

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



Updated December 2022

[Alaska Employability Standards](#)

[Alaska Social Studies- Government and Citizenship](#)

[Skills for a Healthy Life](#)

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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 Alaska Content Standards for Employability, Social Studies: Government and Citizenship, and Skills for a Healthy Life, as well as Alaska standards for English Language Arts (ELA) and Math for grades K-5. Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

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

## JA Elementary School Learning Experiences

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

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

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

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

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

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

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

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

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

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

# JA Ourselves

Session Details	Social Studies Standards	Alaska ELA	Alaska Math
<p><b>Session One: This or That? Make a Choice</b></p> <p>Students practice economics by making personal choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify personal interests</li> <li>▪ Consider the factors that determine their choices</li> <li>▪ Define money</li> </ul>	<p><b>Government and Citizenship</b></p> <p>G.3 A student who meets the content standard should identify and compare the costs and benefits when making choices.</p> <p><b>Skills for a Healthy Life</b></p> <p>B.1 A student who meets the content standard should demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.</p>	<p>Foundational Skills K.1-3</p> <p>Writing K.1-2,8</p> <p>Speaking and Listening K.1-6</p> <p>Language K.4,6</p>	<p>Counting and Cardinality K.CC.1 -2</p> <p>K.CC.4-5</p>
<p><b>Session Two: Do I Need What I Want?</b></p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the difference between needs and wants</li> <li>▪ Create a simple chart</li> </ul>	<p><b>Skills for a Healthy Life</b></p> <p>D.1. A student who meets the content standard should make responsible decisions as a member of a family or community.</p>	<p>Foundational Skills K.1-3</p> <p>Literature K.1,4 K.7</p> <p>Speaking and Listening K.1-3</p> <p>K.6</p> <p>Language K.4,6</p>	<p>Counting and Cardinality K.CC.1 -2 K.CC.4-5</p> <p>Measurement and Data K.MS.3</p>

# JA Ourselves

Session Details	Social Studies Standards	Alaska ELA	Alaska Math
<p><b>Session Three: A Penny Earned</b></p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the role of money in society</li> <li>▪ Identify jobs they can do to earn money</li> </ul>	<p><b>Government and Citizenship</b></p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p>	<p>Reading Foundations K.1-4</p> <p>Writing K.2,8</p> <p>Literature K.1-4 K.7 K.10</p> <p>Speaking and Listening K.1-6</p> <p>Language K.4,6</p>	<p>Counting and Cardinality K.CC.1 -2 K.CC.4-5</p>
<p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of saving money</li> <li>▪ Identify a savings goal</li> <li>▪ Identify a place where people save money</li> </ul>	<p><b>Geography</b></p> <p>A.1. A student who meets the content standard should use maps and globes to locate places and regions.</p> <p><b>Skills for a Healthy Life</b></p> <p>B.1. A student who meets the content standard should demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.</p>	<p>Reading Foundations K.1-4</p> <p>Literature K.1-4</p> <p>Speaking and Listening K.1-6</p> <p>Language K.4,6</p>	<p>Counting and Cardinality K.CC.1 -2 K.CC.4-5</p>

# JA Ourselves

Session Details	Social Studies Standards	Alaska ELA	Alaska Math
<p><b>Session Five: A Penny Shared</b></p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of giving</li> <li>▪ Organize a chronological sequence of events</li> </ul>	<p><b>Skills for a Healthy Life</b></p> <p>C.1. A student who meets the content standard should understand how attitude and behavior affect the well-being of self and others.</p> <p><b>Government and Citizenship</b></p> <p>E. 1. A student who meets the content standard should know the important characteristics of citizenship.</p> <p>E.6. A student who meets the content standard should recognize the value of community service.</p> <p><b>History</b></p> <p>A.1. A student who meets the content standard should understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time.</p>	<p>Reading Foundations K.1-4</p> <p>Writing K.1,8</p> <p>Literature K.1-4 K.7 K.9-10</p> <p>Speaking and Listening K.1-6</p> <p>Language K.4,6</p>	<p>Counting and Cardinality K.CC.7</p>

# JA Our Families

Session Descriptions	Social Studies	Alaska ELA	Alaska Math
<p><b>Session One: All Kinds of Families</b></p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to understand the similarities and differences between families</li> <li>▪ Recognize the importance of businesses in neighborhoods</li> </ul>	<p><b>Government and Citizenship</b></p> <p>G.5. A student who meets the content standard should understand how jobs are created and their role in the economy.</p>	<p>Literature 1.1 – 1.4 1.7 1.9 – 1.10</p> <p>Foundational Skills 1.1 – 1.4</p> <p>Writing 1.2 1.5 1.8</p> <p>Speaking and Listening 1.1- 1.3</p> <p>Language 1.1 – 1.2 1.4</p>	<p>Mathematical Practices 8</p>
<p><b>Session Two: Money for Needs and Wants</b></p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the difference between needs and wants</li> <li>▪ Explain that families must earn money for the things they need and want</li> </ul>	<p><b>Government and Citizenship</b></p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p> <p>G.3 A student who meets the content standard should identify and compare the costs and benefits when making choices.</p> <p><b>Skills for a Healthy Life</b></p> <p>B.1 A student who meets the content standard should demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.</p> <p>D.1. A student who meets the content standard should make responsible decisions as a member of a family or community.</p>	<p>Reading for Information 1.1 1.3- 1.4 1.6-7 1.10</p> <p>Foundational Skills 1.1 – 1.4</p> <p>Speaking &amp; Listening 1.1 – 1.2 1.4</p> <p>Language 1.1 – 1.2 1.4</p>	<p>Measurement and Data 1.MD.5-6</p> <p>Mathematical Practices 4-5 7-8</p>

# JA Our Families

Session Descriptions	Social Studies	Alaska ELA	Alaska Math
<p><b>Session Three: Businesses All Around the Neighborhood</b></p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, goods, and services</li> <li>▪ Interpret map symbols</li> <li>▪ Identify the goods or services businesses provide</li> </ul>	<p><b>Geography</b></p> <p>A.1. A student who meets the content standard should use maps and globes to locate places and regions.</p>	<p>Reading for Information 1.1 1.3- 1.4 1.6-7 1.10</p> <p>Foundational Skills 1.1 – 1.4</p> <p>Writing 1.1 - 1.2 1.5 1.8</p> <p>Speaking &amp; Listening 1.1 – 1.2 1.4</p> <p>Language 1.1 – 1.2 1.4</p>	<p>Measurement and Data 1.MD.7</p> <p>Mathematical Practices 1-2 5-8</p>
<p><b>Session Four: Jobs All Around the Neighborhood</b></p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the jobs people do</li> <li>▪ Analyze their own skills to determine ways they can support family members</li> </ul>	<p><b>Government and Citizenship</b></p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p> <p>G.5. A student who meets the content standard should understand how jobs are created and their role in the economy.</p> <p><b>Employability</b></p> <p>B.1. A student who meets the content standard should identify and appreciate personal interests, aptitudes, abilities, and priorities.</p>	<p>Reading for Information 1.6 – 1.7</p> <p>Foundational Skills 1.1 – 1.4</p> <p>Writing 1.5</p> <p>Speaking &amp; Listening 1.1 – 1.2 1.4 – 1.5</p> <p>Language 1.1 - 1.2 1.4</p>	<p>NA</p>

# JA Our Families

Session Descriptions	Social Studies	Alaska ELA	Alaska Math
<p><b>Session Five: A New Business</b></p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</li> </ul>	<p><b>Government and Citizenship</b></p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p> <p><b>Skills for a Healthy Life</b></p> <p>D.1. A student who meets the content standard should make responsible decisions as a member of a family or community.</p>	<p>Reading for Information</p> <p>1.1 1.3 – 1.4 1.6 – 1.7 1.10</p> <p>Foundational Skills</p> <p>1.1 – 1.4</p> <p>Writing</p> <p>1.2 1.5 1.8</p> <p>Speaking &amp; Listening</p> <p>1.1 – 1.2 1.4</p> <p>Language</p> <p>1.1 – 1.2 1.4</p>	<p>Operations in Algebra</p> <p>1. OA. 3 1. OA. 5-6</p> <p>Measurement and Data</p> <p>1.MD.C.4</p> <p>Mathematical Practices</p> <p>2-4 7-8</p>



# JA Our Community

Session Descriptions	Social Studies	ALASKA ELA	Alaska Math
<p><b>Session One: People in a Community Working Together</b></p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe a community.</li> <li>▪ State how people contribute to and benefit from a community.</li> <li>▪ Identify the variety of jobs in a community and how each requires specific skills.</li> </ul>	<p><b>Employability</b></p> <p>B.4. A student who meets the content standard should identify education and/or training needed for career options and advancement, and develop a career plan.</p> <p><b>Skills for a Healthy Life</b></p> <p>B.4. A student who meets the content standard should develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures.</p> <p>D.5. A student who meets the content standard should describe how volunteer service at all ages can enhance community well-being.</p>	<p>Reading Literature RL.2.1 RL.2.6-7</p> <p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Foundational Skills RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Geometry 2.G.2</p> <p>Mathematical Practices 4</p>
<p><b>Session Two: Sweet “O” Donuts</b></p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define the terms produce, product, production, goods, and services.</li> <li>▪ Apply innovation to the production process.</li> <li>▪ Explain that people in a community earn money by performing work.</li> </ul>	<p><b>Government and Citizenship</b></p> <p>G.6. A student who meets the content standard should understand that wages and productivity depend on investment in physical and human capital.</p>	<p>Foundational Skills RF.2.3-4</p> <p>Writing W.2.2</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking 2. OA.1 2. OA. 4</p> <p>Numbers Base Ten 2.NBT.5</p> <p>Measurement and Data 2. MD.9</p>

# JA Our Community

Session Descriptions	Social Studies	ALASKA ELA	Alaska Math
<p><b>Session Three: Business and Government Jobs</b></p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Locate businesses and identify government careers.</li> <li>▪ Explain how taxation supports government services.</li> </ul>	<p><b>Employability</b></p> <p>A.5. A student who meets the content standard should understand how an individual job fits into the overall organization and how the organization fits into the overall economy.</p> <p><b>Government and Citizenship</b></p> <p>F.1. A student who meets the content standard should understand how the government and the economy interrelate through regulations, incentives, and taxation.</p> <p><b>Geography</b></p> <p>A.1. A student who meets the content standard should use maps and globes to locate places and regions.</p>	<p>Reading for Information</p> <p>RI.2.1</p> <p>RI.2.4 -5</p> <p>RI.7</p> <p>Foundational Skills</p> <p>RF.2.3-4</p> <p>Speaking and Listening</p> <p>SL.2.1-4</p> <p>Language</p> <p>L.2.1-6</p>	<p>Operations and Algebraic Thinking</p> <p>2. OA.1</p> <p>Measurement and Data</p> <p>2. MD.8</p> <p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>8</p>
<p><b>The Session Four: Let's Vote!</b></p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply a decision-making process.</li> <li>▪ Recognize voting as a way responsible citizens act and contribute to meet a community's needs.</li> </ul>	<p><b>Government and Citizenship</b></p> <p>C.2. A student who meets the content standard should accept responsibility for protecting and enhancing the quality of life in the state through the political and governmental processes.</p> <p>E.1. A student who meets the content standard should know the important characteristics of citizenship.</p> <p>E.2. A student who meets the content standard should recognize that it is important for citizens to fulfill their public responsibilities.</p> <p>E.6. A student who meets the content standard should recognize the value of community service.</p> <p>E.7. A student who meets the content standard should implement ways of solving problems and resolving conflict.</p> <p><b>Skills for a Healthy Life</b></p> <p>D.1. A student who meets the content standard should make responsible decisions as a member of a family or community.</p> <p>D.2. A student who meets the content standard should take responsible actions to create safe and healthy environments.</p>	<p>Foundational Skills</p> <p>RF.2.3</p> <p>Writing</p> <p>W.2.2</p> <p>W.2.7-8</p> <p>Speaking and Listening</p> <p>SL.2.1-6</p> <p>Language</p> <p>L.2.1</p>	<p>Measurement and Data</p> <p>2. MD.9</p> <p>Mathematical Practices</p> <p>2</p> <p>4</p>

# JA Our Community

Session Descriptions	Social Studies	ALASKA ELA	Alaska Math
<p><b>Session Five: Money Moves in a Community</b></p> <p>Students learn about money and how it moves through a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify coins and money terms.</li> <li>▪ Describe how money flows through a community's economy.</li> </ul>	<p><b>Government and Citizenship</b></p> <p>F.5. A student who meets the content standard should understand the basic concepts of supply and demand, the market system, and profit.</p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p>	<p>Reading Literature RL.2.1 RL.2.4 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.3 -5 RI.7</p> <p>Foundational Skills RF.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking 2.OA.2</p> <p>Numbers Base Ten 2. NBT.1 2. NBT.5</p> <p>Measurement and Data 2.MD.8</p> <p>Mathematical Practices 1-2 5-7</p>

# JA Our Community 2.0

Session Details	Academic Content Standards	ALASKA ELA	ALASKA Math
<p><b>Session One: Communities at Work</b></p> <p>Students are introduced to the idea of a community and discover what types of workers help make their community strong.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Define and describe a community.</li> <li>Identify the variety of jobs in a community.</li> <li>Locate jobs and businesses on a community map.</li> <li>Apply listening and focused attention skills</li> <li>Describe how different jobs require different skills.</li> <li>State how people contribute to and benefit from a community.</li> </ul>	<p><b>Employability</b></p> <p>B.4. A student who meets the content standard should identify education and/or training needed for career options and advancement, and develop a career plan.</p> <p><b>Skills for a Healthy Life</b></p> <p>B.4. A student who meets the content standard should develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures.</p> <p>D.5. A student who meets the content standard should describe how volunteer service at all ages can enhance community well-being.</p> <p><b>Geography</b></p> <p>A.1. A student who meets the content standard should use maps and globes to locate places and regions.</p>	<p><b>ELA</b></p> <p>Reading RL.2.1 RI.2.1 RI.2.3-.2.7 RF. 2.3-2.4</p> <p>Writing W. 2.1-2.2 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>	<p>NA</p>
<p><b>Session Two: People at Work</b></p> <p>Students experience working in the community to earn a paycheck and produce goods and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Define the terms business, produce, goods, and services.</li> <li>Explain how people earn income.</li> <li>Describe how goods are made using skills and knowledge.</li> <li>Collect, record, and interpret data using digital tools.</li> </ul>	<p><b>Employability</b></p> <p>A.2. A student who meets the content standard should understand how to apply skills and academic knowledge in a variety of work settings.</p> <p><b>Government and Citizenship</b></p> <p>G. 5. A student who meets the content standard should understand how jobs are created and their role in the economy.</p> <p><b>History</b></p> <p>C.1. A student who meets the content standard should use appropriate technology to access, retrieve, organize, and present historical information.</p>	<p><b>ELA</b></p> <p>Reading RI.2.3-.2.7 RF. 2.3-2.4</p> <p>Speaking and Listening SL. 2.2-2.3 SL. 2.6</p> <p>Language L.2.1-2.6</p> <p><b>MATH</b> 2.OA 1 2.md. 10</p>	<p>Measurement and Data <b>2.MD.8</b> <b>2.MD.9</b> <b>2.MD.10</b></p>

# JA Our Community 2.0

Session Details	Academic Content Standards	ALASKA ELA	ALASKA Math
<p><b>Session Three: Money at Work</b></p> <p>Students learn how people use money to buy goods and services they want and need for personal or business purposes.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Match coin and dollar values.</li> <li>• Describe the role of banks in an economy.</li> <li>• Recognize the price of goods and services in the local market.</li> <li>• Describe how money flows through a community's economy.</li> <li>• Collaborate and communicate to make exchanges of money for goods or services.</li> <li>• Summarize how money is spent on goods and services related to businesses</li> </ul>	<p><b>Skills for a Healthy Life</b></p> <p>D.6. A student who meets the content standard should use various methods of communication to promote community well-being.</p> <p><b>Government and Citizenship</b></p> <p>F.5. A student who meets the content standard should understand the basic concepts of supply and demand, the market system, and profit.</p> <p>F.6. A student who meets the content standard should understand the role of economic institutions in the United States, including the Federal Reserve Board, trade unions, banks, investors, and the stock market.</p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations</p>	<p><b>ELA</b></p> <p>Reading RI.2.1 RI.2.3-.2.5 RI. 2.7 RF. 2.3-2.4</p> <p>Writing W.2.2 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p> <p><b>MATH</b> 2.md.8</p>	<p>Measurement and Data <b>2. MD.8</b> <b>2.MD. 9</b></p>
<p><b>Session Four: Votes Count</b></p> <p>Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Use reason and logic to assess and analyze problems.</li> <li>• Use empathy and observation skills to express community wants and needs.</li> <li>• Generate solutions to a problem using brainstorming techniques.</li> <li>• Identify and propose a creative solution to a community problem.</li> <li>• Recognize that community members have a responsibility to get involved to help meet a community's needs.</li> </ul>	<p><b>Government and Citizenship</b></p> <p>G.4. A student who meets the content standard should make informed choices on economic issues.</p> <p>E. 2. A student who meets the content standard should recognize that it is important for citizens to fulfill their public responsibilities.</p> <p><b>Skills for a Healthy Life</b></p> <p>B1. A student who meets the content standard should demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.</p> <p>B2. A student who meets the content standard should demonstrate a variety of communication skills that contribute to well-being.</p> <p>D. 5. A student who meets the content standard should describe how volunteer service at all ages can enhance community well-being.</p> <p>D. 6. A student who meets the content standard should use various methods of communication to promote community well-being.</p>	<p><b>ELA</b></p> <p>Reading RL.2.1 RL.2.6 RI.2.1 RI.2.3-.2.6 RI.2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W. 2.7-2.8</p> <p>Speaking and Listening SL. 2.1-2.4</p> <p>Language L.2.1-2.6</p>	<p><b>NA</b></p>

# JA Our Community 2.0

Session Details	Academic Content Standards	ALASKA ELA	ALASKA Math
<p><b>Session Five: Making Choices</b></p> <p>Students are introduced to the concept of taxes and how those funds are used to pay government workers and provide services to support the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Define taxes.</li> <li>• Identify government jobs.</li> <li>• Explain why community members pay taxes.</li> <li>• Recognize how government services support the community.</li> <li>• Recognize that many viewpoints must be considered when making decisions for the community.</li> <li>• Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change.</li> </ul>	<p><b>Government and Citizenship</b></p> <p>A.1. A student who meets the content standard should understand the necessity and purpose of government.</p> <p>F.1. A student who meets the content standard should understand how the government and the economy interrelate through regulations, incentives, and taxation.</p> <p><b>History</b></p> <p>C.4. A student who meets the content standard should use historical perspective to solve problems, make decisions, and understand other traditions.</p> <p>D.4. A student who meets the content standard should recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context.</p>	<p><b>ELA</b></p> <p>Reading RL.2.1 RL.2.6 RI.2.1 RI 2.3-2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>	<p>Measurement and Data 2.MD.8</p>
<p><b>Session Six: Crack the Code (Optional)</b></p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe the digital skills and knowledge required to produce certain goods and services.</li> <li>• Recognize digital tools and computer skills.</li> <li>• Use simple programming language and knowledge to complete tasks.</li> <li>• Define code as the language computers use.</li> </ul>	<p><b>Employability</b></p> <p>A.2. A student who meets the content standard should understand how to apply skills and academic knowledge in a variety of work settings.</p> <p>B. 5. A student who meets the content standard should identify resources available to support education and training related to career possibilities.</p>	<p><b>ELA</b></p> <p>Reading RL.2.1 RI.2.1 RI 2.3-2.4 RI.2.7 RF. 2.3-2.4</p> <p>Writing W. 2.7</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>	<p><b>Math Practices</b></p> <p>4-5 7</p>

# JA Our City

Session Descriptions	Academic Standards	ALASKA ELA	Common Core Math
<p><b>Session One: Earn, Save, Spend, and Donate</b></p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the four choices we have with money.</li> <li>▪ Define deposits and withdrawals.</li> </ul>	<p><b>Government and Citizenship</b></p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p> <p><b>Skills for a Healthy Life</b></p> <p>B1. A student who meets the content standard should demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.</p>	<p>Reading for Information RI.3.4-5</p> <p>Writing W.3.2<sup>ELO</sup> W.3.7-8<sup>ELO</sup></p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations and Algebraic Thinking 3.OA.8. 3.OA.9</p>
<p><b>Session Two: Invisible Money</b></p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define goods and services.</li> <li>▪ Explain how people spend money.</li> <li>▪ Recognize methods of payment and whether they are readily visible or invisible.</li> </ul>	<p><b>Government and Citizenship</b></p> <p>F.2. A student who meets the content standard should be aware that economic systems determine how resources are used to produce and distribute goods and services.</p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p> <p>G.3. A student who meets the content standard should identify and compare the costs and benefits when making choices.</p> <p><b>Skills for a Healthy Life</b></p> <p>B1. A student who meets the content standard should demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.</p>	<p>Reading for Information RI.3.1-5</p> <p>Writing W.3.7-8<sup>ELO</sup></p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8<sup>ELO</sup> OA.3.9<sup>ELO</sup></p> <p>Mathematical Practices 1-8</p>

# JA Our City

Session Descriptions	Academic Standards	ALASKA ELA	Common Core Math
<p><b>Session Three: How Do I Become an Entrepreneur?</b></p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, producer, and consumer.</li> <li>▪ Explain the need for a business plan.</li> <li>▪ Discuss the ways in which entrepreneurs help a city.</li> </ul>	<p><b>Government and Citizenship</b></p> <p>F. 5. A student who meets the content standard should understand the basic concepts of supply and demand, the market system, and profit.</p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p> <p>G.5. A student who meets the content standard should understand how jobs are created and their role in the economy.</p> <p>G.7. A student who meets the content standard should understand that economic choices influence public and private institutional decisions.</p> <p><b>Employability</b></p> <p>A.4. A student who meets the content standard should understand the process for developing self-employment opportunities including marketing studies, business plan development, and managing business finances.</p>	<p>Reading for Information RI.3.1-5</p> <p>Writing W. 3.2 W. 3.4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-2 4-8</p>
<p><b>Session Four: Money Choices Make the City Go Round</b></p> <p>Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the importance of money in everyday life.</li> <li>▪ Describe how money flows through a city's economy.</li> <li>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</li> </ul>	<p><b>Government and Citizenship</b></p> <p>A.1. A student who meets the content standard should understand the necessity and purpose of government.</p> <p>F.1. A student who meets the content standard should understand how the government and the economy interrelate through regulations, incentives, and taxation.</p> <p>F.5. A student who meets the content standard should understand the basic concepts of supply and demand, the market system, and profit.</p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Numbers Base Ten NBT.3.2<sup>ELO</sup></p> <p>Mathematical Practices 1-8</p>



# JA Our City

Session Descriptions	Academic Standards	ALASKA ELA	Common Core Math
<p><b>Session Five: Let’s Build a City</b></p> <p>A healthy city is built on the money choices of consumers, businesses, and the government. A city thrives when these sectors of the economy earn, save, spend, and donate.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe how personal choices make a city a good place to live, work, play, and go to school.</li> </ul>	<p><b>Geography</b></p> <p>B.6. A student who meets the content standard should understand make informed decisions about where to live, work, travel, and seek opportunities.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Writing W.3.2</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1,3,4</p>	<p>Measurement and Data 3.MD.5. 3. MD. 7 3. MD. 8</p> <p>Mathematical Practices 1-7</p>

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

# JA Our Region

Session Details	Academic Standards	ALASKA ELA	Alaska
<p><b>Session One: Be an Entrepreneur</b></p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the impact entrepreneurs have on a region</li> <li>Apply traits that are common to successful entrepreneurs to their own skills and abilities</li> </ul>	<p><b>Employability</b></p> <p>A.2. A student who meets the content standard should understand how to apply skills and academic knowledge in a variety of work settings.</p> <p>B. 1. A student who meets the content standard should identify and appreciate personal interests, aptitudes, abilities, and priorities.</p> <p>B. 5. A student who meets the content standard should identify resources available to support education and training related to career possibilities.</p>	<p>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.3-4 L.4.6</p>	<p>NA</p>
<p><b>Session Two: Resources–Tools for Entrepreneurs</b></p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define natural, human, and capital resources</li> <li>Describe how products and services use resources</li> </ul>	<p><b>Employability</b></p> <p>A.1. A student who meets the content standard should develop and maintain a work ethic necessary for success in the workplace that includes honesty, integrity, dependability, punctuality, self-discipline, initiative, reliability, accuracy, productivity, respect, and perseverance.</p> <p>B.3. A student who meets the content standard should use labor market information to identify occupational and economic trends and opportunities, and evaluate possible career options.</p> <p><b>Government and Citizenship</b></p> <p>F.2. A student who meets the content standard should understand be aware that economic systems determine how resources are used to produce and distribute goods and services.</p> <p>F.4. A student who meets the content standard should understand the role of price in resource allocation.</p> <p>G. 6. A student who meets the content standard should understand that wages and productivity depend on investment in physical and human capital.</p> <p><b>Skills for a Healthy Life</b></p> <p>B. 1. A student who meets the content standard should demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.</p>	<p>Reading for Information RI.4.4 RI.4.7</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-5</p> <p>Language L.4.3-4 L.4.1-6</p>	<p>Operations and Algebraic Thinking 4.OA.5<sup>ELO</sup></p>

# JA Our Region

Session Details	Academic Standards	ALASKA ELA	Alaska
<p><b>Session Three: Hot Dog Stand Game</b></p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Track the revenue and expenses of a business</li> <li>Identify the fundamental tasks required to run a business</li> <li>Explain the importance of keeping an accurate account of a business's financial information</li> </ul>	<p><b>Employability</b></p> <p>A.1. A student who meets the content standard should develop and maintain a work ethic necessary for success in the workplace that includes honesty, integrity, dependability, punctuality, self-discipline, initiative, reliability, accuracy, productivity, respect, and perseverance.</p> <p>A.2. A student who meets the content standard should understand how to apply skills and academic knowledge in a variety of work settings.</p> <p>A.4. A student who meets the content standard should understand the process for developing self-employment opportunities including marketing studies, business plan development, and managing business finances.</p> <p><b>Government and Citizenship</b></p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p>	<p>Reading for Information RI.4.2-4 RI.4.7</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.1 L.4.3-6</p>	<p>Operations and Algebraic Thinking 4.OA.3</p> <p>Mathematical Practices 1-7</p>
<p><b>Session Four: Entrepreneurs Solve Problems</b></p> <p>Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Demonstrate the problem-solving process</li> <li>Identify the potential risks and rewards in making business decisions</li> </ul>	<p><b>Government and Citizenship</b></p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p> <p>G.3. A student who meets the content standard should identify and compare the costs and benefits when making choices.</p> <p>G.4. A student who meets the content standard should make informed choices on economic issues.</p> <p><b>Skills for a Healthy Life</b></p> <p>B. 1. A student who meets the content standard should demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.</p>	<p>Reading for Information RI.4.1 RI.4.3-4 RI.4.7</p> <p>Speaking and Listening SL.4.1-2 SL.4.4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>

# JA Our Region

Session Details	Academic Standards	ALASKA ELA	Alaska
<p><b>Session Five: Entrepreneurs Go Global</b></p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply the supply chain to a manufacturing example</li> <li>▪ Explain how resource providers, businesses, and consumers are interdependent</li> </ul>	<p><b>Employability</b></p> <p>A.1. A student who meets the content standard should develop and maintain a work ethic necessary for success in the workplace that includes honesty, integrity, dependability, punctuality, self-discipline, initiative, reliability, accuracy, productivity, respect, and perseverance.</p> <p>A.2. A student who meets the content standard should understand how to apply skills and academic knowledge in a variety of work settings.</p> <p><b>Government and Citizenship</b></p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p> <p>F.2. A student who meets the content standard should be aware that economic systems determine how resources are used to produce and distribute goods and services.</p>	<p>Reading for Information RI.4.3-4 RI.4.7</p> <p>Speaking and Listening SL.4.1-4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>

# JA Our Nation

Session Details	Academic Standards	ALASKA ELA	Alaska Math
<p><b>Session One: Free to Choose Your Work or Business</b></p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the characteristics of a free market economy</li> <li>Explain how pricing guides economic decisions</li> </ul>	<p><b>Government and Citizenship</b></p> <p>F.2. A student who meets the content standard should be aware that economic systems determine how resources are used to produce and distribute goods and services.</p> <p>F.4. A student who meets the content standard should understand the role of price in resource allocation.</p> <p>F.5. A student who meets the content standard should understand the basic concepts of supply and demand, the market system, and profit.</p> <p><b>History</b></p> <p>C.3. A student who meets the content standard should apply thinking skills, including classifying, interpreting, analyzing.</p> <p>C.4. A student who meets the content standard should use historical perspective to solve problems, make decisions, and understand other traditions.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking 5. OA.2</p> <p>Numbers Base Ten 5.NBT. 3 <sup>ELO</sup></p>
<p><b>Session Two: Innovation Nation</b></p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define entrepreneur and entrepreneurship</li> <li>Describe resources and how entrepreneurs use them</li> <li>Explore STEM skills and the process of innovation</li> </ul>	<p><b>Government and Citizenship</b></p> <p>F.2. A student who meets the content standard should be aware that economic systems determine how resources are used to produce and distribute goods and services.</p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p> <p>G.5. A student who meets the content standard should understand how jobs are created and their role in the economy.</p> <p><b>Employability</b></p> <p>B.1. A student who meets the content standard should identify and appreciate personal interests, aptitudes, abilities, and priorities.</p> <p>B.5. A student who meets the content standard should identify resources available to support education and training related to career possibilities.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>NA</p>
<p><b>Session Three: Career Quest</b></p> <p>Students learn about career clusters.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	<p><b>Employability</b></p> <p>B.1. A student who meets the content standard should identify and appreciate personal interests, aptitudes, abilities, and priorities.</p> <p>B.4. A student who meets the content standard should identify education and/or training needed for career options and advancement, and develop a career plan.</p> <p>B.5. A student who meets the content standard should identify resources available to support education and training related to career possibilities.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>NA</p>

# JA Our Nation

Session Details	Academic Standards	ALASKA ELA	Alaska Math
<p><b>Session Four: Get and Keep the Job!</b></p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the soft skills wanted by today's employers</li> </ul>	<p><b>Employability</b></p> <p>B.1. A student who meets the content standard should identify and appreciate personal interests, aptitudes, abilities, and priorities.</p> <p>B.4. A student who meets the content standard should identify education and/or training needed for career options and advancement, and develop a career plan.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Numbers Base Ten 5.NBT.3</p>
<p><b>Session Five: Global Connections</b></p> <p>Students explore how the United States is connected to the global economy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Discuss why businesses specialize and trade</li> <li>Define opportunity cost</li> </ul>	<p><b>Government and Citizenship</b></p> <p>F.2. A student who meets the content standard should be aware that economic systems determine how resources are used to produce and distribute goods and services.</p> <p>F.5. A student who meets the content standard should understand the basic concepts of supply and demand, the market system, and profit.</p> <p>F.7. A student who meets the content standard should understand the role of self-interest, incentives, property rights, competition, and corporate responsibility in the market economy.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>NA</p>
<p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify three basic ways businesses are organized.</li> </ul>	<p>NA</p>	<p>Speaking and Listening SL.5.1-4</p> <p>Language L.5.1,5</p>	<p>NA</p>

# JA More than Money

Session Descriptions	Academic Standards	ALASKA ELA	Alaska Math
<p><b>Session One: The Money Garden</b></p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the role of money in everyday life</li> <li>▪ Explain the benefits of using a savings account</li> </ul>	<p><b>Skills for a Healthy Life</b></p> <p>B.1. A student who meets the content standard should demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.</p> <p><b>Government and Citizenship</b></p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p>	<p>Reading for Information 1 3-4 6</p> <p>Speaking and Listening 1 6</p> <p>Language 1 4 4</p>	<p>Numbers Base Ten 3.NBT.2 3.NBT.3</p> <p>4.NBT.4</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Two: Create a Business</b></p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define business, goods, and services</li> <li>▪ Identify businesses they would like to start that align with their personal interests and skills</li> <li>▪ Appreciate their own roles as entrepreneurs in affecting their community and their world</li> </ul>	<p><b>Employability</b></p> <p>A.1. A student who meets the content standard should identify and appreciate personal interests, aptitudes, abilities, and priorities.</p> <p>A.2. A student who meets the content standard should identify possible career options, considering both employment and self-employment, and understand how changes in the workplace affect career choice.</p>	<p>Reading for Information 2-4 6</p> <p>Speaking and Listening 1-3 6</p> <p>Language 1-4 .6</p>	<p>Numbers Base Ten 3.NBT.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Three: Build a Business</b></p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the basic steps for building a small business</li> <li>▪ Develop a basic business plan</li> </ul>	<p><b>Employability</b></p> <p>A.4. A student who meets the content standard should understand the process for developing self-employment opportunities including marketing studies, business plan development, and managing business finances.</p>	<p>Reading for Information 2-6</p> <p>Speaking and Listening 1 6</p> <p>Language 1-4 6</p>	<p>Numbers Base Ten 3.NBT.2 3.NBT.3</p> <p>4.NBT.4 4.NF.4.7</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-2 4-8</p>

# JA More than Money

Session Descriptions	Academic Standards	ALASKA ELA	Alaska Math
<p><b>Session Four: Run a Business</b></p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain why financial institutions lend money</li> <li>▪ Explain decision making and the traits of trustworthy borrowers</li> <li>▪ Record and track financial gains and losses</li> </ul>	<p><b>Government and Citizenship</b></p> <p>F.5. A student who meets the content standard should understand the basic concepts of supply and demand, the market system, and profit.</p> <p>G.1. A student who meets the content standard should apply economic principles to actual world situations.</p> <p>G.3. A student who meets the content standard should identify and compare the costs and benefits when making choices.</p>	<p>Reading for Information 1-5 7</p> <p>Writing 2-4</p> <p>Speaking and Listening 1-3 6</p> <p>Language 4 6</p>	<p>Numbers Base Ten 3.NBT.2 3.NBT.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Five: Global Success</b></p> <p>The students explore the opportunities and challenges of global markets.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explore reasons why businesses import and export goods</li> <li>▪ Describe the economic considerations related to selling in a global market</li> <li>▪ Define opportunity cost</li> </ul>	<p><b>Government and Citizenship</b></p> <p>F.2. A student who meets the content standard should be aware that economic systems determine how resources are used to produce and distribute goods and services.</p> <p>F.5. A student who meets the content standard should understand the basic concepts of supply and demand, the market system, and profit.</p> <p>F.7. A student who meets the content standard should understand the role of self-interest, incentives, property rights, competition, and corporate responsibility in the market economy.</p> <p>F.8. A student who meets the content standard should understand the indicators of an economy's performance, including gross domestic product, inflation, and the unemployment rate.</p>	<p>Reading for Information 1 3-7</p> <p>Writing 3</p> <p>Speaking and Listening 1-2 6</p> <p>Language 1-4 6</p>	<p>NA</p>

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



# JA Career Exploration Fair K-2

Session Descriptions	Career Standards/Essential Skills	ALASKA ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job to Do!</b></p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Examine the jobs of family members.</li> <li>▪ Identify jobs within the community.</li> </ul>	<p><b>Employability</b></p> <p>A.5. A student who meets the content standard should understand how an individual job fits into the overall organization and how the organization fits into the overall economy.</p>	<p>Writing W 2 W 5 W 8</p> <p>Speaking and Listening SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express ideas and questions concerning the jobs people have.</li> </ul>	<p><b>Employability</b></p> <p>B.2. A student who meets the content standard should identify possible career options, considering both employment and self-employment, and understand how changes in the workplace affect career choice.</p> <p>B.4. A student who meets the content standard should identify education and/or training needed for career options and advancement and develop a career plan.</p>	<p>Writing W.4 W.5 W.6</p> <p>Speaking and Listening SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p><b>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to identify a future career interest.</li> </ul>	<p><b>Employability</b></p> <p>B.1. A student who meets the content standard should identify and appreciate personal interests, aptitudes, abilities, and priorities.</p> <p>B.2. A student who meets the content standard should identify possible career options, considering both employment and self-employment, and understand how changes in the workplace affect career choice.</p>	<p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 6</p>

# JA Career Exploration Fair 3-5

Session Descriptions	Academic Standards	ALASKA ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job for Everyone</b></p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace.</li> <li>▪ Construct new understandings connected to prior knowledge.</li> </ul>	<p><b>Employability</b></p> <p>A.2. A student who meets the content standard should understand how to apply skills and academic knowledge in a variety of work settings.</p> <p>B.1. A student who meets the content standard should identify and appreciate personal interests, aptitudes, abilities, and priorities.</p>	<p>Speaking and Listening SL 1 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how school skills apply to career paths.</li> </ul>	<p><b>Employability</b></p> <p>B.2. A student who meets the content standard should identify possible career options, considering both employment and self-employment, and understand how changes in the workplace affect career choice.</p> <p>B.4. A student who meets the content standard should identify education and/or training needed for career options and advancement and develop a career plan.</p>	<p>Speaking and Listening SL 1 SL 3 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p><b>Post-JA Career Exploration Fair Activity: Someday I'll Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Prepare a personal interest "resume."</li> <li>▪ Begin to identify a future career interest.</li> </ul>	<p><b>Employability</b></p> <p>A.3 A student who meets the content standard should understand the process for seeking employment including résumé development, application completion, interview skills, and appropriate dress for work settings.</p> <p>B.2. A student who meets the content standard should identify possible career options, considering both employment and self-employment, and understand how changes in the workplace affect career choice.</p>	<p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 6</p>

# JA Career Speaker Series K-5

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Before the Event</b></p> <p>Students prepare questions for the speaker to answer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify skills and interests</li> <li>▪ Explain how the speaker’s job helps people in the community</li> </ul>	<p><b>Employability</b></p> <p>B.1. A student who meets the content standard should identify and appreciate personal interests, aptitudes, abilities, and priorities.</p> <p>B.2. A student who meets the content standard should identify possible career options, considering both employment and self-employment, and understand how changes in the workplace affect career choice.</p>	<p>Speaking and Listening</p> <p>SL 1</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>Speaker Day: Invite a Career Speaker to Class</b></p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Listen to a career speaker.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how interests and skills apply to careers.</li> </ul>	<p><b>Employability</b></p> <p>A.2. A student who meets the content standard should understand how to apply skills and academic knowledge in a variety of work settings.</p> <p>B.2. A student who meets the content standard should identify possible career options, considering both employment and self-employment, and understand how changes in the workplace affect career choice.</p>	<p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p><b>After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize career clusters.</li> <li>▪ Identify careers that relate to personal interests and skills.</li> </ul>	<p><b>Employability</b></p> <p>A.2. A student who meets the content standard should understand how to apply skills and academic knowledge in a variety of work settings.</p> <p>B.1. A student who meets the content standard should identify and appreciate personal interests, aptitudes, abilities, and priorities.</p> <p>B.4. A student who meets the content standard should identify education and/or training needed for career options and advancement and develop a career plan.</p>	<p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>