



empowering young people to  
own their economic success®

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

Updated December 2020  
2017 Iowa Core Standards  
[Iowa 21<sup>st</sup> Century 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 Iowa Core Standards for Social Studies and the Iowa 21<sup>st</sup> Century Standards as well as Common Core English Language Arts and Mathematics.

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

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

## JA Elementary School Programs

[\*JA Ourselves\*](#)<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)

## JA Ourselves

Session Details	Iowa Core Standards		Common Core English Language	Common Core Math
<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> The students will be able to:</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>Social Studies</b> SS.K.7. Describe ways in which students and others are alike and different within a variety of social categories.</p>	<p><b>Employability Skills</b> 21.K-2.ES.1 Communicate and work appropriately with others to complete tasks.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Writing W.K.1-2,8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.2</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> The students will be able to:</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>Social Studies</b> SS.K.10. Give examples of choices that are made because of scarcity. SS.K.12.Distinguish between appropriate spending choices.</p>	<p><b>Financial Literacy</b> 21.K-2/FL.6 Distinguish between appropriate spending choices.</p>	<p>Reading Foundations RF.K.1-3</p> <p>Literature RL.K.1,4 RL.K.7</p> <p>Speaking and Listening SL.K.1-3 SL.K.6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.3</p> <p>Measurement and Data CC.2.4.K.A.4</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> The students will be able to:</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>NA</p>	<p><b>Financial Literacy</b> 21.K-2.FL.2 Identify monetary resources and distribution options for those resources.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.2,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

## JA Ourselves

Session Details	Iowa Core Standards		Core English Language Arts	Core Math
<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 be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the importance of saving money</li> <li>▪ Identify a savings goal</li> </ul> <p>Identify a place where people save money</p>	<p><b>Social Studies</b></p> <p>SS.K.10. Give examples of choices that are made because of scarcity.</p> <p>SS.K.12.Distinguish between appropriate spending choices.</p>	<p><b>Financial Literacy</b></p> <p>21.K-2.FL.1 Demonstrate the ability to set goals based on wants and needs.</p> <p>21.K-2.FL.5 Recognize various ways to save and the reasons individuals decide to save.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Literature RL.K.1-4</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1</p> <p>Measurement and Data CC.2.4.K.A.4</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 be able to:</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>Social Studies</b></p> <p>SS.K.8. Determine a procedure for how people can effectively work together to make decisions to improve their classrooms or communities.</p> <p>SS.K.16.Distinguish at least two related items or events by sequencing them from the past to the present</p>	<p>NA</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.1,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

## JA Our Families

Session Descriptions	Iowa Core Standards		Common Core ELA	Common Core Math
<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 be able to:</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>Social Studies</b> SS.1.2. Generate supporting questions across the social studies disciplines related to compelling questions.</p> <p>SS.1.7. Investigate how social identities can influence students' own and others' thoughts and behaviors.</p>	<p><b>Employability Skills</b> 21.K-2.ES.1 Communicate and work appropriately with others to complete tasks.</p> <p><b>Financial Literacy</b> 21.K-2.FL.4 Develop awareness that each person has an identity.</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></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 be able to:</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>Social Studies</b> SS.1.19. Compare how people in different types of communities use goods from local and distant places to meet their daily needs.</p>	<p><b>Financial Literacy</b> 21.K-2.FI.1 Demonstrate the ability to set goals based on wants and needs.</p> <p>21.K-2.FL.2 Identify monetary resources and distribution options for those resources.</p> <p>21.K-2.FL.6 Distinguish between appropriate spending choices.</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></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 be able to:</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>Social Studies</b> SS.1.11. Compare the goods and services that people in the local community produce with those that are produced in other communities.</p> <p>SS.1.16. Using maps, globes, and other simple geographic models, compare and contrast routes for people or goods that consider environmental characteristics.</p>	<p><b>Employability Skills</b> 21.K-2.ES.1 Communicate and work appropriately with others to complete tasks.</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 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 5-8</p>

## JA Our Families

Session Descriptions	Iowa Core Standards		Common Core ELA	Common Core Math
<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 be able to:</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>Social Studies</b> SS.1.13. Explain why people have different jobs in the community.</p>	<p><b>Employability Skills</b> 21.K-2.ES.1 Communicate and work appropriately with others to complete tasks.</p> <p>21.K-2.ES.2 Recognize different roles and responsibilities and is open to change.</p>	<p>Reading Foundations RF.1.1-4 Reading for Information RI.1.6-7 Writing W.1.5 Speaking &amp; Listening SL.1.1-2 SL.1.4-5 Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices</p> <p>1-2 4-5 7-8</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 be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</li> </ul>	<p>NA</p>	<p><b>Employability Skills</b> 21.K-2.ES.3 Learn leadership skills and demonstrate integrity, ethical behavior and social responsibility. 21.K-2.ES.4 Develop initiative and demonstrate self-direction in activities. 21.K-2.ES.5 Work productively and are accountable for their actions.</p>	<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 &amp; Listening SL.1.1-2 SL.1.4 Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7 Measurement and Data 1.MD.C.4 Mathematical Practices</p> <p>2 4 7-8</p>

## JA Our Community

Session Descriptions	Iowa Core Standards		Common Core ELA	Common Core Math
<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> 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>Social Studies</b> SS.2.7. Explain how people from different groups work through conflict when solving a community problem.</p> <p>SS.2.14. Explain how different careers take different levels of education.</p>	<p><b>Employability Skills</b> 21.K-2.ES.1 Communicate and work appropriately with others to complete tasks.</p> <p>21.K-2.ES.2 Recognize different roles and responsibilities and is open to change.</p>	<p>Reading Literature RL.2.1 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Mathematical Practices 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> 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>Social Studies</b> SS.2.12. Identify how people use natural resources to produce goods and services.</p>	<p><b>Employability Skills</b> 21.K-2.ES.1 Communicate and work appropriately with others to complete tasks.</p> <p>21.K-2.ES.2 Recognize different roles and responsibilities and is open to change.</p> <p>21.K-2.ES.5 Work productively and are accountable for their actions.</p>	<p>Reading Foundations RF.2.3-4</p> <p>Writing W.2.2</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7</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> 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>Social Studies</b> SS.2.13. Describe examples of the goods and services that governments provide.</p>	<p><b>Employability Skills</b> 21.K-2.ES.3 Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility.</p>	<p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Mathematical Practices 1-2 4-5 8</p>

## A Our Community

Session Descriptions	Iowa Core Standards		Common Core ELA	Common Core Math
<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> 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>Social Studies</b></p> <p>SS.2.9. Develop an opinion on a decision about a local issue.</p> <p>SS.2.10 Determine effective strategies for solving particular community problems.</p>	<p><b>Civic Literacy</b></p> <p>SS.3-5.PSCL.1 Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.</p>	<p>Reading Foundations RF.2.3</p> <p>Writing W.2.2 W.2.7-8</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1</p>	<p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 2 4</p>
<p><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> 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>Social Studies</b></p> <p>SS.2.15. Evaluate choices and consequences for spending and saving.</p>	<p><b>Financial Literacy</b></p> <p>21.K-2.FL.2 Identify monetary resources and distribution options for those resources.</p> <p>21.K-2.FL.6 Distinguish between appropriate spending choices.</p>	<p>Reading Literature RL.2.1 RL.2.4 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.3 -5 RI.7</p> <p>Reading Foundations RF.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 1-2 5-7</p>

## JA Our City

Session Descriptions	Iowa Core Standards		Common Core ELA	Common Core Math
<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> The students will be able to:</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><b>Social Studies</b> SS.3.14. Describe the role of various financial institutions in an economy SS.3.18. Determine the importance of saving/investing in relation to future needs.</p>	<p><b>Financial Literacy</b> 21.3-5.FL.5. Determine the importance of saving/investing in relation to future needs. 21.3-5.FL.6 Recognize that spending choices differ between groups of people and settings.</p>	<p>Reading for Information RI.3.4-5 Reading Foundations RF.3.3-4 Writing W.3.2<sup>ELO</sup> W.3.7 -8<sup>ELO</sup> Speaking and Listening SL.3.1 SL.3.3 SL.3.6 Language L.3.1 L.3.3 L.3.4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6  Mathematical Practices 1-8</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> The students will be able to:</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><b>Social Studies</b> SS.3.14. Describe the role of various financial institutions in an economy SS.3.18. Determine the importance of saving/investing in relation to future needs.</p>	<p><b>Financial Literacy</b> 21.3-5.FL.3 Identify the concept of debt and an individual’s responsibility for that debt. 21.3-5.FL.5. Determine the importance of saving/investing in relation to future needs.</p>	<p>Reading for Information RI.3.1-5 Reading Foundations RF.3.3-4 Writing W.3.7 -8<sup>ELO</sup> Speaking and Listening SL.3.1-4 SL.3.6 Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9  Mathematical Practices 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> The students will be able to:</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><b>Social Studies</b> SS.3.13. Identify how people use natural resources, human resources, and physical capital to produce goods and services. SS.3.16. Describe how people take risks to improve their family income through education, career changes and moving to new places</p>	<p><b>Employability Skills</b> 21.3-5.ES.2 Adjust to various roles and responsibilities and understand the need to be flexible to change. 21.3-5.ES.3 Practice leadership skills, and demonstrate integrity... 21.3-5.ES.4 Demonstrate initiative, creativity, self-directions and entrepreneurial thinking to produce successful outcomes.</p>	<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</p>	<p>Operations and Algebraic Thinking OA.3.8  Numbers Base Ten NBT.3.2  Mathematical Practices 1-2 4-8</p>

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

## JA Our City

Session Descriptions	Iowa Core 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> The students will be able to:</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><b>Social Studies</b> SS.3.13. Identify how people use natural resources, human resources, and physical capital to produce goods and services.</p>	<p><b>Financial Literacy</b> 21.3-5.FL.6 Recognize that spending choices differ between groups of people and settings.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8 OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 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> The students will be able to:</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><b>Social Studies</b> SS.3.19. Create a geographic representation to explain how the unique characteristics of a place affect migration.</p>	<p><b>Employability Skills</b> 21.3–5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work. 21.3-5.ES.5 Demonstrate productivity and accountability by producing quality work.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1,3,4</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

## JA Our Region

Session Details	Iowa Core Standards		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> The students will be able to:</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>Social Studies</b> SS.4.1. Explain how a compelling question represents key ideas in the field</p>	<p><b>Employability Skills</b> 21.3–5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</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>	<p>Mathematical Practices 1-2 4-7</p>
<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> The students will be able to:</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>Social Studies</b> SS.4.11. Describe how scarcity requires a person to make a choice and identify costs associated with that choice.</p> <p>SS.4.12. Using historical and/or local examples, explain how competition has influenced the production of goods and services.</p> <p>SS.4.17. Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.</p>	<p><b>Employability Skills</b> 21.3–5.ES.4 Demonstrate initiative, creativity, self–direction, and entrepreneurial thinking to produce successful outcomes.</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>	<p>Mathematical Practices 1-2 4-8</p>
<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> The students will be able to:</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>Social Studies</b> SS.4.15. Identify factors that can influence people’s different spending and saving choices</p>	<p><b>Employability Skills</b> 21.3–5.ES.4 Demonstrate initiative, creativity, self–direction, and entrepreneurial thinking to produce successful outcomes.</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>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>

## JA Our Region

Session Details	Iowa Core Standards		Common Core ELA	Common Core Math
<p><b>Session Four: Entrepreneurs Solve Problems</b> 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> The students will be able to:</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>Social Studies</b> SS.4.14. Explain the reasons why the costs of goods and services rise and fall.</p>	<p><b>Employability Skills</b> 21.3–5.ES.2 Adjust to various roles and responsibilities and understand the need to be flexible to change. 21.3–5.ES.4 Demonstrate initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes.</p>	<p>Reading for Information RI.4.1 RI.4.3-4 RI.4.7 Reading Foundations RF.4.3-4 Writing W.4.2 W.4.8 Speaking and Listening SL.4.1-2 SL.4.4 Language L.4.1 L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4 6-7</p>
<p><b>Session Five: Entrepreneurs Go Global</b> Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Objectives:</b> The students will be able to:</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>	NA	<p><b>Employability Skills</b> 21.3–5.ES.3 Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities.</p>	<p>Reading for Information RI.4.3-4 RI.4.7 Reading Foundations RF.4.3-4 Speaking and Listening SL.4.1-4 Language L.4.1 L.4.3-4 L.4.6</p>	NA

## JA Our Nation

Session Details	Iowa Core Standards		Common Core English Language Arts	Common Core Math
<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> The students will be able to:</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>	NA	<p><b>Employability Skills</b> 21.3–5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p>	<p>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</p>	<p>Operations and Algebraic Thinking OA.5.2 Numbers Base Ten NBT.5.6-7</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> The students will be able to:</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>Social Studies</b> SS.5.17. Give examples of financial risks that individuals and households face.</p>	<p><b>Employability Skills</b> 21.3–5.ES.2 Adjust to various roles and responsibilities and understand the need to be flexible to change. 21.3–5.ES.4 Demonstrate initiative, creativity, self–direction, and entrepreneurial thinking to produce successful outcomes.</p>	<p>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</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1 Numbers Base Ten 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> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	NA	<p><b>Employability Skills</b> 21.3–5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work. <b>Financial Literacy</b> 21.3–5.FL.2 Recognize how one’s personal career choice and attitude can impact financial planning decisions.</p>	<p>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</p>	<p>Numbers Base Ten CC.2.1.5.B.2</p>

# JA Our Nation

Session Details	Iowa Core Standards		Common Core English Language Arts	Common Core Math
<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> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the soft skills wanted by today’s employers</li> </ul>	NA	<p><b>Employability Skills</b> 21.3–5.ES.3 Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p><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> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Discuss why businesses specialize and trade</li> <li>▪ Define opportunity cost</li> </ul>	<p><b>Social Studies</b> SS.5.13. Describe how goods and services are produced and distributed domestically and globally. SS.5.15. Explain how trade impacts relationships between countries.</p>	<p><b>Employability Skills</b> 21.3-5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	NA
<p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify three basic ways businesses are organized.</li> </ul>	NA	<p><b>Employability Skills</b> 21.3–5.ES.2 Adjust to various roles and responsibilities and understand the need to be flexible to change.</p>	<p>Speaking and Listening SL.5.1-4</p> <p>Language L.5.1,5</p>	NA

## JA More than Money

Session Descriptions	Iowa Core Standards		Common Core ELA	Common Core Math
<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> The students will be able to:</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>Social Studies</b> SS.3.18. Determine the importance of saving/investing in relation to future needs. SS.5.16. Demonstrate ways to monitor how money is spent and saved.</p>	<p><b>Employability Skills</b> 21.3–5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p> <p><b>Financial Literacy</b> 21.3-5.FL.5. Determine the importance of saving/investing in relation to future needs. 21.3-5.FL.6 Recognize that spending choices differ between groups of people and settings.</p>	<p>Reading for Information RI.3.1 RI.3.3-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1 L.3.4 L.3.4</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><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> The students will be able to:</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>Social Studies</b> SS.3.16. Describe how people take risks to improve their family income through education, career changes and moving to new places.</p>	<p><b>Employability Skills</b> 21.3–5.ES.3 Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities.</p> <p><b>Financial Literacy</b> 21.3–5.FL.2 Recognize how one’s personal career choice and attitude can impact financial planning decisions.</p>	<p>Reading for Information RI.3.2-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<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> The students will be able to:</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>NA</p>	<p><b>Employability Skills</b> 21.3–5.ES.4 Demonstrate initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes. 21.3-5.ES.5 Demonstrate productivity and accountability by producing quality work.</p>	<p>Reading for Information RI.3.2-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NF.4.7</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-2 4-8</p>

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

## JA More than Money

Session Descriptions	Iowa Core Standards		Common Core ELA	Common Core Math
<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> The students will be able to:</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>Social Studies</b> SS.3.17. Explain an individual's responsibility for credit and debt.</p>	<p><b>Employability Skills</b> 21.3–5.ES.2 Adjust to various roles and responsibilities and understand the need to be flexible to change.</p> <p><b>Financial Literacy</b> 21.3–5.FL.3 Identify the concept of debt and an individual's responsibility for that debt.</p>	<p>Reading for Information RI.3.1-5 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Five: Global Success</b></p> <p>The students explore the opportunities and challenges of global markets.</p> <p><b>Objectives:</b> The students will be able to:</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</b> SS.4.11. Describe how scarcity requires a person to make a choice and identify costs associated with that choice. SS.5.15. Explain how trade impacts relationships between countries.</p>	<p><b>Employability Skills</b> 21.3–5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p>	<p>Reading for Information RI.3.1 RI.3.3-7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.3</p> <p>Speaking and Listening SL.3.1-2 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>NA</p>

## JA Career Exploration Fair K-2

Session Descriptions	Iowa Core Standards		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> 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>Social Studies</b></p> <p>SS.2.1. Explain why a compelling question is important.</p> <p>SS.2.2. Generate supporting questions across the social studies disciplines related to compelling questions.</p>	<p><b>Employability Skills</b></p> <p>21.K-2.ES.1 Communicate and work appropriately with others to complete tasks.</p> <p>21.K-2.ES.5 Work productively and are accountable for their actions.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W 2 W 5 W 8</p> <p>Speaking and Listening</p> <p>SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</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> 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>Financial Literacy</b></p> <p>21.3-5.FL.2 Recognize how one’s personal career choice and attitude can impact financial planning decisions.</p>	<p><b>Employability Skills</b></p> <p>21.K-2.ES.2 Recognize different roles and responsibilities and is open to change. 21.K-2.ES.3 Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility.</p> <p>21.K-2.ES.4 Develop initiative and demonstrate self-direction in activities.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Speaking and Listening</p> <p>SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</p>
<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> 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>21.3-5.FL.2 Recognize how one’s personal career choice and attitude can impact financial planning decisions.</p>	<p><b>Employability Skills</b></p> <p>21.K-2.ES.5 Work productively and are accountable for their actions.</p>	<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L 4 L 5 L 6</p>

## JA Career Exploration Fair 3-5

Session Descriptions	Iowa Core Standards		Common Core ELA
<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> 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><b>Social Studies</b> SS.3.16. Describe how people take risks to improve their family income through education, career changes and moving to new places.</p>	<p><b>Employability Skills</b> 21.3-5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 6</p> <p>Language L 4 L 5 L 6</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> 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><b>Financial Literacy</b> 21.3-5.FL.2 Recognize how one’s personal career choice and attitude can impact financial planning decisions.</p>	<p><b>Employability Skills</b> 21.3-5.ES.3 Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities.</p> <p>21.3-5.ES.2 Adjust to various roles and responsibilities and understand the need to be flexible to change.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 3 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</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> 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> 21.3-5.FL.2 Recognize how one’s personal career choice and attitude can impact financial planning decisions.</p>	<p><b>Financial Literacy</b> 21.3-5.FL.2 Recognize how one’s personal career choice and attitude can impact financial planning decisions.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 6</p>

## JA Career Speaker Series K-5

Session Descriptions	Iowa Core Standards		Common Core ELA
<p><b>Before the Event</b></p> <p>Students prepare questions for the speaker to answer.</p> <p><b>Objectives:</b> 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><b>Social Studies</b> SS.3.16. Describe how people take risks to improve their family income through education, career changes and moving to new places.</p>	<p><b>Employability Skills</b> 21.3-5.ES.1 Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.</p>	<p>Foundational Skills RF 1 RF 2 RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 6</p> <p>Language L 4 L 5 L 6</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> 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><b>Financial Literacy</b> 21.3-5.FL.2 Recognize how one’s personal career choice and attitude can impact financial planning decisions.</p>	<p><b>Employability Skills</b> 21.3-5.ES.2 Adjust to various roles and responsibilities and understand the need to be flexible to change. 21.3-5.ES.3 Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities.</p>	<p>Foundational Skills RF 1 RF 2 RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 3 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</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> 21.3-5.FL.2 Recognize how one’s personal career choice and attitude can impact financial planning decisions.</p>		<p>Foundational Skills RF 1 RF 2 RF 3 RF 4</p> <p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 6</p>