

A Correlation:
Virginia
Academic Standards and
Junior Achievement
Elementary School Programs



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Overview

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

In this document, Junior Achievement programs are correlated to the Virginia Standards of Learning for Social Studies, Language Arts and Mathematics as well as the Virginia Workplace Readiness Skills. Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

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

JA Elementary School Learning Experiences

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

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

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

[JA Our City](#)^{® 1.0} introduces students to the intersection of financial literacy and third-grade social studies learning objectives, including the characteristics of cities and how people and businesses in cities manage their money.

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

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

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

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

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

JA Ourselves

Session Details	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify personal interests Consider the factors that determine their choices Define money 	<p>K.8.b The student will apply history and social science skills to demonstrate an understanding of primary economic principles by recognizing that Americans are free to make choices about what to buy and that they must make choices because they cannot have everything they want.</p>	<p>K.RV.1.A Discuss meanings of words from a variety of texts and experiences.</p> <p>K.RV.1.C Use vocabulary from across content areas.</p> <p>K.RV.1.F Use newly learned words and phrases in discussions and speaking activities.</p> <p>K.R.1.C With prompting and support, use drawing, writing, or dictation to record facts and information collected from the research.</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>14. Manage time and resources.</p>
<p>Session Two: Do I Need What I Want?</p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the difference between needs and wants Create a simple chart 	<p>K.8.a The student will apply history and social science skills to demonstrate an understanding of primary economic principles by describing ways people work to earn and save money to buy the things they need and want.</p> <p>Skills.K.g The student will apply history and social science skills to the content by using economic decision-making models to make informed economic decisions.</p>	<p>K.RV.1.A Discuss meanings of words from a variety of texts and experiences.</p> <p>K.RV.1.C Use vocabulary from across content areas.</p> <p>K.RV.1.F Use newly learned words and phrases in discussions and speaking activities.</p> <p>K.RI.3.B With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.R.1.C With prompting and support, use drawing, writing, or dictation to record facts and information collected from the research.</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the role of money in society Identify jobs they can do to earn money 	<p>K.8.a The student will apply history and social science skills to demonstrate an understanding of primary economic principles by describing ways people work to earn and save money to buy the things they need and want.</p>	<p>K.RV.1.A Discuss meanings of words from a variety of texts and experiences.</p> <p>K.RV.1.C Use vocabulary from across content areas.</p> <p>K.RV.1.F Use newly learned words and phrases in discussions and speaking activities.</p> <p>K.R.1.C With prompting and support, use drawing, writing, or dictation to record facts and information collected from the research.</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>11. Demonstrate big picture thinking.</p> <p>15. Demonstrate information-literacy skills.</p> <p>21. Demonstrate reading and writing skills.</p>

JA Ourselves

Session Details	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session Four: A Penny Saved</p> <p>Students are introduced to the concept of saving.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the importance of saving money Identify a savings goal Identify a place where people save money 	<p>K.8.b The student will apply history and social science skills to demonstrate an understanding of primary economic principles by recognizing that Americans are free to make choices about what to buy and that they must make choices because they cannot have everything they want.</p>	<p>K.RV.1.A Discuss meanings of words from a variety of texts and experiences.</p> <p>K.RV.1.C Use vocabulary from across content areas.</p> <p>K.RV.1.F Use newly learned words and phrases in discussions and speaking activities.</p> <p>K.R.1.C With prompting and support, use drawing, writing, or dictation to record facts and information collected from the research.</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p>Session Five: A Penny Shared</p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the importance of giving Organize a chronological sequence of events 	<p>K.8.b The student will apply history and social science skills to demonstrate an understanding of primary economic principles by recognizing that Americans are free to make choices about what to buy and that they must make choices because they cannot have everything they want.</p>	<p>K.RV.1.A Discuss meanings of words from a variety of texts and experiences.</p> <p>K.RV.1.C Use vocabulary from across content areas.</p> <p>K.RV.1.F Use newly learned words and phrases in discussions and speaking activities.</p> <p>K.R.1.C With prompting and support, use drawing, writing, or dictation to record facts and information collected from the research.</p>	<p>4. Demonstrate integrity.</p> <p>14. Manage time and resources.</p>

JA Our Families

Session Descriptions	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session One: All Kinds of Families</p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Begin to understand the similarities and differences between families Recognize the importance of businesses in neighborhoods 	<p>1.1.e The student will apply history and social science skills to practice citizenship in the classroom by contributing one's time and talents to help others in their homes, schools, and communities through jobs.</p>	<p>1.RV.1.A Discuss meanings of words in context from a variety of texts.</p> <p>1.RV.1.D Use vocabulary across content areas</p> <p>1.RV.1.I Use newly learned words and phrases in discussions and speaking activities.</p> <p>1.R.1.B Locate and collect information related to the given topic from pictures, texts, people, or provided sources.</p>	<p>8. Demonstrate respect for diversity.</p>
<p>Session Two: Money for Needs and Wants</p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the difference between needs and wants Explain that families must earn money for the things they need and want 	<p>1.1.e The student will apply history and social science skills to practice citizenship in the classroom by contributing one's time and talents to help others in their homes, schools, and communities through jobs.</p> <p>1.8.e The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by describing why people must make choices, prioritizing needs over wants.</p>	<p>1.RV.1.A Discuss meanings of words in context from a variety of texts.</p> <p>1.RV.1.D Use vocabulary across content areas</p> <p>1.RV.1.I Use newly learned words and phrases in discussions and speaking activities.</p> <p>1.R.1.B Locate and collect information related to the given topic from pictures, texts, people, or provided sources.</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p>Session Three: Businesses All Around the Neighborhood</p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define entrepreneur, goods, and services Interpret map symbols Identify the goods or services businesses provide 	<p>1.8.e The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by identifying the difference between goods and services.</p>	<p>1.RV.1.A Discuss meanings of words in context from a variety of texts.</p> <p>1.RV.1.D Use vocabulary across content areas</p> <p>1.RV.1.I Use newly learned words and phrases in discussions and speaking activities.</p> <p>1.R.1.B Locate and collect information related to the given topic from pictures, texts, people, or provided sources.</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

JA Our Families

Session Descriptions	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session Four: Jobs All Around the Neighborhood</p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the jobs people do Analyze their own skills to determine ways they can support family members 	<p>1.1.e The student will apply history and social science skills to practice citizenship in the classroom by contributing one's time and talents to help others in their homes, schools, and communities through jobs.</p> <p>1.8.c The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by describing ways people work to earn and save money to purchase goods and services.</p>	<p>1.RV.1.A Discuss meanings of words in context from a variety of texts.</p> <p>1.RV.1.D Use vocabulary across content areas</p> <p>1.RV.1.I Use newly learned words and phrases in discussions and speaking activities.</p> <p>1.R.1.B Locate and collect information related to the given topic from pictures, texts, people, or provided sources.</p>	<p>8. Demonstrate respect for diversity.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p>Session Five: A New Business</p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>1.1.e The student will apply history and social science skills to practice citizenship in the classroom by contributing one's time and talents to help others in their homes, schools, and communities through jobs.</p> <p>1.8.e The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by describing why people must make choices, prioritizing needs over wants.</p>	<p>1.RV.1.A Discuss meanings of words in context from a variety of texts.</p> <p>1.RV.1.D Use vocabulary across content areas</p> <p>1.RV.1.I Use newly learned words and phrases in discussions and speaking activities.</p> <p>1.R.1.B Locate and collect information related to the given topic from pictures, texts, people, or provided sources.</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

JA Our Community 2.0

Session Details	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session One: Communities at Work</p> <p>Students are introduced to the idea of a community and discover what types of workers help make their community strong.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define and describe a community. Identify the variety of jobs in a community. Locate jobs and businesses on a community map. Apply listening and focused attention skills Describe how different jobs require different skills. State how people contribute to and benefit from a community. 	<p>2.13.d The student will apply history and social science skills to understand basic economic principles by explaining that scarcity (having limited resources) requires people to make choices about producing and consuming goods and services.</p>	<p>2.RV.1.B Use vocabulary across content areas.</p> <p>2.RV.1.H Use newly learned words and phrases in discussions and speaking activities.</p> <p>2.R.1.B Locate information in reference texts, electronic resources, interviews, or provided sources.</p>	<p>8. Demonstrate respect for diversity.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p>Session Two: People at Work</p> <p>Students experience working in the community to earn a paycheck and produce goods and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define the terms business, produce, goods, and services. Explain how people earn income. Describe how goods are made using skills and knowledge. Collect, record, and interpret data using digital tools. 	<p>2.13.c The student will apply history and social science skills to understand basic economic principles by distinguishing between the use of barter and the use of money in the exchange for goods and services and describing how money makes trading easier than barter.</p>	<p>2.RV.1.B Use vocabulary across content areas.</p> <p>2.RV.1.H Use newly learned words and phrases in discussions and speaking activities.</p> <p>2.R.1.B Locate information in reference texts, electronic resources, interviews, or provided sources.</p>	<p>8. Demonstrate respect for diversity.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

JA Our Community 2.0

Session Details	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session Three: Money at Work</p> <p>Students learn how people use money to buy goods and services they want and need for personal or business purposes.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Match coin and dollar values. • Describe the role of banks in an economy. • Recognize the price of goods and services in the local market. • Describe how money flows through a community's economy. • Collaborate and communicate to make exchanges of money for goods or services. • Summarize how money is spent on goods and services related to businesses 	<p>2.13.c The student will apply history and social science skills to understand basic economic principles by distinguishing between the use of barter and the use of money in the exchange for goods and services and describing how money makes trading easier than barter.</p>	<p>2.RV.1.B Use vocabulary across content areas.</p> <p>2.RV.1.H Use newly learned words and phrases in discussions and speaking activities.</p> <p>2.R.1.B Locate information in reference texts, electronic resources, interviews, or provided sources.</p> <p>2.NS.4 The student will solve problems that involve counting and representing money amounts up to \$2.00.</p>	<p>8. Demonstrate respect for diversity.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

JA Our Community 2.0

Session Details	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session Four: Votes Count</p> <p>Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use reason and logic to assess and analyze problems. • Use empathy and observation skills to express community wants and needs. • Generate solutions to a problem using brainstorming techniques. • Identify and propose a creative solution to a community problem. • Recognize that community members have a responsibility to get involved to help meet a community's needs. 	<p>2.2.b The student will apply history and social science skills to understand citizenship by identifying the responsibilities of being a U.S. citizen.</p>	<p>2.RV.1.B Use vocabulary across content areas.</p> <p>2.RV.1.H Use newly learned words and phrases in discussions and speaking activities.</p> <p>2.R.1.B Locate information in reference texts, electronic resources, interviews, or provided sources.</p>	<p>2. Demonstrate critical thinking and problem-solving.</p>
<p>Session Five: Making Choices</p> <p>Students are introduced to the concept of taxes and how those funds are used to pay government workers and provide services to support the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define taxes. • Identify government jobs. • Explain why community members pay taxes. • Recognize how government services support the community. • Recognize that many viewpoints must be considered when making decisions for the community. • Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change. 	<p>2.2.a The student will apply history and social science skills to understand citizenship by identifying the benefits of being a U.S. citizen.</p> <p>2.2.b The student will apply history and social science skills to understand citizenship by identifying the responsibilities of being a U.S. citizen.</p>	<p>2.RV.1.B Use vocabulary across content areas.</p> <p>2.RV.1.H Use newly learned words and phrases in discussions and speaking activities.</p> <p>2.R.1.B Locate information in reference texts, electronic resources, interviews, or provided sources.</p>	<p>2. Demonstrate critical thinking and problem-solving.</p>

JA Our Community 2.0

Session Details	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session Six: Crack the Code (Optional)</p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the digital skills and knowledge required to produce certain goods and services. Recognize digital tools and computer skills. Use simple programming language and knowledge to complete tasks. Define code as the language computers use. 		<p>2.RV.1.B Use vocabulary across content areas.</p> <p>2.RV.1.H Use newly learned words and phrases in discussions and speaking activities.</p> <p>2.R.1.B Locate information in reference texts, electronic resources, interviews, or provided sources.</p>	<p>16. Demonstrate an understanding of information security.</p> <p>17. Maintain working knowledge of current information-technology (IT) systems.</p> <p>18. Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.</p>

JA Our City 1.0

Session Descriptions	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session One: My Money Choices</p> <p>Students learn about money management and the purpose of banks and credit unions. They practice personal money choices (earn, buy, save, give) while playing a visually appealing board game.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate making choices about managing money Recognize banks and credit unions as safe places to save money 	<p>3.10.d The student will apply history and social science skills to explain basic economic principles by identifying examples of making an economic choice and explaining the idea of opportunity cost.</p>	<p>3.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.</p> <p>3.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>3.R.1.B Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources.</p> <p>3.NS.4 The student will solve problems, including those in context, that involve counting, comparing, representing, and making change for money amounts up to \$5.00.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p>Session Two: Many Ways to Pay</p> <p>Students learn that people in a city use money to buy and sell goods and services. Through role-play, students pretend to be shoppers and choose some things they would like to buy using money from their bank account, cash, or borrowed money.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize different methods of payment for goods and services Explain the reason behind making a particular payment choice 	<p>3.10.a The student will apply history and social science skills to explain basic economic principles by defining production, distribution, and consumption of goods and services.</p> <p>3.10.b The student will apply history and social science skills to explain basic economic principles by understanding different cultures and the natural, human, and capital resources they use in the production of goods and services.</p>	<p>3.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.</p> <p>3.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>3.R.1.B Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources.</p> <p>3.NS.4 The student will solve problems, including those in context, that involve counting, comparing, representing, and making change for money amounts up to \$5.00.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p>Session Three: Trading Resources</p> <p>Students explore how businesses use natural, human, and capital resources to offer products and services. You will organize students into small groups where they will create sustainable businesses that rely on the resources found in different regions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the ways in which entrepreneurs help a city Explain the need for a business plan Differentiate between producers and consumers 	<p>3.10.a The student will apply history and social science skills to explain basic economic principles by defining production, distribution, and consumption of goods and services.</p> <p>3.10.b The student will apply history and social science skills to explain basic economic principles by understanding different cultures and the natural, human, and capital resources they use in the production of goods and services.</p>	<p>3.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.</p> <p>3.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>3.R.1.B Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

JA Our City 1.0

Session Descriptions	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session Four: Money Flows in the City</p> <p>Students discover that, in a thriving city, people, businesses, and the city make money choices and exchange money, including taxes. By creating skits for their classmates, students learn that taxes are paid to help the city buy things that benefit everyone, such as fire stations and schools.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate how money flows through a city ▪ Demonstrate how the choices people make will benefit themselves and other people in the city ▪ Explain how the city government uses tax money to pay for the goods and services it provides 	<p>3.1.d The student will apply history and social science skills to define citizenship and explain the rights and responsibilities of United States citizenship by respecting and following local, state, and federal laws.</p> <p>3.1.h The student will apply history and social science skills to define citizenship and explain the rights and responsibilities of United States citizenship by paying local, state, and federal taxes.</p> <p>3.10.a The student will apply history and social science skills to explain basic economic principles by defining production, distribution, and consumption of goods and services.</p>	<p>3.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.</p> <p>3.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>3.R.1.B Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p>Session Five: Let's Build a City!</p> <p>A city helps everyone do more together than they can on their own. Students learn that we all have a part in making the city thrive. Using all they have learned about the city, students design businesses and place them in different city zones on the map.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the different city zones and the purpose of each zone ▪ Conclude that money choices help a city to thrive ▪ Explain how a city provides more opportunities for people than they would have on their own 	<p>3.10.a The student will apply history and social science skills to explain basic economic principles by defining production, distribution, and consumption of goods and services.</p>	<p>3.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.</p> <p>3.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>3.R.1.B Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

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

JA Our Region

Session Details	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session One: Jobs in My Region</p> <p>Students will explore the concept of regions and how regional differences affect job opportunities. You will guide students through a scavenger hunt designed to connect student interests to jobs available in various regions. They will indicate on a map of the United States where they want to live and work.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe how jobs can vary by region. Connect personal interests to regional jobs. 	<p>VS.13.a The student will apply history and social science skills to explain Virginia's role in the global economy in the 21st century by examining major products and industries important to Virginia.</p>	<p>4.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.</p> <p>4.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>4.R.1.C Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p>Session Two: Resources in my region</p> <p>Students explore how businesses use natural, human, and capital resources to offer products and services. You will organize students into small groups where they will create sustainable businesses that rely on the resources found in different regions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define natural, human, and capital resources Describe how products and services use resources 	<p>VS.1.b The student will apply history and social science skills to explain the relationship between physical geography and the lives of Virginia's peoples, past and present by locating and describing the relative location and physical characteristics of Virginia's five geographic regions on a map.</p> <p>VS.1.c The student will apply history and social science skills to explain the relationship between physical geography and the lives of Virginia's peoples, past and present by locating, identifying, and describing the impact of Virginia's bodies of water on its history, economy, and culture.</p> <p>VS.13.a The student will apply history and social science skills to explain Virginia's role in the global economy in the 21st century by examining major products and industries important to Virginia.</p>	<p>4.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.</p> <p>4.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>4.R.1.C Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

JA Our Region

Session Details	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session Three: Trading Resources</p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify reasons why regions trade. Work together to design a solution to a geographic trade challenge. 	<p>VS.1.b The student will apply history and social science skills to explain the relationship between physical geography and the lives of Virginia's peoples, past and present by locating and describing the relative location and physical characteristics of Virginia's five geographic regions on a map.</p> <p>VS.1.c The student will apply history and social science skills to explain the relationship between physical geography and the lives of Virginia's peoples, past and present by locating, identifying, and describing the impact of Virginia's bodies of water on its history, economy, and culture.</p> <p>VS.13.a The student will apply history and social science skills to explain Virginia's role in the global economy in the 21st century by examining major products and industries important to Virginia.</p>	<p>4.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.</p> <p>4.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>4.R.1.C Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p>Session Four: Our Choices Matter</p> <p>Students explore the impact of consumer choices on goods and services produced in their region. Students work in small groups to choose supplies to purchase for a pretend classroom party</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Predict how consumer choices can affect the goods and services offered in their region. Analyze cost and sustainability while making consumer choices. 	<p>VS.13.a The student will apply history and social science skills to explain Virginia's role in the global economy in the 21st century by examining major products and industries important to Virginia.</p>	<p>4.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.</p> <p>4.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>4.R.1.C Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

JA Our Region

Session Details	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session Five: Prices in my Region</p> <p>Students learn how changes in supply and demand affect the prices of goods and services in a region. Students work in pairs to predict whether prices go up or down in various scenarios that you read aloud to the class.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe how scarcity affects the prices of products and services. Demonstrate how supply and demand affect the prices of products and services. 	<p>VS.13.a The student will apply history and social science skills to explain Virginia's role in the global economy in the 21st century by examining major products and industries important to Virginia.</p>	<p>4.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.</p> <p>4.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>4.R.1.C Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

JA Our Nation

Session Details	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session One: Free Winning with Competition</p> <p>Students learn about the nation's market economy, consisting of consumers and producers, and how price, variety, and quality are affected by competition while they play a pricing game</p> <p>.Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the United States as a nation with a market economy. Explain how competition between producers has an impact on consumers. Describe how consumer decisions have an impact on producers. 		<p>5.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</p> <p>5.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p>Session Two: Innovation Nation</p> <p>Students explore how they can improve products or processes to benefit both people and the environment. They engage in problem-solving and innovation to enhance sustainability</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Analyze how businesses create sustainable products or processes. Design an innovation that increases sustainability in process or product. Summarize the reasoning behind an innovation 		<p>5.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</p> <p>5.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

JA Our Nation

Session Details	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session Three: Success Skills</p> <p>Students play a board game to understand and explore transferable skills and apply those skills to life and work situations.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the transferable skills that employers find valuable in their employees. Apply transferable skills to work and life situations. Evaluate personal transferable skills. 		<p>5.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</p> <p>5.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p>	<p>10. Collaborate with team members.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>20. Demonstrate professionalism.</p>
<p>Session Four: Career Horizons</p> <p>Students explore how their interests, skills, and education can guide them in considering various jobs and careers in the nation. They will contemplate different occupations and reflect on how their unique strengths and passions influence the type of work they might want to pursue.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Assess personal skills and interests. Summarize relationships between education, skills, and income in diverse occupations. Compare information about job qualifications and career clusters to weigh potential career ideas. 		<p>5.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</p> <p>5.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>20. Demonstrate professionalism.</p>

JA Our Nation

Session Details	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session Five: Connecting for a Cause</p> <p>Students are introduced to philanthropy and the importance of helping others in the community. They brainstorm the resources needed to plan small group projects aimed at creating a community center</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Give examples of how working with others can result in a greater impact. ▪ Explain how people give of their time, talent, and treasure to improve the lives of others. ▪ Express how using empathy helps us understand and meet people's needs. 		<p>5.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</p> <p>5.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p>	<p>9. Demonstrate customer service skills.</p> <p>10. Collaborate with team members.</p>

JA More than Money

Session Descriptions	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session One: The Money Garden</p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the role of money in everyday life Explain the benefits of using a savings account 	<p>3.10.a The student will apply history and social science skills to explain basic economic principles by defining production, distribution, and consumption of goods and services.</p>	<p>3.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.</p> <p>3.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>4.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.</p> <p>4.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>5.RV.1.A 5.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</p> <p>5.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>
<p>Session Two: Create a Business</p> <p>Students learn about the ways in which people's interests and skills can help them identify small businesses they can start.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define business, goods, and services Identify businesses they would like to start that align with their personal interests and skills Appreciate their own roles as entrepreneurs in affecting their community and their world 	<p>3.10.a The student will apply history and social science skills to explain basic economic principles by defining production, distribution, and consumption of goods and services.</p> <p>3.10.b The student will apply history and social science skills to explain basic economic principles by understanding different cultures and the natural, human, and capital resources they use in the production of goods and services.</p>	<p>3.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.</p> <p>3.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>4.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.</p> <p>4.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>5.RV.1.A 5.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</p> <p>5.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p> <p>19. Apply mathematical skills to job-specific tasks.</p> <p>20. Demonstrate professionalism.</p>

JA More than Money

Session Descriptions	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session Three: Build a Business</p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the basic steps for building a small business Develop a basic business plan 	<p>3.10.d The student will apply history and social science skills to explain basic economic principles by identifying examples of making an economic choice and explaining the idea of opportunity cost.</p>	<p>3.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.</p> <p>3.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>4.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.</p> <p>4.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>5.RV.1.A 5.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</p> <p>5.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p> <p>19. Apply mathematical skills to job-specific tasks.</p> <p>20. Demonstrate professionalism.</p>

JA More than Money

Session Descriptions	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Session Four: Run a Business</p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain why financial institutions lend money Explain decision making and the traits of trustworthy borrowers Record and track financial gains and losses 	<p>3.10.d The student will apply history and social science skills to explain basic economic principles by identifying examples of making an economic choice and explaining the idea of opportunity cost.</p>	<p>3.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.</p> <p>3.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>4.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.</p> <p>4.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning. 5.RV.1.A 5.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</p> <p>5.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p> <p>19. Apply mathematical skills to job-specific tasks.</p> <p>20. Demonstrate professionalism.</p>
<p>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Explore reasons why businesses import and export goods Describe the economic considerations related to selling in a global market Define opportunity cost 	<p>3.10.a The student will apply history and social science skills to explain basic economic principles by defining production, distribution, and consumption of goods and services.</p> <p>3.10.b The student will apply history and social science skills to explain basic economic principles by understanding different cultures and the natural, human, and capital resources they use in the production of goods and services.</p> <p>3.10.b The student will apply history and social science skills to explain basic economic principles by recognizing that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p>	<p>3.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.</p> <p>3.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>4.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.</p> <p>4.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning. 5.RV.1.A 5.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</p> <p>5.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p>	<p>8. Demonstrate respect for diversity.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p> <p>19. Apply mathematical skills to job-specific tasks.</p> <p>20. Demonstrate professionalism.</p>

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

JA Career Exploration Fair K-2

Session Descriptions	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Pre-JA Career Exploration Fair Session: A Job to Do!</p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define careers. Examine the jobs of family members. Identify jobs within the community. 	<p>K.8.a The student will apply history and social science skills to demonstrate an understanding of primary economic principles by describing ways people work to earn and save money to buy the things they need and want.</p> <p>1.8.c The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by describing ways people work to earn and save money to purchase goods and services.</p>	<p>K.RV.1.A Discuss meanings of words from a variety of texts and experiences.</p> <p>K.RV.1.C Use vocabulary from across content areas.</p> <p>K.RV.1.F Use newly learned words and phrases in discussions and speaking activities.</p> <p>1.RV.1.A Discuss meanings of words from a variety of texts and experiences.</p> <p>1.RV.1.C Use vocabulary from across content areas.</p> <p>1.RV.1.F Use newly learned words and phrases in discussions and speaking activities.</p> <p>1.RV.1.B Use vocabulary across content areas.</p> <p>2.RV.1.H Use newly learned words and phrases in discussions and speaking activities.</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p>
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Observe speakers and the tools they use. Identify the variety of careers people have in the community and how each job requires specific skills. Express ideas and questions concerning the jobs people have. 	<p>K.8.a The student will apply history and social science skills to demonstrate an understanding of primary economic principles by describing ways people work to earn and save money to buy the things they need and want.</p> <p>1.8.c The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by describing ways people work to earn and save money to purchase goods and services.</p>	<p>K.C.1.A.i Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).</p> <p>K.C.1.A.iii Asking questions to seek help, get information, or clarify information for further understanding.</p> <p>K.C.1.A.iv Expressing ideas and needs in complete sentences.</p> <p>1.C.1.A.i Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).</p> <p>1.C.1.A.iii Asking questions to seek help, get information, or clarify information for further understanding.</p> <p>1.C.1.A.iv Expressing ideas and needs in complete sentences.</p> <p>2.C.1.A.i Listening actively and following agreed upon rules for participating in discussions.</p> <p>2.C.1.A.iii Asking and responding to questions that acquire or confirm information on a topic.</p> <p>2.C.1.A.iv Demonstrating active engagement when listening to a speaker and asking for clarification to ensure</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>

JA Career Exploration Fair K-2

Session Descriptions	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
		understanding.	
<p>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Begin to identify a future career interest. 	<p>K.8.a The student will apply history and social science skills to demonstrate an understanding of primary economic principles by describing ways people work to earn and save money to buy the things they need and want.</p> <p>1.8.c The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by describing ways people work to earn and save money to purchase goods and services.</p>	<p>K.W.1.B Use a combination of drawing, dictating, and writing to compose descriptive writing that identifies a topic and provides one or more relevant details.</p> <p>1.W.1.B Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic.</p> <p>2.W.1.B Write informative/explanatory texts that introduce a topic and develop the ideas with facts and examples.</p>	

JA Career Exploration Fair 3-5

Session Descriptions	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Pre-JA Career Exploration Fair Session: A Job for Everyone</p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define careers. Analyze their interests and skills to learn how they fit in the classroom and the workplace. Construct new understandings connected to prior knowledge. 	<p>3.10.b The student will apply history and social science skills to explain basic economic principles by understanding different cultures and the natural, human, and capital resources they use in the production of goods and services.</p> <p>3.10.c The student will apply history and social science skills to explain basic economic principles by recognizing that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p>	<p>3.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.</p> <p>3.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>4.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.</p> <p>4.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>5.RV.1.A 5.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</p> <p>5.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p>

JA Career Exploration Fair 3-5

Session Descriptions	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Observe speakers and the tools they use. Identify the variety of careers people have in the community and how each job requires specific skills. Express how jobs require specific interests and skills. Examine how school skills apply to career paths. 	<p>3.10.b The student will apply history and social science skills to explain basic economic principles by understanding different cultures and the natural, human, and capital resources they use in the production of goods and services.</p> <p>3.10.c The student will apply history and social science skills to explain basic economic principles by recognizing that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p>	<p>3.C.1.A.i Listening actively and speaking using agreed-upon discussion rules.</p> <p>3.C.1.A.iii Asking and responding to questions that acquire or confirm information on a topic and link their comments to the remarks of others.</p> <p>4.C.1.A.i Listening actively and speaking using agreed-upon discussion rules.</p> <p>4.C.1.A.iii Asking and answering specific questions to clarify concepts, share, or follow up on information, make connections, and confirm new understanding(s).</p> <p>5.C.1.A.i Listening actively and speaking using agreed-upon discussion rules.</p> <p>5.C.1.A.iii Asking and answering relevant questions to build on others' ideas, clarify ideas, and acquire or confirm information.</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>
<p>Post-JA Career Exploration Fair Activity: Someday I'll Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Prepare a personal interest "resume." Begin to identify a future career interest. 	<p>3.10.b The student will apply history and social science skills to explain basic economic principles by understanding different cultures and the natural, human, and capital resources they use in the production of goods and services.</p> <p>3.10.c The student will apply history and social science skills to explain basic economic principles by recognizing that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p>	<p>3.W.1.C Write informative/explanatory texts to examine a topic that develops the topic with facts and details.</p> <p>4.W.1.C Write expository texts to examine a topic that develops the focus with facts, details, or other information and uses linking words to connect ideas.</p> <p>5.W.1.B Write expository texts to examine a topic and convey ideas that develop the focus with relevant facts, concrete details, and examples from multiple sources and are grouped logically.</p>	<p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>

JA Career Speaker Series K-5

Session Descriptions	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Before the Event</p> <p>Students prepare questions for the speaker to answer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify skills and interests Explain how the speaker's job helps people in the community 	<p>K.8.a The student will apply history and social science skills to demonstrate an understanding of primary economic principles by describing ways people work to earn and save money to buy the things they need and want.</p> <p>1.8.c The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by describing ways people work to earn and save money to purchase goods and services.</p> <p>3.10.b The student will apply history and social science skills to explain basic economic principles by understanding different cultures and the natural, human, and capital resources they use in the production of goods and services.</p> <p>3.10.c The student will apply history and social science skills to explain basic economic principles by recognizing that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p>	<p>K.RV.1.A Discuss meanings of words from a variety of texts and experiences.</p> <p>K.RV.1.C Use vocabulary from across content areas.</p> <p>K.RV.1.F Use newly learned words and phrases in discussions and speaking activities.</p> <p>1.RV.1.A Discuss meanings of words from a variety of texts and experiences.</p> <p>1.RV.1.C Use vocabulary from across content areas.</p> <p>1.RV.1.F Use newly learned words and phrases in discussions and speaking activities.</p> <p>1.RV.1.B Use vocabulary across content areas.</p> <p>2.RV.1.B Use vocabulary across content areas.</p> <p>3.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.</p> <p>3.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>4.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area.</p> <p>4.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p> <p>5.RV.1.A 5.RV.1.A Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics.</p> <p>5.RI.3.A Use prior (experience) and background (content) knowledge as context for new learning.</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p>

JA Career Speaker Series K-5

Session Descriptions	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>Speaker Day: Invite a Career Speaker to Class</p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Listen to a career speaker. Express how jobs require specific interests and skills. Examine how interests and skills apply to careers. 	<p>K.8.a The student will apply history and social science skills to demonstrate an understanding of primary economic principles by describing ways people work to earn and save money to buy the things they need and want.</p> <p>1.8.c The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by describing ways people work to earn and save money to purchase goods and services.</p> <p>3.10.b The student will apply history and social science skills to explain basic economic principles by understanding different cultures and the natural, human, and capital resources they use in the production of goods and services.</p> <p>3.10.c The student will apply history and social science skills to explain basic economic principles by recognizing that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p>	<p>K.C.1.A.i Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).</p> <p>K.C.1.A.iii Asking questions to seek help, get information, or clarify information for further understanding.</p> <p>K.C.1.A.iv Expressing ideas and needs in complete sentences.</p> <p>1.C.1.A.i Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).</p> <p>1.C.1.A.iii Asking questions to seek help, get information, or clarify information for further understanding.</p> <p>1.C.1.A.iv Expressing ideas and needs in complete sentences.</p> <p>2.C.1.A.i Listening actively and following agreed upon rules for participating in discussions.</p> <p>3.C.1.A.i Listening actively and speaking using agreed-upon discussion rules.</p> <p>3.C.1.A.iii Asking and responding to questions that acquire or confirm information on a topic and link their comments to the remarks of others.</p> <p>4.C.1.A.i Listening actively and speaking using agreed-upon discussion rules.</p> <p>4.C.1.A.iii Asking and answering specific questions to clarify concepts, share, or follow up on information, make connections, and confirm new understanding(s).</p> <p>5.C.1.A.i Listening actively and speaking using agreed-upon discussion rules.</p> <p>5.C.1.A.iii Asking and answering relevant questions to build on others' ideas, clarify ideas, and acquire or confirm information.</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>

JA Career Speaker Series K-5

Session Descriptions	Virginia Standards of Learning for Social Studies	Virginia Standards of Learning for Language Arts and Mathematics	Virginia Workplace Readiness Skills
<p>After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize career clusters. Identify careers that relate to personal interests and skills. 	<p>K.8.a The student will apply history and social science skills to demonstrate an understanding of primary economic principles by describing ways people work to earn and save money to buy the things they need and want.</p> <p>1.8.c The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by describing ways people work to earn and save money to purchase goods and services.</p> <p>3.10.b The student will apply history and social science skills to explain basic economic principles by understanding different cultures and the natural, human, and capital resources they use in the production of goods and services.</p> <p>3.10.c The student will apply history and social science skills to explain basic economic principles by recognizing that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.</p>	<p>K.W.1.B Use a combination of drawing, dictating, and writing to compose descriptive writing that identifies a topic and provides one or more relevant details.</p> <p>1.W.1.B Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic.</p> <p>2.W.1.B Write informative/explanatory texts that introduce a topic and develop the ideas with facts and examples.</p> <p>3.W.1.C Write informative/explanatory texts to examine a topic that develops the topic with facts and details.</p> <p>4.W.1.C Write expository texts to examine a topic that develops the focus with facts, details, or other information and uses linking words to connect ideas.</p> <p>5.W.1.B Write expository texts to examine a topic and convey ideas that develop the focus with relevant facts, concrete details, and examples from multiple sources and are grouped logically.</p>	<p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>