



empowering young people to
own their economic success®

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

Updated January 2018
Virginia Academic Standards
Virginia English Language Standards

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
www.ja.org

Overview

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

In this document, Junior Achievement programs are correlated to the Virginia Academic Standards for Social Studies, English Language Arts and Mathematics for grades K-5. 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.

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

JA Elementary School Programs

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

[*JA Our City*](#)[®] 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.

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

JA Ourselves

Session Details	Academic Standards	VA English Standards of Learning	VA Math
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify personal interests ▪ Consider the factors that determine their choices ▪ Define money 	<p>Economics K.7.a The student will recognize that people make choices because they cannot have everything they want.</p>	<p>Communication and Multimodal Literacies K.1.a-b,e K.2.a-b</p> <p>Reading K.3 K.4 K.5 K.7</p> <p>Writing K.10 K.11</p>	K.15
<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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the difference between needs and wants ▪ Create a simple chart 	<p>Economics K.7.a The student will recognize that people make choices because they cannot have everything they want.</p>	<p>Communication and Multimodal Literacies K.1. K.2.a,b</p> <p>Reading K.3.a-b K.4 K.5</p>	K.7 ^{ELO}
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the role of money in society ▪ Identify jobs they can do to earn money 	<p>Economics K.7.b The student will explain that people work to earn money to buy the things they want.</p> <p>Geography K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.</p>	<p>Communication and Multimodal Literacies K.1. K.2.a,b</p> <p>Reading K.3 K.5 K.7 K.8.b-e</p> <p>Writing K.10 K.11.b K.12^{ELO}</p>	K.3 K.13 ^{ELO} K.14 ^{ELO}
<p>Session Four: A Penny Saved</p> <p>Students are introduced to the concept of saving.</p> <p>Objectives: The students will be able to:</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>Communication and Multimodal Literacies K.1.a-b,e K.2.a-b</p> <p>Reading K.7.a-e</p>	K.2.a,c K.7

JA Ourselves

Session Details	Academic Standards	Core English Language Arts	Core Math
<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>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving ▪ Organize a chronological sequence of events 	<p>Civics</p> <p>K.8.a The student will demonstrate that being a good citizen involves taking turns and sharing.</p>	<p>Communication and Multimodal Literacies</p> <p>K.2.a,g K.3</p> <p>Reading</p> <p>K.3 K.4 K.5 K.6.c-d^{ELO} K.7 K.8.</p>	K.3

JA Our Families

Session Descriptions	Academic Standards	VA English Language Arts	VA Math
<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>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Begin to understand the similarities and differences between families ▪ Recognize the importance of businesses in neighborhoods 	<p>Civics</p> <p>The student will recognize that communities in Virginia</p> <p>c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.</p>	<p>Communication and Multimodal Literacies</p> <p>1.1.a,c,e 1.1.g-l 1.2.a-b</p> <p>Reading</p> <p>1.4 1.5 1.6 1.7.a-d</p> <p>Writing</p> <p>1.11 1.12a-d</p>	<p>NA</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>The students will be able to:</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>Economics</p> <p>1.8 The student will explain that people make choices because they cannot have everything they want.</p>	<p>Communication and Multimodal Literacies</p> <p>1.1.a,c,e 1.1.g-l 1.2.a-b</p> <p>Reading</p> <p>1.4 1.5 1.6 1.7.a-d</p>	<p>NA</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>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, goods, and services ▪ Interpret map symbols ▪ Identify the goods or services businesses provide 	<p>Economics</p> <p>1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.</p>	<p>Communication and Multimodal Literacies</p> <p>1.1 1.2</p>	<p>NA</p>

JA Our Families

Session Descriptions	Academic Standards	VA English Language Arts	VA Math
<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>The students will be able to:</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>Geography</p> <p>1.5 The student will construct a simple map of a familiar area, using basic map symbols in the map legend.</p>	<p>Communication and Multimodal Literacies</p> <p>1.1 1.2.a</p> <p>Reading</p> <p>1.6 1.7</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>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>Economics</p> <p>1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.</p>	<p>Communication and Multimodal Literacies</p> <p>1.1 1.2.a</p> <p>Reading</p> <p>1.6 1.7</p>	<p>1.5 1.6</p>

JA Our Community

Session Descriptions	Key Learning Objectives	English Language Arts	Math	Academic Standards
<p>Session One: People in a Community Working Together</p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p>	<p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Describe a community State how people contribute to and benefit from a community Identify the variety of jobs in a community and how each requires specific skills 	<p>Communication and Multimodal Literacies</p> <p>2.1.a-d 2.1.g-l</p> <p>Reading</p> <p>2.4 2.6</p>	<p>G.2.2</p> <p>Standards for Mathematical Practice 4</p>	<p>Civics</p> <p>2.10 2.12.b</p> <p>Geography</p> <p>2.6</p>
<p>Session Two: Sweet “O” Donuts</p> <p>Students learn that workers who produce goods and services earn money for their work.</p>	<p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Define the terms produce, product, production, goods, and services Apply innovation to the production process Explain that people in a community earn money by performing work 	<p>Communication and Multimodal Literacies</p> <p>2.1.a-d 2.1.g-l</p> <p>Reading</p> <p>2.4 2.6</p> <p>Writing</p> <p>2.9</p>	<p>OA.2.1 NBT.2.1 NBT.2.2 NBT.2.5 MD.2.7 MD.2.9</p> <p>Mathematical Practice 1-2 4 6</p>	<p>Economics</p> <p>2.7</p> <p>Civics</p> <p>2.10.d</p>
<p>Session Three: Business and Government Jobs</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>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Locate businesses and identify government careers Explain how taxation supports government services 	<p>Communication and Multimodal Literacies</p> <p>2.1.a-d 2.1.g-l</p> <p>Reading</p> <p>2.4 2.6</p> <p>Research</p> <p>2.12.a-d^{ELO}</p>	<p>OA.2.1</p> <p>Mathematical Practice 1-2 4-5 8</p>	<p>Geography</p> <p>2.6</p> <p>Civics</p> <p>2.10.a 2.10.c</p> <p>Economics</p> <p>2.8</p>
<p>Session Four: Let’s Vote!</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>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Apply a decision-making process Recognize voting as a way responsible citizens act and contribute to meet a community’s needs 	<p>Communication and Multimodal Literacies</p> <p>2.1.a-d 2.1.g-l</p> <p>Reading</p> <p>2.4 2.6</p>	<p>MD.2.7 MD.2.9</p> <p>Mathematical Practice 2 4</p>	<p>Civics</p> <p>2.10.b 210.c</p>
<p>Session Five: Money Moves in a Community</p> <p>Students learn about money and how it moves through a community.</p>	<p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Identify coins and money terms Describe how money flows through a community’s economy 	<p>Communication and Multimodal Literacies</p> <p>2.1.a-d 2.2.c</p> <p>Reading</p> <p>2.4 2.6</p>	<p>OA.2.1 NBT.2.1 NBT.2.2 NBT.2.5 MD.2.7 MD.2.9</p> <p>Mathematical Practice 1-2 5-7</p>	<p>Economics</p> <p>2.8</p>

JA Our City

Session Descriptions	Academic Standards	Virginia ELA	VA Math
<p>Session One: The Business Zone</p> <p>Students demonstrate an understanding of the different zones used in city planning and use the information to organize various businesses and industries within a city.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Recognize and name two city zones Describe the goods or services provided by businesses in a city 	<p>Geography</p> <p>3.6 The student will read and construct maps, tables, graphs, and/or charts.</p>	<p>Communication and Multimodal Literacies</p> <p>3.1.a-c</p> <p>Reading</p> <p>3.3</p> <p>3.4.c,d,e</p> <p>3.6.c</p> <p>Writing</p> <p>3.8^{ELO}</p>	<p>Measurement</p> <p>3.10</p>
<p>Session Two: Money Matters in a City</p> <p>Students examine the importance of money to a city.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Give an example of how taxes help a city Practice counting money and solving word problems 	NA	<p>Communication and Multimodal Literacies</p> <p>3.1.a-d</p> <p>3.1.g-h</p> <p>Reading</p> <p>3.3</p> <p>3.4.d-g</p> <p>3.6.b-c</p>	<p>Number Sense</p> <p>3.2</p> <p>Computation</p> <p>3.4</p>
<p>Session Three: Money on the Move</p> <p>Students learn how people earn income to pay for the goods and services sold in a city.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Define income and jobs Name two ways people pay for goods and services 	NA	<p>Communication and Multimodal Literacies</p> <p>3.1.a-d</p> <p>3.1.g-h</p> <p>Reading</p> <p>3.3</p> <p>3.4.d-g</p> <p>3.6.b-c</p>	<p>Computation</p> <p>3.4</p>
<p>Session Four: My Bank Account</p> <p>Students manage a personal bank account as if employed by and living in a city.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Pick from a list a reason for using a money ledger Explain how banks and credit unions help cities 	<p>Economics</p> <p>3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p>	<p>Communication and Multimodal Literacies</p> <p>3.1.a-d</p> <p>3.1.g-h</p> <p>Reading</p> <p>3.3</p> <p>3.4.d-g</p>	<p>Number Sense</p> <p>3.2</p> <p>Computation</p> <p>3.4</p>
<p>Session Five: Open for Business</p> <p>The students develop an understanding of how entrepreneurs provide a healthy economy within a city.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Define consumer, producer, and entrepreneur Explain what a business plan is used for 	NA	<p>Communication and Multimodal Literacies</p> <p>3.1.a-d</p> <p>3.1.g-h</p> <p>Reading</p> <p>3.3</p> <p>3.4.d-g</p> <p>3.6.b-c</p>	<p>Computation</p> <p>3.4</p>

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

JA Our Region

Session Details	Academic Standards	Virginia ELA	VA Math
<p>Session One: Be an Entrepreneur Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying their own entrepreneurial traits.</p> <p>Objectives:</p> <p>The students will be able to:</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>Skills VS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to d) draw conclusions and make generalizations;</p>	<p>Communication and Multimodal Literacies 4.1.a-d 4.1.g</p> <p>Reading 4.4.a,e 4.6.a,c</p>	<p>NA</p>
<p>Session Two: Resources–Tools for Entrepreneurs Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define natural, human, and capital resources ▪ Describe how products and services use resources 	<p>Skills VS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to</p> <p>i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</p> <p>VS.10 The student will demonstrate knowledge of government, geography, and economics by</p> <p>b) describing the major products and industries of Virginia’s five geographic regions;</p>	<p>Communication and Multimodal Literacies 4.1.a-d 4.1.g-i 4.2.a</p> <p>Reading 4.4.a,e 4.6.a,c,e</p> <p>Writing 4.7.a,d</p>	<p>NA</p>
<p>Session Three: Hot Dog Stand Game 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>The students will be able to:</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>NA</p>	<p>Communication and Multimodal Literacies 4.1.a-d 4.1.g-i 4.2.a</p> <p>Reading 4.4.a,e 4.6.a,f</p>	<p>4.3.a 4.4.b,d</p>

JA Our Region

Session Details	Academic Standards	Virginia ELA	VA Math
<p>Session Four: Entrepreneurs Solve Problems 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>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate the problem-solving process ▪ Identify the potential risks and rewards in making business decisions 	<p>Skills</p> <p>VS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to</p> <p>b) determine cause-and-effect relationships;</p>	<p>Communication and Multimodal Literacies 4.1.a-d 4.1.g-i</p> <p>Reading 4.4.a,e 4.6.a,c,d,e</p> <p>Writing 4.7.a,d</p>	<p>NA</p>
<p>Session Five: Entrepreneurs Go Global Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Apply the supply chain to a manufacturing example ▪ Explain how resource providers, businesses, and consumers are interdependent 	<p>Skills</p> <p>VS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to</p> <p>i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</p>	<p>Communication and Multimodal Literacies 4.1.a-d 4.1.g-i</p> <p>Reading 4.4.a,e 4.6.a,c,d,e</p>	<p>NA</p>

JA Our Nation

Session Details	Academic Standards	VA English Standards of Learning	VA Math
<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>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the characteristics of a free market economy ▪ Explain how pricing guides economic decisions 	<p>Skills</p> <p>USI.1.b The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to make connections between the past and the present.</p>	<p>Speaking and Listening</p> <p>5.1.a-f</p> <p>Reading</p> <p>5.4.a-b, f-g 5.6.a-g 5.6.i-m</p> <p>Research</p> <p>5.9.a,e-f</p>	<p>Computation and Estimation</p> <p>5.4^{ELO}</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>The students will be able to:</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>Skills</p> <p>USI.1.d The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to interpret ideas and events from different historical perspectives</p>	<p>Speaking and Listening</p> <p>5.1.a-f 5.2.a-i</p> <p>Reading</p> <p>5.4.a-b, f-g 5.6.a-g 5.6.i-m</p> <p>Writing</p> <p>5.7.c,i 5.8.b,f,j</p>	<p>Geometry</p> <p>5.12</p>
<p>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Examine career groupings and the skills necessary for a variety of careers. 	<p>Skills</p> <p>USI.1.e The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to evaluate and discuss issues orally and in writing;</p>	<p>Speaking and Listening</p> <p>5.1.a-f</p> <p>Reading</p> <p>5.4.a-b, f-g 5.6.a-g 5.6.i-m</p>	<p>Computation and Estimation</p> <p>5.4^{ELO}</p>

JA Our Nation

Session Details	Academic Standards	VA English Standards of Learning	VA Math
<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>The students will be able to:</p> <ul style="list-style-type: none"> Identify the soft skills wanted by today’s employers 	<p>Skills</p> <p>USI.1.b The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to make connections between the past and the present.</p>	<p>Speaking and Listening</p> <p>5.1.a-f 5.2.a-i</p> <p>Reading</p> <p>5.4.a-b, f-g 5.6.a-g 5.6.i-m</p> <p>Writing</p> <p>5.7.c,i 5.8.b,f,j</p>	<p>Computation and Estimation</p> <p>5.4^{ELO} 5.5^{ELO}</p>
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Discuss why businesses specialize and trade Define opportunity cost 	<p>Geography</p> <p>USI.2.a The student will use maps, globes, photographs, pictures, or tables to locate the seven continents and five oceans.</p> <p>Skills</p> <p>USI.1.f The student will demonstrate skill for historical and geographical analysis including the ability to analyze and interpret maps to explain relationships among landforms, water features, climatic Characteristics, and historical events.</p>	<p>Speaking and Listening</p> <p>5.1.a-f</p> <p>Reading</p> <p>5.4.a-b, f-g 5.6.a-g 5.6.i-m</p>	<p>NA</p>
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Identify three basic ways businesses are organized. 	<p>Skills</p> <p>USI.1.i Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.</p>	<p>Speaking and Listening</p> <p>5.1.a-f</p> <p>Reading</p> <p>5.4.a-b, f-g 5.6.a-g 5.6.i-m</p>	<p>NA</p>

JA More than Money

Session Descriptions	Academic Standards	Virginia ELA	VA Math
<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>The students will be able to:</p> <ul style="list-style-type: none"> Identify the role of money in everyday life Explain the benefits of using a savings account 	<p>Economics</p> <p>3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p>	<p>Grade 3 3.1.a,c,d 3.4 3.6.b,c,d</p> <p>Grade 4 4.1.a-d 4.4.a,c,e 4.6.a,c,d</p> <p>Grade 5 5.1.a-d 5.4 5.6.a,g</p>	<p>Grade 3 3.2 3.4</p> <p>Grade 4 4.3.a 4.4.a-b 4.5.c-d</p> <p>Grade 5 5.4 5.5.b</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>The students will be able to:</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>Economics</p> <p>3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p>	<p>Grade 3 3.1.a,c,d 3.1.f-h 3.2.a-d 3.4 3.6.d-g</p> <p>Grade 4 4.1.a-d 4.4. 4.6.c-e,h</p> <p>Grade 5 5.1.a-d 5.2.a,e 5.4 5.6.a-c</p>	<p>Grade 3 3.2 3.4</p> <p>Grade 4 4.3.a 4.4.a-b 4.5.c-d</p> <p>Grade 5 5.4 5.5.b</p>
<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>The students will be able to:</p> <ul style="list-style-type: none"> Identify the basic steps for building a small business Develop a basic business plan 		<p>Grade 3 3.1.a,c,d 3.1.f-h 3.2.a-d 3.4 3.6.d-g 3.7 3.8.a</p> <p>Grade 4 4.1.a-d 4.4. 4.6.c-e,h 4.7.a-d</p> <p>Grade 5 5.1.a-d 5.2.a,e 5.4 5.6.a-c 5.7.a-e</p>	<p>Grade 3 3.2 3.4</p> <p>Grade 4 4.3.a 4.4.a-b 4.5.c-d</p> <p>Grade 5 5.4 5.5.b</p>

JA More than Money

Session Descriptions	Academic Standards	Virginia ELA	VA Math
<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>The students will be able to:</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>Economics</p> <p>3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p>	<p>Grade 3 3.1.a,c,d 3.1.f-h 3.2.a-d 3.4 3.6.d-g</p> <p>Grade 4 4.1.a-d 4.1.g-i 4.4. 4.6.c-e,h</p> <p>Grade 5 5.1.a-d 5.2.a,e 5.4 5.6.a-c</p>	<p>Grade 3 3.2 3.4</p> <p>Grade 4 4.3.a 4.4.a-b 4.5.c-d</p> <p>Grade 5 5.4 5.5.b</p>
<p>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>The students will be able to:</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>Economics</p> <p>3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).</p>	<p>Grade 3 3.1.a,c,d 3.1.f-h 3.2.a-d 3.4</p> <p>Grade 4 4.1.a-d 4.1.g-i 4.2.c-e 4.4. 4.6.c-e,h</p> <p>Grade 5 5.1.a-d 5.2.a,e 5.4 5.6.a-c 5.7.a-e</p>	<p>NA</p>