

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



Updated Sept. 2023
[2023 Indiana English Language Arts Standards](#)
[2023 Indiana Academic Standards Social studies and
Economics](#)
[Indiana Financial Education Standards
Employability Skills](#)

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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 Indiana revised Social Studies Standards as well as Employability Skills and Financial Education Standards, as well as the 2023 English Language Arts and Math standards, when applicable. 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](#)[®] 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 Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<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.G.5 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.</p>	<p>K-2.LS.2 Use speaking skills in different settings.</p> <p>K-2.LS.4 Identify personal interests and preferences.</p> <p>K-2.LS.7 Identify simple strategies used in making choices.</p> <p>K-2.SE.4 Begin exploring both the similarities and differences between self and others.</p>	<p>Vocabulary K.RV.3.2</p> <p>Writing K.W.1 K.W.2 K.W.3</p> <p>Communication and Collaboration K.CC.1 K.CC.2 K.CC.3 K.CC.5</p>	NA
<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.E.1 Explain that people work to earn money to buy the things they want.</p>	<p>K-2.LS.5 Demonstrate an awareness of what it means to work.</p> <p>K-2.LS.9 Identify simple strategies used in making choices.</p>	<p>Reading: Foundations K.RF.4</p> <p>Comprehension K.RC.7</p> <p>Communication and Collaboration K.CC.1 K.CC.2 K.CC.3 K.CC.5</p>	<p>Number Sense K.NS.5 K.NS.7</p> <p>Data Analysis K.DA.1</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.C.2 Give examples of how to be a responsible family member and member of a group.</p> <p>K.E.1 Explain that people work to earn money to buy the things they want.</p> <p>K.E.2 Identify and describe different kinds of jobs that people do (and the tools or equipment used in these jobs).</p> <p>FLE.2.2 Identify sources of personal income.</p>	<p>K-2.LS.7 Identify jobs present in the local community.</p> <p>K-2.LS.8 Describe the work of family members and school personnel.</p>	<p>Reading: Foundations K.RF.1 K.RF.9</p> <p>Comprehension K.RC.1 K.RC.3-5</p> <p>Communication and Collaboration K.CC.1 K.CC.2 K.CC.3 K.CC.5</p>	<p>Number Sense K.NS.1 K.NS.2 K.NS.5</p> <p>Geometry K.G.1</p>

JA Ourselves

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<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.G.3 Locate and describe places in the school and community using words such as here/there, over/under, left/right, above/below, forward/backward, and between.</p> <p>FLE.6.1 Explain how saving contributes to financial wellbeing</p>	<p>K-2.LS.11 Understand the concept of setting and achieving goals.</p>	<p>Reading: Foundations K.RF.4 K.RF.9</p> <p>Comprehension K.RC.1 K.RC.2</p> <p>Communication and Collaboration K.CC.1 K.CC.2 K.CC.3 K.CC.5</p>	<p>Number Sense</p> <p>K.NS.4 K.NS.5 K.NS.7</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.H.3 Identify events and place events in a sequence.</p>	<p>K-2.LS.13 Participate in class discussions and activities.</p>	<p>Reading: Foundations K.RF.1 K.RF.2 K.RF.9</p> <p>Comprehension K.RC.1 K.RC.2 K.RC.3 K.RC.4 K.RC.7</p> <p>Writing K.W.4</p> <p>Communication and Collaboration K.CC.1 K.CC.2 K.CC.3 K.CC.5</p>	<p>NA</p>

JA Our Families

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<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.C.3 Describe ways that individual actions can contribute to the common good of the classroom or community.</p> <p>1.G.5 Compare cultural similarities and differences of various ethnic and cultural groups found in Indiana, such as family traditions and customs and traditional clothing and food.</p>	<p>K-2.SE.4 Begin exploring both the similarities and differences between self and others.</p>	<p>Reading Foundations 1.RF.1 1.RF.2 1.RF.8</p> <p>Reading Comprehension 1.RC.1 1.RC.7 1.RC.10</p> <p>Writing 1.W.1-2 1.W.7-8</p> <p>Communication and Collaboration 1.CC.1-4 1.CC.6 1.CC.7</p>	<p>Process Standards 8</p>
<p>Session Two: Money for Needs and Wants</p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the difference between needs and wants Explain that families must earn money for the things they need and want 	<p>1.E.3 Explain that people have to make choices about goods and services because resources are limited in relation to people's wants (e.g., scarcity).</p> <p>FLE.2.2 Identify sources of personal income.</p>	<p>K-2.LS.5 Demonstrate an awareness of what it means to work.</p>	<p>Reading Comprehension 1.RC.1 1.RC.7 1.RC.10</p> <p>Communication and Collaboration 1.CC.1-4 1.CC.6 1.CC.7</p>	<p>Process Standards 2</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.G.3 Identify and describe the relative locations of places in the school setting.</p> <p>1.G.4 Identify and describe physical features and human features of the local community, including home, school, and neighborhood.</p> <p>1.E.1 Identify goods (e.g., tangible objects, such as food or toys, that can satisfy people's wants) that people use.</p>	<p>K-2.LS.13 Participate in class discussions and activities.</p>	<p>Reading Comprehension 1.RC.7 1.RC.9-10</p> <p>Writing 1.W.1-2 1.W.7-8</p> <p>Communication and Collaboration 1.CC.1-4 1.CC.6-7</p>	<p>Process Standards 2, 4, 7</p>

JA Our Families

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<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.E.2 Identify services (e.g., actions that someone does for someone else) that people do for each other.</p>	<p>K-2.LS.7 Identify jobs present in the local community.</p>	<p>Reading Foundations 1.RF.1-2 1.RF.8</p> <p>Reading Comprehension 1.RC.1-4 1.RC.7 1.RC.9-10</p> <p>Writing 1.W.1-2 1.W.7-8</p> <p>Communication and Collaboration 1.CC.1-4 1.CC.6-7 1.CC.7</p>	<p>NA</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.E.2 Identify services (e.g., actions that someone does for someone else) that people do for each other.</p>	<p>K-2.LS.13 Participate in class discussions and activities.</p>	<p>Communication and Collaboration 1.CC.1-4 1.CC.6-7 1.CC.7</p>	<p>Operations in Algebra 1.CA.1,2</p> <p>Process Standards 2 4 7 8</p>

JA Our Community 2.0

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<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.C.3 Describe how people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect these differences.</p> <p>2.G.1 Use a compass to identify cardinal and intermediate directions and locate places on maps and in the classroom, school, and community.</p> <p>FLE.3.5 Connect the role of charitable giving, volunteer service, and philanthropy to community development and quality of life.</p>	<p>K-2.LS.7 Identify jobs present in the local community.</p> <p>K-2.LS.14 Listen to and follow classroom procedures.</p>	<p>Reading Foundations 2.RF.1 2.RF.4</p> <p>Reading Comprehension 2.RC.1 2.RC.6 2.RC.7 2.RC.11</p> <p>Writing 2.W.1 2.W.5 2.W.7 2.W.8</p> <p>Communication and Collaboration 2.CC.1-4 2.CC.5-7</p>	<p>NA</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.E.1 Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.</p>	<p>K-2.LS.5 Demonstrate an awareness of what it means to work.</p> <p>K-2.LS.13 Participate in class discussions and activities.</p> <p>K-2.LS.15 Utilize imagination and identify patterns</p>	<p>Reading Foundations 2.RF.1 2.RF.4</p> <p>Reading Comprehension 2.RC.7 2.RC.11</p> <p>Writing 2.W.1 2.W.5 2.W.7 2.W.8</p> <p>Communication and Collaboration 2.CC.1-4 2.CC.5-6</p>	<p>Math Process Standards PS 1-7</p> <p>2.DA.1</p>

JA Our Community 2.0

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<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.E.2 Research goods and services produced in the local community and describe how people can be both producers and consumers.</p> <p>2.E.4 Explain why people trade for goods and services and explain how money makes trade easier.</p>	<p>K-2.LS.13 Participate in class discussions and activities.</p>	<p>Reading Foundations 2.RF.1 2.RF.4</p> <p>Reading Comprehension 2.RC.1 2.RC.6 2.RC.7 2.RC.11</p> <p>Writing 2.W.1 2.W.5 2.W.7 2.W.8</p> <p>Communication and Collaboration 2.CC.1-4 2.CC.5-7</p>	<p>2.M.6</p>
<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.C.3 Describe how people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect these differences.</p>	<p>K-2.LS.10 Demonstrate basic steps in making a decision.</p> <p>K-2.LS.13 Participate in class discussions and activities.</p> <p>K-2.LS.15 Utilize imagination and identify patterns.</p>	<p>Reading Foundations 2.RF.1 2.RF.4</p> <p>Reading Comprehension 2.RC.1 2.RC.6 2.RC.7 2.RC.11</p> <p>Writing 2.W.1 2.W.5 2.W.7 2.W.8</p> <p>Communication and Collaboration 2.CC.1-4 2.CC.5-7</p>	<p>Math Process Standards PS 1-7</p> <p>2.NS.1 2.DA.1</p>

JA Our Community 2.0

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<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.C.2 Understand and explain why it is important for a community to have a responsible government.</p>	<p>K-2.WE.5 Begin to develop an understanding of what it means to be adaptable.</p> <p>K-2.LS.7 Identify jobs present in the local community.</p> <p>K-2.LS.13 Participate in class discussions and activities.</p>	<p>Reading Foundations 2.RF.1 2.RF.4</p> <p>Reading Comprehension 2.RC.1 2.RC.6 2.RC.7 2.RC.11</p> <p>Writing 2.W.1 2.W.5 2.W.7 2.W.8</p> <p>Communication and Collaboration 2.CC.1-4 2.CC.5-7</p>	<p>NA</p>
<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>NA</p>	<p>K-2.LS.13 Participate in class discussions and activities.</p>	<p>Reading Foundations 2.RF.1 2.RF.4</p> <p>Reading Comprehension 2.RC.1 2.RC.6 2.RC.7 2.RC.11</p> <p>Communication and Collaboration 2.CC.1-4 2.CC.5-7</p>	<p>Math Process Standards PS 1-7</p>

JA Our City

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<p>Session One: Earn, Save, Spend, and Donate</p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the four choices we have with money. Define deposits and withdrawals. 	<p>3.E.3 Give examples of trade in the local community, and explain how trade benefits both parties.</p> <p>3.E.5 List the characteristics of money, and explain how money makes trade and the purchase of goods easier.</p> <p>3.E.8 Identify different ways people save their income, and explain advantages and disadvantages of each.</p> <p>FLE.1.1 Demonstrate taking responsibility for personal financial decisions.</p>	<p>3-5.WE.3 Apply understanding of independence to complete tasks.</p> <p>3-5.WE.4 Complete tasks or activities with prompting and guidance from adult educators.</p>	<p>Reading Foundations 3.RF.2</p> <p>Reading Comprehension 3.RC.1 3.RC.6 3.RC.7 3.RC.11</p> <p>Writing 3.W.1 3.W.5 3.W.7-8</p> <p>Communication and Collaboration 3.CC.1-5</p>	<p>Process Standards 5 7</p>
<p>Session Two: Invisible Money</p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define goods and services. Explain how people spend money. Recognize methods of payment and whether they are readily visible or invisible. 	<p>3.E.2 Give examples of goods and services provided by local business and industry.</p> <p>3.E.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</p> <p>3.E.8 Identify different ways people save their income, and explain advantages and disadvantages of each.</p> <p>FLE.1.4 Make financial decision by systematically considering alternatives and consequences.</p>	<p>3-5.WE.8 Consider consequences of actions on the wellbeing of self and others.</p> <p>3-5.WE.9 Display a variety of skills needed for school, personal, and professional situations.</p>	<p>Reading Foundations 3.RF.2</p> <p>Reading Comprehension 3.RC.1 3.RC.6 3.RC.7 3.RC.11</p> <p>Communication and Collaboration 3.CC.1-5</p>	<p>Computation 3C.1</p> <p>Process Standards 1-8</p>
<p>Session Three: How Do I Become an Entrepreneur?</p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define entrepreneur, producer, and consumer. Explain the need for a business plan. Discuss the ways in which entrepreneurs help a city. 	<p>3.E.2 Give examples of goods and services provided by local business and industry.</p> <p>3.E.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</p>	<p>3-5.LS.1 Communicate using different types of writing.</p> <p>3-5.LS.2 Communicate with others by applying a variety of speaking skills.</p> <p>3-5.LS.13 Utilize effective questioning and brainstorming techniques.</p>	<p>Reading Foundations 3.RF.2</p> <p>Reading Comprehension 3.RC.1 3.RC.6 3.RC.7 3.RC.11</p> <p>Writing 3.W.1 3.W.5 3.W.7-8</p> <p>Communication and Collaboration 3.CC.1-5 3.CC.6-7</p>	<p>Computation 3.C.1</p> <p>Process Standards 1-8</p>

JA Our City

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<p>Session Four: Money Choices Make the City Go Round</p> <p>Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate the importance of money in everyday life. ▪ Describe how money flows through a city's economy. ▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides. 	<p>3.C.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.</p> <p>3.E.2 Give examples of goods and services provided by local business and industry.</p> <p>3.E.3 Give examples of trade in the local community, and explain how trade benefits both parties.</p> <p>3.E.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services.</p> <p>FLE.3.1 Demonstrate ability to use money management skills and strategies.</p>	<p>3-5.SE.1 Demonstrate an understanding of the impact of choices/actions.</p> <p>3-5.SE.3 Engage in cooperative game play.</p>	<p>Writing 3.W.1 3.W.5 3.W.7-8</p> <p>Communication and Collaboration 3.CC.1-5</p>	<p>Computation 3.C.1</p> <p>Process Standards 1-8</p>
<p>Session Five: Let's Build a City</p> <p>A healthy city is built on the money choices of consumers, businesses, and the government. A city thrives when these sectors of the economy earn, save, spend, and donate.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe how personal choices make a city a good place to live, work, play, and go to school. 	<p>3.G.1 Use labels and symbols to locate and identify physical and political features on maps and/or globes.</p> <p>3.G.8 Identify and describe how human systems and physical systems have impacted the local environment.</p> <p>3.E.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</p> <p>FLE.3.5 Connect the role of charitable giving, volunteer service, and philanthropy to community development and quality of life.</p>	<p>3-5.LS.4 Relate personal interests, abilities, and leisure time activities to possible occupational choices without stereotyping.</p>	<p>Writing 3.W.1 3.W.5 3.W.7-8</p> <p>Communication and Collaboration 3.CC.1-5</p>	<p>NA</p>

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

JA Our Region

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<p>Session One: Be an Entrepreneur</p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the impact entrepreneurs have on a region Apply traits that are common to successful entrepreneurs to their own skills and abilities 	<p>4.E.5 Identify entrepreneurs who have influenced Indiana and the local community.</p> <p>4.E.6 Define profit, and describe how profit is an incentive for entrepreneurs.</p> <p>FLE.2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income.</p>	<p>3-5.LS.4 Relate personal interests, abilities, and leisure time activities to possible occupational choices without stereotyping.</p> <p>3-5.LS.7 Describe non-traditional occupations.</p>	<p>Reading Foundations 4.RF.2</p> <p>Reading Comprehension 4.RC.1 4.RC.6 4.RC.8 4.RC.10</p> <p>Writing 4.W.4 4.W.6-7</p> <p>Communication and Collaboration 4.CC.1-3 4.CC.5</p>	<p>Process Standards 1-2 4-7</p>
<p>Session Two: Resources–Tools for Entrepreneurs</p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define natural, human, and capital resources Describe how products and services use resources 	<p>4.G.3 Map and describe the physical regions of Indiana and identify major natural resources and agricultural/crop regions.</p> <p>4.E.1 Give examples of the kinds of goods and services produced in Indiana in different historical periods.</p>	<p>3-5.WE.9 Display a variety of skills needed for school, personal, and professional situations.</p> <p>3-5.SE.3 Engage in cooperative game play.</p> <p>3-5.LS.2 Communicate with others by applying a variety of speaking skills.</p>	<p>Reading Foundations 4.RF.2-3</p> <p>Reading Comprehension 4.RC.1-2 4.RC.5-6 4.RC.8 4.RC.10</p> <p>Writing 4.W.1 4.W.4-5 4.W.6-7</p> <p>Communication and Collaboration 4.CC.1-3 4.CC.5-6</p>	<p>Algebraic Thinking 4.AT.1</p> <p>Process Standards 1-2 4-8</p>

JA Our Region

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<p>Session Three: Hot Dog Stand Game</p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Track the revenue and expenses of a business Identify the fundamental tasks required to run a business Explain the importance of keeping an accurate account of a business's financial information. 	<p>4.E.3 Explain that prices change as a result of changes in supply and demand for specific products.</p> <p>FLE.3.1 Demonstrate ability to use money management skills and strategies.</p> <p>FLE.3.2 Develop a system for keeping and using financial records.</p>	<p>3-5.LS.8 Develop criteria for making decisions and predict results of choices to find the best solution.</p> <p>3-5.SE.3 Engage in cooperative game play.</p> <p>3-5.LS.2 Communicate with others by applying a variety of speaking skills.</p>	<p>Reading Foundations 4.RF.2-3</p> <p>Reading Comprehension 4.RC.1 4.RC.6 4.RC.10</p> <p>Communication and Collaboration 4.CC.1-3 4.CC.5</p>	<p>Computation 4.C.1</p> <p>Algebraic Thinking 4.AT.1</p> <p>Process Standards 1-7</p>
<p>Session Four: Entrepreneurs Solve Problems</p> <p>Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate the problem-solving process Identify the potential risks and rewards in making business decisions 	<p>4.E.3 Explain that prices change as a result of changes in supply and demand for specific products.</p>	<p>3-5.LS.2 Communicate with others by applying a variety of speaking skills.</p> <p>3-5.LS.8 Develop criteria for making decisions and predict results of choices to find the best solution.</p> <p>3-5.LS.13 Utilize effective questioning and brainstorming techniques.</p>	<p>Reading Foundations 4.RF.2-3</p> <p>Reading Comprehension 4.RC.1-2 4.RC.5-6 4.RC.10</p> <p>Communication and Collaboration 4.CC.1-3</p>	<p>Process Standards 1-2 4 6-7</p>

JA Our Region

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<p>Session Five: Entrepreneurs Go Global</p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Apply the supply chain to a manufacturing example ▪ Explain how resource providers, businesses, and consumers are interdependent 	NA	<p>3-5.LS.2 Communicate with others by applying a variety of speaking skills.</p> <p>3-5.LS.8 Develop criteria for making decisions and predict results of choices to find the best solution.</p> <p>3-5.LS.13 Utilize effective questioning and brainstorming techniques.</p>	<p>Reading Foundations 4.RF.2-3</p> <p>Reading Comprehension 4.RC.1-2 4.RC.5-6 4.RC.8 4.RC.10</p> <p>Communication and Collaboration 4.CC.1-3 4.CC.5</p>	NA

JA Our Nation

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<p>Session One: Free to Choose Your Work or Business</p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the characteristics of a free market economy Explain how pricing guides economic decisions 	<p>5.E.5 Predict the effect of changes in supply and demand on price.</p>	<p>3-5.LS.9 Understand how decision-making is related to career planning.</p>	<p>Reading Foundations 5.RF.1-2</p> <p>Reading Comprehension 5RC.1-3 5.RC.5-6 5.RC.7 5.RC.11</p> <p>Writing 5.W.2 5.W.5. 5.W.6-7</p> <p>Communication and Collaboration 5.CC.1-3</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p>Session Two: Innovation Nation</p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define entrepreneur and entrepreneurship Describe resources and how entrepreneurs use them Explore STEM skills and the process of innovation 	<p>5.E.4 Explain how education and training, specialization, and investment in capital resources increase productivity.</p> <p>FLE.2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income.</p>	<p>3-5.LS.7 Describe non-traditional occupations.</p>	<p>Reading Foundations 5.RF.1-2</p> <p>Reading Comprehension 5RC.1-3 5.RC.5-6 5.RC.7 5.RC.11</p> <p>Writing 5.W.2 5.W.6-7</p> <p>Communication and Collaboration 5.CC.1-3</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Examine career groupings and the skills necessary for a variety of careers. 	<p>FLE.2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income.</p>	<p>3-5.LS.4 Relate personal interests, abilities, and leisure time activities to possible occupational choices without stereotyping.</p>	<p>Reading Foundations 5.RF.1-2</p> <p>Reading Comprehension 5RC.1-3 5.RC.5-6 5.RC.7 5.RC.11</p> <p>Communication and Collaboration 5.CC.1-3</p>	<p>Numbers Base Ten CC.2.1.5.B.2</p>

JA Our Nation

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<p>Session Four: Get and Keep the Job!</p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the soft skills wanted by today's employers 	NA	<p>3-5.SE.1 Demonstrate an understanding of the impact of choices/actions.</p> <p>3-5.WE.8 Consider consequences of actions on the wellbeing of self and others.</p> <p>3-5.WE.9 Display a variety of skills needed for school, personal, and professional situations.</p>	<p>Reading Foundations 5.RF.1-2</p> <p>Reading Comprehension 5.RC.1-3 5.RC.5-6 5.RC.7 5.RC.11</p> <p>Writing 5.W.2 5.W.6-7</p> <p>Communication and Collaboration 5.CC.1-3</p>	NA
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Discuss why businesses specialize and trade Define opportunity cost 	NA	<p>3-5.WE.3 Apply understanding of independence to complete tasks.</p> <p>3-5.WE.4 Complete tasks or activities with prompting and guidance from adult educators.</p> <p>3-5.SE.3 Engage in cooperative game play.</p>	<p>Reading Foundations 5.RF.1-2</p> <p>Reading Comprehension 5.RC.1-3 5.RC.5-6 5.RC.7 5.RC.11</p> <p>Writing 5.W.2 5.W.5</p> <p>Communication and Collaboration 5.CC.1-3</p>	NA
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify three basic ways businesses are organized. 	NA	<p>3-5.WE.7 Begin to understand coping strategies to deal with expected and unexpected change.</p>	<p>Communication and Collaboration 5.CC.1-3</p>	NA

JA More than Money

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<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.E.5 List the characteristics of money, and explain how money makes trade and the purchase of goods easier.</p> <p>3.E.8 Identify different ways people save their income, and explain advantages and disadvantages of each.</p> <p>4.E.4 List the functions of money, and compare and contrast things that have been used as money in the past in Indiana, the United States, and the world.</p> <p>FLE Standard 1: Demonstrate management of individual and family finances by applying reliable information and systematic decision making.</p> <p>FLE Standard 6: Analyze saving and investing to build long-term financial security and wealth.</p>	<p>NA</p>	<p>Reading Foundations 3.RF.2-3 3.RF.5 4.RF.2-3 5.RF.1-2</p> <p>Reading Comprehension 3.RC.1 3.RC.3-5 4.RC.1-2 4.RC.5-6 5.RC.1-3 5.RC.6 5.RC.7 5.RC.11</p> <p>Communication and Collaboration 3.CC.1-3 4.CC.1-3 5.CC.1-3</p>	<p>Number Sense 3.NS.1 4.NS.1,5</p> <p>Computation 3.CA.1-2 4.C.1 4.C.4</p> <p>Measurement 3.M.4 4.M.4</p> <p>Process Standards 1-2 5-7</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.E.2 Give examples of goods and services provided by local business and industry.</p> <p>FLE Standard 2: Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>3-5.LS.4 Relate personal interests, abilities, and leisure time activities to possible occupational choices without stereotyping.</p>	<p>Reading Foundations 3.RF.2-3 3.RF.5 4.RF.2-3 5.RF.1-2</p> <p>Reading Comprehension 3.RC.1 3.RC.3-5 4.RC.1-2 4.RC.5-6 5.RC.1-3 5.RC.6 5.RC.7 5.RC.11</p> <p>Communication and Collaboration 3.CC.1-3 4.CC.1-3 5.CC.1-3</p>	<p>Number Sense 3.NS.1 4.NS.1,6</p> <p>Computation 3.CA.1-2 4.CA.1 4.CA.5</p> <p>Process Standards 1</p>

JA More than Money

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<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.E.3 Give examples of trade in the local community, and explain how trade benefits both parties.</p> <p>FLE Standard 3: Manage money effectively by developing financial goals and budgets.</p>	<p>3-5.LS.10 Identify a short-term goal and develop a plan of action.</p>	<p>Reading Foundations</p> <p>3.RF.2-3 3.RF.5 4.RF.2-3 5.RF.1-2</p> <p>Reading Comprehension</p> <p>3.RC.1 3.RC.3-5 4.RC.1-2 4.RC.5-6 5RC.1-3 5.RC.6 5.RC.7 5.RC.11</p> <p>Communication and Collaboration</p> <p>3.CC.1-3 4.CC.1-3 5.CC.1-3</p>	<p>Number Sense</p> <p>3.NS.1 4.NS.1,6</p> <p>Computation</p> <p>3.CA.1-3 3.CA.7 4.CA.1,8 5.CA.2 5.CA.9-10</p> <p>Data Analysis</p> <p>3.CA.1</p> <p>Measurement</p> <p>3.M.4 4.M.3</p> <p>Process Standards</p> <p>1-2 4-8</p>
<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.E.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</p> <p>4.E.6 Define profit, and describe how profit is an incentive for entrepreneurs.</p> <p>FLE Standard 2: Analyze how education, income, career, and life choices relate to achieving financial goals.</p> <p>FLE 2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income.</p> <p>FLE.1.4 Make financial decision by systematically considering alternatives and consequences.</p>	<p>3-5.LS.9 Understand how decision-making is related to career planning.</p> <p>3-5.LS.12 Complete activities and assignments by following directions closely.</p>	<p>Reading Foundations</p> <p>3.RF.2-3 3.RF.5 4.RF.2-3 5.RF.1-2</p> <p>Reading Comprehension</p> <p>3.RC.1 3.RC.3-5 4.RC.1-2 4.RC.5-6 5RC.1-3 5.RC.6 5.RC.7 5.RC.11</p> <p>Communication and Collaboration</p> <p>3.CC.1-3 4.CC.1-3 5.CC.1-3</p>	<p>Number Sense</p> <p>3.NS.1 4.NS.1,6</p> <p>Computation</p> <p>3.CA.1-2 4.CA.8</p> <p>Process Standards</p> <p>1-2 4-8</p>

JA More than Money

Session Descriptions	Social Studies	Employability Skills	Indiana ELA	Indiana Math Standards
<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.E.1 Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs.</p>	<p>3-5.LS.8 Develop criteria for making decisions and predict results of choices to find the best solution.</p>	<p>Reading Foundations</p> <p>3.RF.2-3 3.RF.5 4.RF.2-3 5.RF.1-2</p> <p>Reading Comprehension</p> <p>3.RC.1 3.RC.3-5 4.RC.1-2 4.RC.5-6 5.RC.1-3 5.RC.6 5.RC.7 5.RC.11</p> <p>Writing</p> <p>3.W.3-4 3.W.6-7 4.W.3-4 4.W.6-7 5.W.3-4 5.W.6-7</p> <p>Communication and Collaboration</p> <p>3.CC.1-3 4.CC.1-3 5.CC.1-3</p>	<p>Process Standards</p> <p>1 7</p>

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

JA Career Exploration Fair K-2

Session Descriptions	Social Studies	Employability Skills	Indiana ELA
<p>Pre-JA Career Exploration Fair Session: A Job to Do!</p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Examine the jobs of family members. ▪ Identify jobs within the community. 	<p>K.E.1 Explain that people work to earn money to buy the things they want.</p> <p>K.E.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.</p> <p>FLE Standard 2: Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>K-2.LS.7 Identify jobs present in the local community.</p> <p>K-2.LS.8 Describe the work of family members and school personnel.</p> <p>K-2.LS.13 Participate in class discussions and activities.</p>	<p>Reading Foundations K.RF.1-2 K.RF.8-9 1.RF.1-2 1.RF.8 2.RF.1,4</p> <p>Writing K.W.3-4 K.W.7-8 1.W.1-3 1.W.7-8 2.W.1,3 2.W.7-8</p> <p>Communication and Collaboration K.CC.1-3 K.CC.5 1.CC.1-4 1.CC.6-7 2.CC.1-4 2.CC.6</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>FLE Standard 2: Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>K-2.LS.7 Identify jobs present in the local community.</p> <p>K-2.LS.13 Participate in class discussions and activities.</p>	<p>Reading Foundations K.RF.1-2 K.RF.8-9 1.RF.1-2 1.RF.8 2.RF.1,4</p> <p>Reading Comprehension K.RC. 1-3 1.RC.1 1.RC.10 2.RC.1</p> <p>Communication and Collaboration K.CC.1-3 K.CC.5 1.CC.1-4 2.CC.1-4 2.CC.6</p>

JA Career Exploration Fair K-2

Session Descriptions	Social Studies	Employability Skills	Indiana ELA
<p>Post-JA Career Exploration Fair Activity: I Think</p> <p>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>FLE Standard 2: Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>K-2.LS.4 Identify personal interests and preferences.</p> <p>K-2.LS.13 Participate in class discussions and activities</p>	<p>Reading Foundations</p> <p>K.RF.1-2 K.RF.8-9 1.RF.1-2 1.RF.8 2.RF.1,4</p> <p>Reading Comprehension</p> <p>K.RC.1-3 1.RC.1 2.RC.1 2.RC.8,11</p> <p>Writing</p> <p>K.W.3-4 K.W.7-8 1.W.1-3 1.W.7-8 2.W.1-2 2.W.7-8</p> <p>Communication and Collaboration</p> <p>K.CC.1-3 K.CC.5 1.CC.1-4 1.CC.6 2.CC.1-4 2.CC.6</p>

JA Career Exploration Fair 3-5

Session Descriptions	Social Studies	Employability Skills	Indiana ELA
<p>Pre-JA Career Exploration Fair Session: A Job for Everyone</p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace. ▪ Construct new understandings connected to prior knowledge. 	<p>FLE Standard 2: Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>3-5.WE.9 Display a variety of skills needed for school, personal, and professional situations.</p> <p>3-5.LS.4 Relate personal interests, abilities, and leisure time activities to possible occupational choices without stereotyping.</p>	<p>Reading Foundations 3.RF.1-2 4.RF.2-3 5.RF.1-2</p> <p>Reading Comprehension 3.RC. 1, 4 3.RC.8, 10 4.RC.1,5 4.RC.7,10</p> <p>Writing 3.W.1, 3, 5 3.W. 7-8 4.W.6-7 5.W.4 5.W.6-7</p> <p>Communication and Collaboration 3.CC.1-4 4.CC.1-3 5.CC.1-4</p>
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Observe speakers and the tools they use. ▪ Identify the variety of careers people have in the community and how each job requires specific skills. ▪ Express how jobs require specific interests and skills. ▪ Examine how school skills apply to career paths. 	<p>FLE Standard 2: Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>3-5.LS.2 Communicate with others by applying a variety of speaking skills.</p> <p>3-5.LS.5 Develop an understanding that all work has dignity.</p> <p>3-5.LS.6 Identify various ways occupations can be classified and explain the difference between paid and unpaid.</p> <p>3-5.LS.7 Describe non-traditional occupations.</p> <p>3-5.LS.13 Utilize effective questioning and brainstorming techniques.</p>	<p>Reading Foundations 3.RF.1-2 4.RF.2 5.RF.1-2</p> <p>Writing 3.W.1, 3, 5 3.W. 7-8 4.W.4-5 4.W.6-7 5.W.4-5 5.W.6-7</p> <p>Communication and Collaboration 3.CC.1-4 3.CC.5 4.CC.1-4 4.CC.5 5.CC.1-4</p>

JA Career Exploration Fair 3-5

Session Descriptions	Social Studies	Employability Skills	Indiana ELA
<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>FLE Standard 2: Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>3-5.LS.1 Communicate using different types of writing.</p> <p>3-5.LS.6 Identify various ways occupations can be classified and explain the difference between paid and unpaid.</p> <p>3-5.LS.9 Understand how decision-making is related to career planning.</p>	<p>Reading Foundations 3.RF.1-2 4.RF.2 5.RF.1-2</p> <p>Reading Comprehension 3.RC. 1, 4 3.RC.8, 10 4.RC.1,5 4.RC.7,10</p> <p>Writing 3.W.1, 3, 5 3.W. 7-8 4.W.4-5 4.W.6-7 5.W.4 5.W.6-7</p> <p>Communication and Collaboration 3.CC.1-4 4.CC.1-4 4.CC.5 5.CC.1-4</p>

JA Career Speaker Series K-5

Session Descriptions	Social Studies	Employability Skills	Indiana ELA
<p>Before the Event</p> <p>Students prepare questions for the speaker to answer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify skills and interests Explain how the speaker’s job helps people in the community 	<p>FLE Standard 2: Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>K-2.LS.5 Demonstrate an awareness of what it means to work.</p> <p>K-2.LS.6 Explain the importance of personal characteristics.</p> <p>K-2.LS.7 Identify jobs present in the local community.</p> <p>3-5.LS.4 Relate personal interests, abilities, and leisure time activities to possible occupational choices without stereotyping.</p> <p>3-5.LS.13 Utilize effective questioning and brainstorming techniques.</p>	<p>Reading Foundations</p> <p>3.RF.1-2</p> <p>4.RF.2</p> <p>5.RF.1-2</p> <p>Communication and Collaboration</p> <p>3.CC.1-4</p> <p>3.CC.5</p> <p>4.CC.1-4</p> <p>4.CC.5</p> <p>5.CC.1-4</p>
<p>Speaker Day: Invite a Career Speaker to Class</p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Listen to a career speaker. Express how jobs require specific interests and skills. Examine how interests and skills apply to careers. 	<p>FLE Standard 2: Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>K-2.LS.5 Demonstrate an awareness of what it means to work.</p> <p>K-2.LS.6 Explain the importance of personal characteristics.</p> <p>K-2.LS.7 Identify jobs present in the local community.</p> <p>3-5.LS.5 Develop an understanding that all work has dignity.</p> <p>3-5.LS.6 Identify various ways occupations can be classified and explain the difference between paid and unpaid.</p> <p>3-5.LS.7 Describe non-traditional occupations.</p>	<p>Communication and Collaboration</p> <p>3.CC.1-4</p> <p>3.CC.5</p> <p>4.CC.1-4</p> <p>4.CC.5</p> <p>5.CC.1-4</p>
<p>After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize career clusters. Identify careers that relate to personal interests and skills. 	<p>FLE Standard 2: Analyze how education, income, career, and life choices relate to achieving financial goals.</p>	<p>3-5.LS.6 Identify various ways occupations can be classified and explain the difference between paid and unpaid.</p> <p>3-5.LS.9 Understand how decision-making is related to career planning.</p>	<p>Reading Foundations</p> <p>3.RF.1-2</p> <p>4.RF.2</p> <p>5.RF.1-2</p> <p>Writing</p> <p>3.W.1, 3, 5</p> <p>3.W. 7-8</p> <p>4.W.4-5</p> <p>4.W.6-7</p> <p>5.W.4</p> <p>5.W.6-7</p> <p>Communication and Collaboration</p> <p>3.CC.1-4</p> <p>4.CC.1-4</p> <p>4.CC.5</p> <p>5.CC.1-4</p>