

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



Updated April 2023
Academic Standards for Social Studies
Employability Skills

Junior Achievement USA
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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 Oklahoma Academic Standards for Social Studies and Employability Skills as well as Oklahoma standards for English Language Arts 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](#)[®] 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 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 Details	Social Studies	Employability Skills	OK ELA	OK Math
<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.4.3 Identify ways that people use their money, including spending and saving.</p>	<p>Communication</p> <ul style="list-style-type: none"> Applies what was heard to work. 	<p>K.2.PC.1-6</p> <p>K.2.PWS.1-4</p> <p>K.2.F.1-2</p> <p>K.3.W</p> <p>K.8.W</p> <p>K.6.W.2</p> <p>K.1.R.1-3</p> <p>K.3.R.3</p> <p>K.4.R.2</p>	<p>K.N.1.1</p> <p>K.N.1.5</p>
<p>Session Two: Do I Need What I Want?</p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the difference between needs and wants Create a simple chart 	<p>K.4.1 Describe the basic needs of all people: food, clothing, and shelter; differentiate between these needs and a want.</p>	<p>Communication</p> <ul style="list-style-type: none"> Speaks clearly and audibly. 	<p>K.2.PC.1-6</p> <p>K.2.PWS.1-4</p> <p>K.2.F.1-2</p> <p>K1.R.1-3</p> <p>K.3.R.3</p> <p>K.3.R.4</p> <p>K.4.R.1</p> <p>K.4.R.2</p>	<p>K.N.1.3</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.4.2 Explain the relationship between work and earning money.</p>	<p>Systems Thinking</p> <ul style="list-style-type: none"> Understands job description and duties. 	<p>K K.2.PC.1-6</p> <p>K.2.PWS.1-4</p> <p>K.2.F.1-2</p> <p>K.6.W.2</p> <p>K.1.R.1-3</p> <p>K.3.R.3</p> <p>K.3.R.4</p> <p>K.4.R.1</p> <p>K.8.R</p> <p>K.4.R.2</p>	<p>K.N.1.1,3, 5</p>

JA Ourselves

Session Details	Social Studies	Employability Skills	OK ELA	OK Math
<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.4.3 Identify ways that people use their money, including spending and saving.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Speaks clearly and audibly. 	<p>K.2.PC.1-6 K.2.PWS.1-4 K.2.F.1-2 K.1.R.1-3 K.3.R.4 K.4.R.1 K.4.R.2</p>	<p>K.N.1.1</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.4.3 Identify ways that people use their money, including spending and saving.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Speaks clearly and audibly. 	<p>K.2.PC.1-6 K.2.PWS.1-4 K.2.F.1-2 K.3.W K.6.W.2 K.1.R.1-3 K.3.R.3 K.3.R.4 K.4.R.1 K.8.R</p>	<p>K.N.1.1,3, 5</p>

JA Our Families

Session Descriptions	Social Studies	Employability Skills	OK ELA	OK 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>Students will:</p> <ul style="list-style-type: none"> ▪ Begin to understand the similarities and differences between families ▪ Recognize the importance of businesses in neighborhoods 	<p>1.1.2 Describe how citizens within communities work together to accomplish common tasks and fulfill roles of authority.</p> <p>1.2.4 Compare the features of urban and rural communities.</p> <p>1.2.5 Describe community customs and traditions as basic elements of culture.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Speaks clearly and audibly. 	<p>1.2.PA.1-6</p> <p>1.2.PC.1-2</p> <p>1.2. PWS.1-3</p> <p>1.2.F.1-2</p> <p>1.3.R.4</p> <p>1.3.R.3</p> <p>1.6.R.2</p> <p>1.8.R</p> <p>1.3.W.3</p> <p>1.3.W.2</p> <p>1.2.W.2</p> <p>1.1.R.1</p> <p>1.1.R.2</p>	<p>N/A</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>1.4.1 Explain the costs and benefits of spending and saving in order to meet needs and wants.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Speaks clearly and audibly. 	<p>1.2.PA.1-6</p> <p>1.2.PC.1-2</p> <p>1.2. PWS.1-3</p> <p>1.2.F.1-2</p> <p>1.3.R.4</p> <p>1.7.R.2.</p> <p>1.4.R.3</p> <p>1.6.R.2</p> <p>1.8.R</p> <p>1.1.R.1</p> <p>1.1.R.2</p> <p>1.1.R.3</p> <p>1.5.R.1.-5</p> <p>1.4.R.1-5</p>	<p>1.D.1.1</p>

JA Our Families

Session Descriptions	Social Studies	Employability Skills	OK ELA	OK Math
<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>1.2.1 Describe the difference between physical and political maps; construct basic maps of specific places.</p> <p>1.2.2 Identify cardinal directions and use them to identify specific locations on a map.</p> <p>1.4.3 Identify and explain the roles of consumers and producers in the American economy.</p>	<p>Communication</p> <ul style="list-style-type: none"> Applies what was heard to work. 	<p>1.2.PA.1-6</p> <p>1.2.PC.1-2</p> <p>1.2. PWS.1-3</p> <p>1.2.F.1-2</p> <p>1.3.R.4</p> <p>1.7.R.2.</p> <p>1.4.R.3</p> <p>1.6.R.2</p> <p>1.8.R</p> <p>1.3.W.3</p> <p>1.3.W.2</p> <p>1.2.W.2</p> <p>1.1.R.1</p>	<p>1.D.1.1</p>
<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>1.4.2 Describe ways people are paid for their labor and how goods and services are purchased using money and credit.</p> <p>1.4.3 Identify and explain the roles of consumers and producers in the American economy.</p>	<p>Communication</p> <ul style="list-style-type: none"> Applies what was heard to work. <p>Systems Thinking</p> <ul style="list-style-type: none"> Understands job description and duties. 	<p>1.2.PA.1-6</p> <p>1.2.PC.1-2</p> <p>1.2. PWS.1-3</p> <p>1.2.F.1-2</p> <p>1.6.R.2</p> <p>1.3.W.3</p> <p>1.1.R.1</p> <p>1.1.R.2</p> <p>1.1.R.3</p> <p>1.2.W.2</p> <p>1.5.R.1.-5</p>	<p>N/A</p>

JA Our Families

Session Descriptions	Social Studies	Employability Skills	OK ELA	OK Math
<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>1.4.2 Describe ways people are paid for their labor and how goods and services are purchased using money and credit.</p> <p>1.4.3 Identify and explain the roles of consumers and producers in the American economy.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Applies what was heard to work. 	<p>1.2.PA.1-6</p> <p>1.2.PC.1-2</p> <p>1.2. PWS.1-3</p> <p>1.3.R.4</p> <p>1.7.R.2.</p> <p>1.4.R.3</p> <p>1.6.R.2</p> <p>1.8.R</p> <p>1.3.W.3</p> <p>1.3.W.2</p> <p>1.2.W.2</p> <p>1.1.R.1</p> <p>1.1.R.2</p>	<p>1.D.1.1</p>

JA Our Community

Session Descriptions	Social Studies	Employability Skills	OK ELA	OK Math
<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>Students will:</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>2.1.5 Explain how all people can play an important role in their community.</p> <p>2.2.5 Describe how communities modify the environment to meet their needs.</p> <p>2.4.2 Explain how barter and trade can lead to interdependence among communities.</p> <p>2.4.3 Describe the connection between taxes and community services, including schools, sanitation and water, fire and police protection, parks and recreation, libraries, and roads.</p>	<p>Systems Thinking</p> <ul style="list-style-type: none"> • Understands job description and duties. 	<p>2.6.R.2</p> <p>2.3.R.7</p> <p>2.4.R.3</p> <p>2.6.R.2</p> <p>2.2.PWS.1-3</p> <p>2.2.F.1-2</p> <p>2.1.R.1-4</p> <p>2.5.R.1-5</p>	<p>2.G.M.1.2</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>Students will:</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>2.4.1 Explain the importance of supply and demand in the consumer and producer relationship.</p> <p>2.4.2 Explain how barter and trade can lead to interdependence among communities.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Applies what was heard to work. 	<p>2.2.PWS.1-3</p> <p>2.2.F.1-2</p> <p>2.1.R.1-4</p> <p>2.5.R.1-5</p>	<p>2.N.2</p> <p>2.N.1</p> <p>2.GM.3</p>

JA Our Community

Session Descriptions	Social Studies	Employability Skills	OK ELA	OK Math
<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>Students will:</p> <ul style="list-style-type: none"> ▪ Locate businesses and identify government careers. ▪ Explain how taxation supports government services. 	<p>2.4.2 Explain how barter and trade can lead to interdependence among communities.</p> <p>2.4.3 Describe the connection between taxes and community services, including schools, sanitation and water, fire and police protection, parks and recreation, libraries, and roads.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Speaks clearly and audibly. • Applies what was heard to work. 	<p>2.3.R.7</p> <p>2.4.R.3</p> <p>2.6.R.2</p> <p>2.2.PWS.1-3</p> <p>2.2.F.1-2</p> <p>2.1.R.1-4</p> <p>2.5.R.1-5</p>	<p>2.N.2</p>
<p>The 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>Students will:</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>2.1.3 Explain how active citizens participate in the government by voting to elect officials that represent them.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Applies what was heard to work. 	<p>2.2.PWS.1-3</p> <p>2.2.F.1-2</p> <p>2.1.R.1-4</p> <p>2.5.R.1-3</p> <p>2.5.R.1.5</p>	<p>2.GM.3</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>Students will:</p> <ul style="list-style-type: none"> ▪ Identify coins and money terms. ▪ Describe how money flows through a community's economy. 	<p>2.4.2 Explain how barter and trade can lead to interdependence among communities.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Applies what was heard to work. 	<p>2.6.R.2</p> <p>2.3.R.7</p> <p>2.4.R.3</p> <p>2.6.R.2</p> <p>2.2.PWS.1-3</p> <p>2.2.F.1-2</p> <p>2.1.R.1-4</p> <p>2.5.R.1-5</p>	<p>2.N.2</p> <p>2.N.1</p> <p>2.GM.3</p>

JA Our Community 2.0

Session Details	Social Studies	Employability Skills	OK ELA	OK MATH
<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>2.2.1 Construct basic maps using cardinal directions and map symbols.</p> <p>2.1.5 Explain how all people can play an important role in their community.</p> <p>2.2.5 Describe how communities modify the environment to meet their needs.</p> <p>2.4.2 Explain how barter and trade can lead to interdependence among communities.</p> <p>2.4.3 Describe the connection between taxes and community services, including schools, sanitation and water, fire and police protection, parks and recreation, libraries, and roads.</p>	<p>Systems Thinking</p> <ul style="list-style-type: none"> Understands job description and duties. <p>Communication</p> <ul style="list-style-type: none"> Applies what was heard to work. Speaks clearly and audibly. 	<p>2.6.R.2</p> <p>2.3.R.7</p> <p>2.4.R.3</p> <p>2.6.R.2</p> <p>2.2.PWS.1-3</p> <p>2.2.F.1-2</p> <p>2.1.R.1-4</p> <p>2.5.R.1-5</p>	<p>2.G.M.1.2</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>2.4.1 Explain the importance of supply and demand in the consumer and producer relationship.</p> <p>2.4.2 Explain how barter and trade can lead to interdependence among communities.</p>	<p>Communication</p> <ul style="list-style-type: none"> Applies what was heard to work. 	<p>2.2.PWS.1-3</p> <p>2.2.F.1-2</p> <p>2.1.R.1-4</p> <p>2.5.R.1-5</p>	<p>2.N.2</p> <p>2.N.1</p> <p>2.GM.3</p>

JA Our Community 2.0

Session Details	Social Studies	Employability Skills	OK ELA	OK MATH
<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>2.4.2 Explain how barter and trade can lead to interdependence among communities.</p> <p>2.4.3 Describe the connection between taxes and community services, including schools, sanitation and water, fire and police protection, parks and recreation, libraries, and roads.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Speaks clearly and audibly. • Applies what was heard to work. 	<p>2.3.R.7</p> <p>2.4.R.3</p> <p>2.6.R.2</p> <p>2.2.PWS.1-3</p> <p>2.2.F.1-2</p> <p>2.1.R.1-4</p> <p>2.5.R.1-5</p>	<p>2.N.2</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>2.1.3 Explain how active citizens participate in the government by voting to elect officials that represent them.</p> <p>2.1.5 Explain how all people can play an important role in their community.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Applies what was heard to work. 	<p>2.2.PWS.1-3</p> <p>2.2.F.1-2</p> <p>2.1.R.1-4</p> <p>2.5.R.1-3</p> <p>2.5.R.1.5</p>	<p>2.GM.3</p>

JA Our Community 2.0

Session Details	Social Studies	Employability Skills	OK ELA	OK MATH
<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>2.4.2 Explain how barter and trade can lead to interdependence among communities.</p> <p>2.1.5 Explain how all people can play an important role in their community.</p> <p>2.1.3 Explain how active citizens participate in the government by voting to elect officials that represent them.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Applies what was heard to work. 	<p>2.6.R.2</p> <p>2.3.R.7</p> <p>2.4.R.3</p> <p>2.6.R.2</p> <p>2.2.PWS.1-3</p> <p>2.2.F.1-2</p> <p>2.1.R.1-4</p> <p>2.5.R.1-5</p>	<p>N/A</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>N/A</p>	<p>Communication</p> <ul style="list-style-type: none"> • Speaks clearly and audibly. • Applies what was heard to work. 	<p>2.6.R.2</p> <p>2.3.R.7</p> <p>2.4.R.3</p> <p>2.6.R.2</p> <p>2.2.PWS.1-3</p> <p>2.2.F.1-2</p> <p>2.1.R.1-4</p> <p>2.5.R.1-5</p>	<p>N/A</p>

JA Our City

Session Descriptions	Social Studies	Employability Skills	OK ELA	OK Math
<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>3.2.3 Identify the characteristics of renewable and non-renewable resources and evaluate the role of citizens in conserving natural resources.</p> <p>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</p>	<p>Communication</p> <ul style="list-style-type: none"> Speaks clearly and audibly. 	<p>3.1.R.1</p> <p>3.1.R.2</p> <p>3.1.R.3</p> <p>3.2.PWS.1-3</p> <p>3.2.F.1-2</p> <p>3.3.W.2</p> <p>3.6.W.1</p> <p>3.5.R.1-5</p> <p>3.5.W.1-4</p> <p>3.4.R.1</p> <p>3.7.R.1</p> <p>3.2.R.1</p>	<p>3.GM.2</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>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</p>	<p>Communication</p> <ul style="list-style-type: none"> Applies what was heard to work. 	<p>3.1.R.1</p> <p>3.1.R.2</p> <p>3.1.R.3</p> <p>3.2.PWS.1-3</p> <p>3.2.F.1-2</p> <p>3.6.W.1</p> <p>3.6.W.2</p> <p>3.5.R.1-5</p> <p>3.5.W.1-4</p> <p>3.4.R.1</p> <p>3.7.R.1</p> <p>3.2.R.1</p>	<p>N/A</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>3.4.2 Summarize how the factors of scarcity and surplus and the laws of supply and demand of natural and human resources require people to make choices about producing and consuming goods and services.</p>	<p>Communication</p> <ul style="list-style-type: none"> Applies what was heard to work. 	<p>3.1.R.1</p> <p>3.1.R.2</p> <p>3.1.R.3</p> <p>3.2.PWS.1-3</p> <p>3.2.F.1-2</p> <p>3.5.R.1-5</p> <p>3.5.W.1-4</p> <p>3.4.R.1</p>	<p>N/A</p>

JA Our City

Session Descriptions	Social Studies	Employability Skills	OK ELA	OK Math
<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>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</p> <p>3.4.2 Summarize how the factors of scarcity and surplus and the laws of supply and demand of natural and human resources require people to make choices about producing and consuming goods and services.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Speaks clearly and audibly. • Applies what was heard to work. 	<p>3.1.R.1</p> <p>3.1.R.2</p> <p>3.1.R.3</p> <p>3.2.PWS.1-3</p> <p>3.2.F.1-2</p> <p>3.5.R.1-5</p> <p>3.5.W.1-4</p> <p>3.4.R.1</p> <p>3.7.R.1</p> <p>3.2.R.1</p>	N/A
<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>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</p> <p>3.4.2 Summarize how the factors of scarcity and surplus and the laws of supply and demand of natural and human resources require people to make choices about producing and consuming goods and services.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Speaks clearly and audibly. • Applies what was heard to work. 	<p>3.1.R.1</p> <p>3.1.R.2</p> <p>3.1.R.3</p> <p>3.2.PWS.1-3</p> <p>3.2.F.1-2</p> <p>3.3.W.2</p> <p>3.5.R.1-5</p> <p>3.5.W.1-4</p> <p>3.4.R.1</p> <p>3.7.R.1</p> <p>3.2.R.1</p>	N/A

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

JA Our Region

Session Details	Social Studies	Employability Skills	OK ELA
<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>4.4.1 Analyze how humans adapt to and modify their environments in order to survive and grow. A. Explain how humans depend upon the physical environment for food, shelter, and economic activities.</p>	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Works as part of team. • Follows team norms. • Gives feedback to teammates 	<p>4.3.R.7</p> <p>4.2.R.1</p> <p>4.4.R.1</p> <p>4.6.R.2</p> <p>4.2.PWS.1</p> <p>4.2.F.1-2</p> <p>4.5.R.1-5</p> <p>4.1.R.1-3</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>4.4.1.A. Explain how humans depend upon the physical environment for food, shelter, and economic activities.</p> <p>4.4.1.B. Distinguish between renewable and nonrenewable resources.</p> <p>4.4.2.B. Identify the major economic activities of each region of the United States by comparing how people satisfy their basic needs through the production of goods and services.</p> <p>4.4.2.C. Describe the relative location of natural resources, such as fossil fuels, minerals and soils, and their relationship to each region’s major economic activities, including agriculture, manufacturing, transportation, energy, and services.</p>	<p>Communication</p> <ul style="list-style-type: none"> • Speaks clearly and audibly. • Applies what was heard to work. 	<p>4.4.R.1-5</p> <p>4.6.R.2</p> <p>4.2.PWS.1</p> <p>4.2.F.1-2</p> <p>4.1.R.1-3</p> <p>4.5.R.1-5</p>

JA Our Region

Session Details	Social Studies	Employability Skills	OK ELA
<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>4.4 The student will identify basic economic activities of the United States.</p>	<p>Systems Thinking</p> <ul style="list-style-type: none"> • Understands job description and duties. 	<p>4.3.R.7</p> <p>4.2.R.1</p> <p>4.2.R.4</p> <p>4.4.R.1</p> <p>4.6.R.2</p> <p>4.2.PWS.1</p> <p>4.2.F.1-2</p> <p>4.1.R.1-3</p> <p>4.5.R.1-5</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>N/A</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Proposes familiar approaches to address workplace challenges or complete tasks • Identifies a set of actions to arrive at a solution 	<p>4.2.R.4</p> <p>4.3.R.7</p> <p>4.4.R.1-5</p> <p>4.6.R.2</p> <p>4.2.PWS.1</p> <p>4.2.F.1-2</p> <p>4.1.R.1-3</p> <p>4.5.R.1-5</p>

JA Our Region

Session Details	Social Studies	Employability Skills	OK ELA
<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 	<p>4.4.2 Describe the patterns and networks of economic interdependence among regions of the United States.</p>	<p>N/A</p>	<p>4.2.R.4</p> <p>4.4.R.1-5</p> <p>4.6.R.2</p> <p>4.2.PWS.1</p> <p>4.2.F.1-2</p> <p>4.1.R.1-3</p> <p>4.5.R.1-5</p>

JA Our Nation

Session Details	Employability Skills	OK ELA	OK 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>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the characteristics of a free market economy ▪ Explain how pricing guides economic decisions 	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Works as part of team. • Follows team norms. • Gives feedback to teammates. 	<p>5.3.R.1</p> <p>5.2.R.3</p> <p>5.4.R.1-5</p> <p>5.6.R.2</p> <p>5.2.W.2</p> <p>5.4.W.1-2</p> <p>5.1.R.1-3</p> <p>5.5.R.1-3</p>	<p>5.N.1</p> <p>5.N.2</p> <p>5.N.3</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>Information Use</p> <ul style="list-style-type: none"> • Identifies which information is relevant and important to tasks. 	<p>5.3.R.1</p> <p>5.2.R.3</p> <p>5.4.R.1-5</p> <p>5.6.R.2</p> <p>5.1.R.1-3</p>	<p>5.A.2</p> <p>5.N.1</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>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates a willingness to learn and listen to directions. <p>Critical Thinking</p> <ul style="list-style-type: none"> • Identifies alternative solutions and ideas to address workplace challenges and complete tasks 	<p>5.3.R.1</p> <p>5.2.R.3</p> <p>5.4.R.1-5</p> <p>5.6.R.2</p> <p>5.1.R.1-3</p>	<p>5.N.1</p>

JA Our Nation

Session Details	Employability Skills	OK ELA	OK 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>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the soft skills wanted by today's employers 	<p>Communication</p> <ul style="list-style-type: none"> • Understands and follows written directions • Maintains appropriate eye contact and appropriate body language when speaking with others. • Applies what was heard to work 	<p>5.3.R.1</p> <p>5.2.R.3</p> <p>5.4.R.1-5</p> <p>5.6.R.2</p> <p>5.1.R.1-3</p>	<p>5.A.2</p> <p>5.N.1</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>Students will:</p> <ul style="list-style-type: none"> ▪ Discuss why businesses specialize and trade ▪ Define opportunity cost 	<p>Resource Management</p> <ul style="list-style-type: none"> • Identifies resources needed to complete projects or tasks. <p>Interpersonal</p> <ul style="list-style-type: none"> • Works as part of a team • Follows team norms 	<p>5.3.R.1</p> <p>5.2.R.3</p> <p>5.6.R.2</p> <p>5.1.R.1-3</p> <p>5.4.R.1-5</p>	<p>NA</p>
<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. 	<p>N/A</p>	<p>5.1.R.1-3</p> <p>5.4.R.1.-5</p>	<p>NA</p>

JA More than Money

Session Descriptions	Social Studies	Employability Skills	OK ELA	OK 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>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>3.4 The student will identify and describe basic economic activities creating prosperity in the state of Oklahoma.</p>	<p>Applied Knowledge: Mathematics</p> <ul style="list-style-type: none"> Translate practical problems into useful mathematical expressions 	<p>3.1.R.1</p> <p>3.1.R.2</p> <p>3.1.R.3</p> <p>3.2.PWS.1-3</p> <p>3.2.F.1-2</p> <p>3.3.W.2</p> <p>3.6.W.1</p> <p>3.5.R.1-5</p> <p>3.5.W.1-4</p> <p>3.4.R.1</p> <p>3.7.R.1</p> <p>3.2.R.1</p>	<p>3.N.1</p> <p>3.N.2</p> <p>3.N.3</p> <p>4.N.2</p> <p>5.N.2</p> <p>5.N.3</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>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</p> <p>3.4.2 Summarize how the factors of scarcity and surplus and the laws of supply and demand of natural and human resources require people to make choices about producing and consuming goods and services.</p>	<p>Applied Academic Skills</p> <ul style="list-style-type: none"> Understands which academic knowledge and skills are most relevant to achieving career goals. 	<p>3.1.R.1</p> <p>3.1.R.2</p> <p>3.1.R.3</p> <p>3.2.PWS.1-3</p> <p>3.2.F.1-2</p> <p>3.3.W.2</p> <p>3.6.W.1</p> <p>3.5.R.1-5</p> <p>3.5.W.1-4</p> <p>3.4.R.1</p> <p>3.7.R.1</p> <p>3.2.R.1</p>	<p>3.N.3</p> <p>4.N.2</p> <p>5.N.2</p> <p>5.N.3</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>Students will:</p> <ul style="list-style-type: none"> Identify the basic steps for building a small business Develop a basic business plan 	<p>4.4 The student will identify basic economic activities of the United States.</p>	<p>Applied Academic Skills</p> <ul style="list-style-type: none"> Identifies a set of actions to arrive at a solution <p>Critical Thinking</p> <ul style="list-style-type: none"> Sets specific task, project, and/or career goal(s). 	<p>3.1.R.1</p> <p>3.1.R.2</p> <p>3.1.R.3</p> <p>3.2.PWS.1-3</p> <p>3.2.F.1-2</p> <p>3.3.W.2</p> <p>3.6.W.1</p> <p>3.5.R.1-5</p> <p>3.5.W.1-4</p> <p>3.4.R.1</p> <p>3.7.R.1</p> <p>3.2.R.1</p>	<p>3.N.3</p> <p>4.N.2</p> <p>5.N.2</p> <p>5.N.3</p>

JA More than Money

Session Descriptions	Social Studies	Employability Skills	OK ELA	OK 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>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>3.4 The student will identify and describe basic economic activities creating prosperity in the state of Oklahoma.</p> <p>4.4 The student will identify basic economic activities of the United States.</p>	<p>Communication</p> <ul style="list-style-type: none"> Understands and follows written directions. Reads materials specific to work or tasks. <p>Applied Academic Skills</p> <ul style="list-style-type: none"> Identifies pros and cons of ideas, approaches, and solutions. 	<p>3.1.R.1</p> <p>3.1.R.2</p> <p>3.1.R.3</p> <p>3.2.PWS.1-3</p> <p>3.2.F.1-2</p> <p>3.3.W.2</p> <p>3.6.W.1</p> <p>3.5.R.1-5</p> <p>3.5.W.1-4</p> <p>3.4.R.1</p> <p>3.7.R.1</p> <p>3.2.R.1</p>	<p>3.N.3</p> <p>4.N.2</p> <p>5.N.2</p> <p>5.N.3</p>
<p>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Explore reasons why businesses import and export goods Describe the economic considerations related to selling in a global market Define opportunity cost 	<p>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</p> <p>3.4.2 Summarize how the factors of scarcity and surplus and the laws of supply and demand of natural and human resources require people to make choices about producing and consuming goods and services.</p>	<p>Resource Management</p> <ul style="list-style-type: none"> Identifies resources needed to complete projects or tasks. 	<p>3.1.R.1</p> <p>3.1.R.2</p> <p>3.1.R.3</p> <p>3.2.PWS.1-3</p> <p>3.2.F.1-2</p> <p>3.3.W.2</p> <p>3.6.W.1</p> <p>3.5.R.1-5</p> <p>3.5.W.1-4</p> <p>3.4.R.1</p> <p>3.7.R.1</p> <p>3.2.R.1</p>	<p>NA</p>

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

JA Career Exploration Fair K-2

Session Descriptions	Social Studies	Employability Skills	OK 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.4.2 Explain the relationship between work and earning money.</p> <p>K.4.4 Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student’s life.</p>	<p>Applied Academic Skills</p> <ul style="list-style-type: none"> • Understands which academic knowledge and skills are most relevant to achieving career goals 	<p>Grades K-2</p> <p>2.PC.1-6</p> <p>2.PWS.1-4</p> <p>2.F.1-2</p> <p>3.W</p> <p>8.W</p> <p>6.W.2</p> <p>1.R.1-3</p> <p>3.R.3</p> <p>4.R.2</p>
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Observe speakers and the tools they use. ▪ Identify the variety of careers people have in the community and how each job requires specific skills. ▪ Express ideas and questions concerning the jobs people have. 	<p>K.4.2 Explain the relationship between work and earning money.</p> <p>K.4.4 Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student’s life.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates a willingness to learn and listen to directions. • Follows rules and safety procedures. • Is respectful to others. 	<p>Grades K-2</p> <p>2.PC.1-6</p> <p>2.PWS.1-4</p> <p>2.F.1-2</p> <p>3.W</p> <p>8.W</p> <p>6.W.2</p> <p>1.R.1-3</p> <p>3.R.3</p> <p>4.R.2</p>
<p>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Begin to identify a future career interest. 	<p>K.4.2 Explain the relationship between work and earning money.</p> <p>K.4.4 Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student’s life.</p>	<p>Systems Thinking</p> <ul style="list-style-type: none"> • Understands job description and duties 	<p>Grades K-2</p> <p>2.PC.1-6</p> <p>2.PWS.1-4</p> <p>2.F.1-2</p> <p>3.W</p> <p>8.W</p> <p>6.W.2</p> <p>1.R.1-3</p> <p>3.R.3</p> <p>4.R.2</p>

JA Career Exploration Fair 3-5

Session Descriptions	Social Studies	Employability Skills	OK 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>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</p>	<p>Systems Thinking</p> <ul style="list-style-type: none"> Understands job description and duties <p>Applied Academic Skills</p> <ul style="list-style-type: none"> Understands which academic knowledge and skills are most relevant to achieving career goals 	<p>Grades 3-5</p> <p>1.R.1</p> <p>1.R.2</p> <p>1.R.3</p> <p>2.PWS.1-3</p> <p>2.F.1-2</p> <p>5.R.1-5</p> <p>5.W.1-4</p> <p>4.R.1</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>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn and listen to directions. Follows rules and safety procedures. Is respectful to others. 	<p>Grades 3-5</p> <p>1.R.1</p> <p>1.R.2</p> <p>1.R.3</p> <p>2.PWS.1-3</p> <p>2.F.1-2</p> <p>5.R.1-5</p> <p>5.W.1-4</p> <p>4.R.1</p> <p>7.R.1</p>
<p>Post-JA Career Exploration Fair Activity: Someday I'll Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Prepare a personal interest "resume." Begin to identify a future career interest. 	<p>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</p>	<p>Information Use</p> <ul style="list-style-type: none"> Uses reliable sources to identify information. Identifies which information is relevant and important to tasks. 	<p>Grades 3-5</p> <p>1.R.1</p> <p>1.R.2</p> <p>1.R.3</p> <p>2.PWS.1-3</p> <p>2.F.1-2</p> <p>5.R.1-5</p> <p>5.W.1-4</p> <p>4.R.1</p> <p>7.R.1</p>

JA Career Speaker Series K-5

Session Descriptions	Social Studies	Employability Skills	OK 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>K.4.2 Explain the relationship between work and earning money.</p> <p>K.4.4 Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student’s life.</p> <p>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</p>	<p>N/A</p>	<p>Grades K-5</p> <p>2.R.1</p> <p>2.R.4</p> <p>4.4.3</p> <p>1.R.1-3</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>K.4.2 Explain the relationship between work and earning money.</p> <p>K.4.4 Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student’s life.</p> <p>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates a willingness to learn and listen to directions. • Follows rules and safety procedures. • Is respectful to others. 	<p>Grades K-5</p> <p>2.R.1</p> <p>2.R.4</p> <p>4.4.3</p> <p>1.R.1-3</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>K.4.2 Explain the relationship between work and earning money.</p> <p>K.4.4 Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student’s life.</p> <p>3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.</p>	<p>Systems Thinking</p> <ul style="list-style-type: none"> • Understands job description and duties <p>Applied Academic Skills</p> <ul style="list-style-type: none"> • Understands which academic knowledge and skills are most relevant to achieving career goals 	<p>Grades K-5</p> <p>2.R.1</p> <p>2.R.4</p> <p>4.4.3</p> <p>1.R.1-3</p> <p>7.W.2</p>