs present in the local community</p>	<p><b>Reading Nonfiction</b></p> <p>1-2.RN.1</p> <p>1-2.RN.2.1</p> <p>1.RN.2.2</p> <p><b>Vocabulary</b></p> <p>1.RV.1</p> <p>1.RV.2.1</p> <p>1.RV.2.2</p> <p><b>Writing</b></p> <p>1-2.W.1</p> <p>1-2.W.3.1</p> <p>1-2.W.5</p> <p><b>Speaking and Listening</b></p> <p>K-2.SL.2.1</p> <p>K-2.SL.2.3</p> <p>K-2.SL.2.4</p> <p>K-2.SL.3.1</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express ideas and questions concerning the jobs people have.</li> </ul>	<p><b>Economics</b></p> <p>1.4.3 Compare and contrast different jobs people do to earn income.</p> <p><b>Financial Literacy</b></p> <p>Standard 2:Relating Income and Careers</p> <p>Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p><b>K-2.M.4</b> Develop confidence, with the support of adult educators, when participating in the learning environment.</p> <p><b>K-2.LS.2</b> Use speaking skills in different settings.</p> <p><b>K-2.LS.13</b> Participate in class discussions and activities.</p>	<p><b>Reading Nonfiction</b></p> <p>1-2.RN.1</p> <p>1-2.RN.2.1</p> <p><b>Writing</b></p> <p>1-2.W.1</p> <p>1-2.W.3.1</p> <p>1-2.W.5</p> <p><b>Speaking and Listening</b></p> <p>K-1.SL.2.1</p> <p>K-1.SL.2.3</p> <p>K-1.SL.2.4</p> <p>K-1.SL.2.5</p> <p>K-1..SL.3.1</p> <p>1-2 .SL.4.2</p>

## JA Career Exploration Fair K-2

Session Descriptions	Indiana Academic Standards	Indiana Employability Standards	Indiana ELA Standards
<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>The students will:</p> <ul style="list-style-type: none"> <li>▪ Begin to identify a future career interest.</li> </ul>	<p><b>Financial Literacy</b></p> <p>Standard 2:Relating Income and Careers</p> <p>Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p><b>K-2.M.1</b> Begin to learn how to receive feedback from educators and use it for personal growth.</p> <p><b>K-2.LS.8</b> Describe the work of family members and school personnel.</p>	<p><b>Reading Nonfiction</b></p> <p>1-2.RN.1</p> <p>1-2.RN.2.1</p> <p><b>Writing</b></p> <p>K-1.W.3.2</p> <p>1-2.W.4</p> <p>1-2.W.5</p>

# JA Career Exploration Fair 3-5

Session Descriptions	Indiana Academic Standards	Indiana Employability Standards	Indiana ELA Standards
<p><b>Pre-JA Career Exploration Fair Session: A Job for Everyone</b></p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace.</li> <li>▪ Construct new understandings connected to prior knowledge.</li> </ul>	<p>5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another region of the United States.</p> <p><b>Financial Literacy</b></p> <p>Standard 2:Relating Income and Careers</p> <p>Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>3-5.WE.9 Display a variety of skills needed for school, personal, and professional situations.</p> <p>3-5.LS.4 Relate personal interests, abilities, and leisure time activities to possible occupational choices without stereotyping.</p>	<p><b>Reading Nonfiction</b> K-5.RN.1 1-3RN.2.1 1-4 RN.2.2 1-5.RV.1</p> <p><b>Writing</b> 1-5.W.1 1-5.W.5</p> <p><b>Speaking and Listening</b> K-4.SL.1</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how school skills apply to career paths.</li> </ul>	<p>3.4.8 Gather data from a variety of resources about changes that have had an economic impact on your community.</p> <p><b>Financial Literacy</b></p> <p>Standard 2:Relating Income and Careers</p> <p>Analyze how education, income, career, and life choices relate to achieving financial goals</p>	<p>3-5.LS.2 Communicate with others by applying a variety of speaking skills.</p> <p>3-5.LS.5 Develop an understanding that all work has dignity.</p> <p>3-5.LS.6 Identify various ways occupations can be classified and explain the difference between paid and unpaid.</p> <p>3-5.LS.7 Describe non-traditional occupations.</p> <p>3-5.LS.13 Utilize effective questioning and brainstorming techniques.</p>	<p><b>Reading Nonfiction</b> 1-4.RN.2.1 1-4 RN.2.2 1-5.RV.1</p> <p><b>Writing</b> 1-5.W.1 1-5.W.5</p> <p><b>Speaking and Listening</b> K-5.SL.2.1 K-3.SL.2.3 K-4.SL.2.4 K-4.SL.2.5 K.SL.3.1</p>
<p><b>Post-JA Career Exploration Fair Activity: Someday I'll Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Prepare a personal interest "resume."</li> <li>▪ Begin to identify a future career interest.</li> </ul>	<p><b>Financial Literacy</b></p> <p>Standard 2:Relating Income and Careers</p> <p>Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>3-5.LS.1 Communicate using different types of writing.</p> <p>3-5.LS.6 Identify various ways occupations can be classified and explain the difference between paid and unpaid.</p> <p>3-5.LS.9 Understand how decision-making is related to career planning.</p>	<p><b>Reading Nonfiction</b> 1-4.RN.2.1</p> <p><b>Writing</b> K-3.W.3.2</p> <p><b>Speaking and Listening</b> K-4.SL.1 4SL.3.2 4.SL.4.1</p>

# JA Career Speaker Series K-5

Session Descriptions	Indiana Academic Standards	Indiana Employability Standards	Indiana ELA Standards
<p><b>Before the Event</b></p> <p>Students prepare questions for the speaker to answer.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify skills and interests</li> <li>▪ Explain how the speaker’s job helps people in the community</li> </ul>	<p>5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another region of the United States.</p> <p><b>Financial Literacy</b></p> <p>Standard 2:Relating Income and Careers</p> <p>Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>K-2.LS.5 Demonstrate an awareness of what it means to work.</p> <p>K-2.LS.6 Explain the importance of personal characteristics</p> <p>K-2.LS.7 Identify jobs present in the local community</p> <p>3-5.LS.4 Relate personal interests, abilities, and leisure time activities to possible occupational choices without stereotyping.</p> <p>3-5.LS.13 Utilize effective questioning and brainstorming techniques.</p>	<p><b>Reading Nonfiction</b> 1-4.RN.2.1 1-4.RN.2.2 1-5.RV.1</p> <p><b>Writing</b> K-5.W.1 K-2.W.3.1</p> <p><b>Speaking and Listening</b> K-5.SL.2.1 K-5.SL.2.3 K.SL.3.1</p>
<p><b>Speaker Day: Invite a Career Speaker to Class</b></p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Listen to a career speaker.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how interests and skills apply to careers.</li> </ul>	<p>3.4.8 Gather data from a variety of resources about changes that have had an economic impact on your community.</p> <p><b>Financial Literacy</b></p> <p>Standard 2:Relating Income and Careers</p> <p>Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>K-2.LS.5 Demonstrate an awareness of what it means to work.</p> <p>K-2.LS.6 Explain the importance of personal characteristics</p> <p>K-2.LS.7 Identify jobs present in the local community</p> <p>3-5.LS.5 Develop an understanding that all work has dignity.</p> <p>3-5.LS.6 Identify various ways occupations can be classified and explain the difference between paid and unpaid.</p> <p>3-5.LS.7 Describe non-traditional occupations.</p>	<p><b>Reading Nonfiction</b> 1-4.RN.2.1 1-4.RN.2.2 1-5.RV.1</p> <p><b>Writing</b> K-5.W.1 K-2.W.3.1</p> <p><b>Speaking and Listening</b> K-5.SL.2.1 K-5.SL.2.3 K-5.SL.2.4 K-1.SL.3.1 1.SL.3.2</p>
<p><b>After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <ul style="list-style-type: none"> <li>▪ Recognize career clusters.</li> <li>▪ Identify careers that relate to personal interests and skills.</li> </ul>	<p><b>Financial Literacy</b></p> <p>Standard 2:Relating Income and Careers</p> <p>Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>3-5.LS.6 Identify various ways occupations can be classified and explain the difference between paid and unpaid.</p> <p>3-5.LS.9 Understand how decision-making is related to career planning.</p>	<p><b>Reading Nonfiction</b> 1-4.RN.2.1 1-4.RN.2.2 1-5.RV.1</p> <p><b>Writing</b> K-5.W.1 K-2.W.3.1 K-1.W.3.2</p> <p><b>Speaking and Listening</b> K-5.SL.2.1 K-5.SL.2.3 K-5.SL.2.5 1-5.SL.3.2</p>