

A Correlation:
SOUTH DAKOTA
Academic Standards and
Junior Achievement
Elementary School Programs



Updated June 2025

[South Dakota Social Studies
Standards](#)

[South Dakota Essential Skills](#)

[South Dakota English Language
Arts Standards \(adopted 2025\)](#)

[South Dakota Math Standards](#)

Junior Achievement USA
12320 Oracle Blvd.
Ste 325
Colorado Springs, CO 80921

Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across Academic 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 State core Standards for Academic, English Language Arts (ELA) and Mathematics, as well as Family and Consumer Sciences and Career, Education and Work, where applicable. Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

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

JA Elementary School Learning Experiences

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

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

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

[JA Our City](#)^{® 1.0} introduces students to the intersection of financial literacy and third-grade Academic 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	Academic Standards	Essential Skills	ELA	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>Social Studies</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>M. The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want (E)</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>F. The student can give examples of goods (made, gathered, or grown products) that people buy, sell, and use. (E)</p> <p>G. The student can give examples of services (actions) that people buy and sell. (E)</p> <p>H. The student can give examples of a trade-off when working, buying, selling, and saving. (E)</p> <p>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade</p> <p>H. The student can give examples of a trade-off when working, buying, selling, and saving. (E)</p> <p>I. The student can give examples of different ways that a group of people can make decisions. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills. <p>CRS 1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. Analyzes elements of a problem situation to develop solutions. <p>CRS 4: Make sense of problems and persevere in solving them</p> <p>4.2 Problem Solving</p> <ul style="list-style-type: none"> Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 10: Manage personal career development</p> <p>10.1 Planning</p> <ul style="list-style-type: none"> Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. 	<p>Reading Informational Texts</p> <p>3.RI.7 3.RI.9</p> <p>Reading Foundational Skills</p> <p>3.RF.3 3.RF.4</p> <p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Speaking & Listening</p> <p>3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data</p> <p>K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p>

JA Ourselves

Session Details	Academic Standards	Essential Skills	ELA	Math
<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>Social Studies</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>M. The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want (E)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills. <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. • Presentations • Prepares presentations to provide information for specific purposes and audiences. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> • Uses professional etiquette and observes social protocols when communicating. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. 	<p>Language 3.L.1 – 3.L.6</p> <p>Writing 3.W.2 3.W.4</p> <p>Speaking & Listening 3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p> <p>Operations & Algebraic Thinking K.OA.A.2,5 1.OA.A.1 1.OA.A.1-2 1.OA.C.6 2.OA.A.1</p> <p>Number & Operations 1.NBT.C.4 2.NBT.B.5 3.NBT.A.1</p>

JA Ourselves

Session Details	Academic Standards	Essential Skills	ELA	Math
<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>Social Studies</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>M. The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want (E)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> ● Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.2 Writing</p> <ul style="list-style-type: none"> ● Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. 	<p>Reading Literature</p> <p>3.RL.2 3.RL.3</p> <p>Reading Informational Texts</p> <p>3.RI.7 3.RI.9</p> <p>Reading Foundational Skills</p> <p>3.RF.3 3.RF.4</p> <p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Speaking & Listening</p> <p>3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data</p> <p>K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p>

JA Ourselves

Session Details	Academic Standards	Essential Skills	ELA	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>Social Studies</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>M. The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want (E)</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>H. The student can give examples of a trade-off when working, buying, selling, and saving. (E)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills. <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> • Uses professional etiquette and observes social protocols when communicating. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. 	<p>Reading Informational Texts 3.RI.7</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Speaking & Listening 3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p> <p>Operations & Algebraic Thinking K.OA.A.2,5 1.OA.A.1 1.OA.A.1-2 1.OA.C.6 2.OA.A.1</p> <p>Number & Operations 1.NBT.C.4 2.NBT.B.5 3.NBT.A.1</p>

JA Ourselves

Session Details	Academic Standards	Essential Skills	ELA	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>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving ▪ Organize a chronological sequence of events 	<p>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>C. The student can place events in his or her life in the correct chronological order. (H)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills. <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> • Uses professional etiquette and observes social protocols when communicating. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. 	<p>Reading Literature</p> <p>3.RL.2 3.RL.3</p> <p>Reading Informational Texts</p> <p>3.RI.7</p> <p>Reading Foundational Skills</p> <p>3.RF.3 3.RF.4</p> <p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Writing</p> <p>3.W.2 3.W.4</p> <p>Speaking & Listening</p> <p>3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data</p> <p>K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p>

JA Our Families

Session Descriptions	Academic Standards	Essential Skills	ELA	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>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade</p> <p>H. The student can give examples of a trade-off when working, buying, selling, and saving. (E)</p> <p>I. The student can give examples of different ways that a group of people can make decisions. (C)</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> • Converses with diverse individuals in an all-inclusive manner to foster positive relationships. • Practices active and attentive listening skills. <p>CRS 8: Works productively in teams and demonstrates cultural competency</p> <p>8.1 Teamwork</p> <ul style="list-style-type: none"> • Builds consensus within a team to accomplish results. • Contributes to team-oriented projects and assignments. 	<p>Reading Informational Texts</p> <p>3.RI.2 3.RI.7 3.RI.9</p> <p>Reading Foundational Skills</p> <p>3.RF.3 3.RF.4</p> <p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Speaking & Listening</p> <p>3.SL.1 3.SL.3 3.SL.4 3.SL.6</p>	<p>NA</p>

JA Our Families

Session Descriptions	Academic Standards	Essential Skills	ELA	Math
<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>Social Studies</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>M. The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want (E)</p> <p>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. Analyzes elements of a problem situation to develop solutions. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 4: Make sense of problems and persevere in solving them</p> <p>4.2 Problem Solving</p> <ul style="list-style-type: none"> Employs critical thinking skills independently and in teams to solve problems and make decisions. 	<p>Reading Informational Texts</p> <p>3.RI.2 3.RI.7 3.RI.9</p> <p>Reading Foundational Skills</p> <p>3.RF.3 3.RF.4</p> <p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Speaking & Listening</p> <p>3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data</p> <p>K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p>
<p>Session Three: Businesses All Around the Neighborhood</p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define entrepreneur, goods, and services Interpret map symbols Identify the goods or services businesses provide 	<p>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>A. The student can identify north, south, east, and west on a map and on a globe. G</p> <p>F. The student can give examples of goods (made, gathered, or grown products) that people buy, sell, and use. (E)</p> <p>G. The student can give examples of services (actions) that people buy and sell. (E)</p> <p>H. The student can give examples of a trade-off when working, buying, selling, and saving. (E)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 10: Manage personal career development</p> <p>10.5 Entrepreneurship</p> <ul style="list-style-type: none"> Understands the knowledge and skills required of an entrepreneur. Describes the opportunities for entrepreneurship in a given cluster. 	<p>Reading Informational Texts</p> <p>3.RI.7 3.RI.9</p> <p>Reading Foundational Skills</p> <p>3.RF.3 3.RF.4</p> <p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Speaking & Listening</p> <p>3.SL.3 3.SL.4 3.SL.6</p>	<p>NA</p>

JA Our Families

Session Descriptions	Academic Standards	Essential Skills	ELA	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>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>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. Analyzes elements of a problem situation to develop solutions. 	<p>Reading Informational Texts 3.RI.7</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Speaking & Listening 3.SL.3 3.SL.4 3.SL.6</p>	<p>NA</p>
<p>Session Five: A New Business</p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>NA</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. Analyzes elements of a problem situation to develop solutions. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 4: Make sense of problems and persevere in solving them</p> <p>4.2 Problem Solving</p> <ul style="list-style-type: none"> Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 10: Manage personal career development</p> <p>10.5 Entrepreneurship</p> <ul style="list-style-type: none"> Understands the knowledge and skills required of an entrepreneur. Describes the opportunities for entrepreneurship in a given cluster. 	<p>Language 3.L.1 – 3.L.6</p> <p>Speaking & Listening 3.SL.3 3.SL.4 3.SL.6</p>	<p>NA</p>

JA Our Community 2.0

Session Details	Academic Standards	Essential Skills	ELA 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>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade</p> <p>H. The student can give examples of a trade-off when working, buying, selling, and saving. (E)</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening.</p> <ul style="list-style-type: none"> Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. 	<p>ELA</p> <p>Reading Informational Texts 3.RI.7 3.RI.9</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Speaking & Listening 3.SL.3 3.SL.4 3.SL.6</p>

JA Our Community 2.0

Session Details	Academic Standards	Essential Skills	ELA Math
<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>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>F. The student can give examples of goods (made, gathered, or grown products) that people buy, sell, and use. (E)</p> <p>G. The student can give examples of services (actions) that people buy and sell. (E)</p> <p>H. The student can give examples of a trade-off when working, buying, selling, and saving. (E)</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 4: Make sense of problems and persevere in solving them</p> <p>4.3 Perseverance/ Work Ethic</p> <ul style="list-style-type: none"> Requires minimal supervision to successfully complete tasks on schedule. <p>CRS 5: Use critical thinking</p> <p>5.1 Critical Thinking</p> <ul style="list-style-type: none"> Critiques possible solutions using valid research, historical context and balanced judgment. 	<p>ELA</p> <p>Reading Informational Texts 3.RI.2 3.RI.7 3.RI.9</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Writing 3.W.2 3.W.4 3.W.6</p> <p>Speaking & Listening 3.SL.3 3.SL.4 3.SL.6</p>

JA Our Community 2.0

Session Details	Academic Standards	Essential Skills	ELA 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>Social Studies</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>M. The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want (E)</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>F. The student can give examples of goods (made, gathered, or grown products) that people buy, sell, and use. (E)</p> <p>G. The student can give examples of services (actions) that people buy and sell. (E)</p> <p>H. The student can give examples of a trade-off when working, buying, selling, and saving. (E)</p> <p>I. The student can give examples of different ways that a group of people can make decisions. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> ● Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.2 Writing</p> <ul style="list-style-type: none"> ● Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. 	<p>ELA</p> <p>Reading Informational Texts 3.RI.7 3.RI.9</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Speaking & Listening 3.SL.1 3.SL.3 3.SL.4 3.SL.6</p> <p>Math</p> <p>Measurement & Data K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p> <p>Operations & Algebraic Thinking K.OA.A.2,5 1.OA.A.1 1.OA.A.1-2 1.OA.C.6 2.OA.A.1</p> <p>Number & Operations 1.NBT.C.4 2.NBT.B.5 3.NBT.A.1</p>

JA Our Community 2.0

Session Details	Academic Standards	Essential Skills	ELA Math
<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>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> ● Analyzes elements of a problem situation to develop solutions. ● Uses acquired academic and technical skills to improve a situation or process. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.3 Presentations</p> <ul style="list-style-type: none"> ● Prepares presentations to provide information for specific purposes and audiences. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 4: Make sense of problems and persevere in solving them</p> <p>4.2 Problem Solving</p> <ul style="list-style-type: none"> ● Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 5: Use critical thinking</p> <p>5.2 Decision Making</p> <ul style="list-style-type: none"> ● Develops and prioritizes possible solutions with supporting rationale <p>5.3 Adaptability</p> <ul style="list-style-type: none"> ● Considers multiple and diverse points of view. 	<p>Language 3.L.1 – 3.L.6</p> <p>Writing 3.W.2 3.W.4</p> <p>Speaking & Listening 3.SL.3 3.SL.4 3.SL.6</p>

JA Our Community 2.0

Session Details	Academic Standards	Essential Skills	ELA 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>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>I. The student can give examples of different ways that a group of people can make decisions. (C)</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> • Uses professional etiquette and observes social protocols when communicating. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 4: Make sense of problems and persevere in solving them</p> <p>4.3 Perseverance/ Work Ethic</p> <ul style="list-style-type: none"> • Adapts to change and demonstrates agility. 	<p>ELA</p> <p>Reading Informational Texts 3.RI.7 3.RI.9</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Speaking & Listening 3.SL.3 3.SL.4 3.SL.6</p>

JA Our Community 2.0

Session Details	Academic Standards	Essential Skills	ELA Math
<p>Session Six: Crack the Code (Optional)</p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the digital skills and knowledge required to produce certain goods and services. Recognize digital tools and computer skills. Use simple programming language and knowledge to complete tasks. Define code as the language computers use. 	<p>NA</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 4: Make sense of problems and persevere in solving them</p> <p>4.3 Perseverance/ Work Ethic</p> <ul style="list-style-type: none"> Requires minimal supervision to successfully complete tasks on schedule. <p>CRS 9: Utilizes technology</p> <p>9.2 Tools and Applications</p> <ul style="list-style-type: none"> Uses the appropriate technology tools for conveying information, solving problems and expediting processes. Demonstrates the technology skills needed for a chosen cluster. Identifies the value of technology tools and applications. 	<p>ELA</p> <p>Reading</p> <p>Informational Texts</p> <p>3.RI.2 3.RI.7 3.RI.9</p> <p>Reading Foundational Skills</p> <p>3.RF.3 3.RF.4</p> <p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Writing</p> <p>3.W.6</p> <p>Speaking & Listening</p> <p>3.SL.3 3.SL.4 3.SL.6</p>

JA Our City 1.0

Session Descriptions	Academic Standards	Essential Skills	ELA	Math
<p>Session One: My Money Choices</p> <p>Students learn about money management and the purpose of banks and credit unions. They practice personal money choices (earn, buy, save, give) while playing a visually appealing board game.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate making choices about managing money ▪ Recognize banks and credit unions as safe places to save money 	<p>Social Studies</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>M. The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want (E)</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>F. The student can give examples of goods (made, gathered, or grown products) that people buy, sell, and use. (E)</p> <p>G. The student can give examples of services (actions) that people buy and sell. (E)</p> <p>H. The student can give examples of a trade-off when working, buying, selling, and saving. (E)</p> <p>I. The student can give examples of different ways that a group of people can make decisions. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. • Analyzes elements of a problem situation to develop solutions <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> • Converses with diverse individuals in an all-inclusive manner to foster positive relationships. • Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> • Uses professional etiquette and observes social protocols when communicating. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 4: Make sense of problems and persevere in solving them</p> <p>4.2 Problem Solving</p> <ul style="list-style-type: none"> • Employs critical thinking skills independently and in teams to solve problems and make decisions. 	<p>Reading Informational Texts 3.RI.7</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Speaking & Listening 3.SL.1 3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p>

JA Our City 1.0

Session Descriptions	Academic Standards	Essential Skills	ELA	Math
<p>Session Two: Many Ways to Pay</p> <p>Students learn that people in a city use money to buy and sell goods and services. Through role-play, students pretend to be shoppers and choose some things they would like to buy using money from their bank account, cash, or borrowed money.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize different methods of payment for goods and services ▪ Explain the reason behind making a particular payment choice 	<p>Social Studies</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>M. The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want (E)</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>F. The student can give examples of goods (made, gathered, or grown products) that people buy, sell, and use. (E)</p> <p>G. The student can give examples of services (actions) that people buy and sell. (E)</p> <p>H. The student can give examples of a trade-off when working, buying, selling, and saving. (E)</p> <p>I. The student can give examples of different ways that a group of people can make decisions. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. • Analyzes elements of a problem situation to develop solutions <p>CRS 2: Communicate effectively and appropriately</p> <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> • Uses professional etiquette and observes social protocols when communicating. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 4: Make sense of problems and persevere in solving them</p> <p>4.2 Problem Solving</p> <ul style="list-style-type: none"> • Employs critical thinking skills independently and in teams to solve problems and make decisions. 	<p>Reading Informational Texts</p> <p>3.RI.2 3.RI.7 3.RI.9</p> <p>Reading Foundational Skills</p> <p>3.RF.3 3.RF.4</p> <p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Speaking & Listening</p> <p>3.SL.1 3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data</p> <p>K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p> <p>Operations & Algebraic Thinking</p> <p>K.OA.A.2,5 1.OA.A.1 1.OA.A.1-2 1.OA.C.6 2.OA.A.1</p> <p>Number & Operations</p> <p>1.NBT.C.4 2.NBT.B.5 3.NBT.A.1</p>

JA Our City 1.0

Session Descriptions	Academic Standards	Essential Skills	ELA	Math
<p>Session Three: Trading Resources</p> <p>Students explore how businesses use natural, human, and capital resources to offer products and services. You will organize students into small groups where they will create sustainable businesses that rely on the resources found in different regions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the ways in which entrepreneurs help a city ▪ Explain the need for a business plan ▪ Differentiate between producers and consumers 	<p><u>Social Studies</u></p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>I. The student can give examples of different ways that a group of people can make decisions. (C)</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p><u>Essential Skills</u></p> <p><i>CRS 1: Apply appropriate academic and technical skills</i></p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> ● Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p><i>CRS 2: Communicate effectively and appropriately</i></p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Converses with diverse individuals in an all-inclusive manner to foster positive relationships. ● Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p><i>CRS 3 Contribute to the growth employee, employer, and community success</i></p> <p>3.1 Personal Responsibility</p> <ul style="list-style-type: none"> ● Takes responsibility for individual and shared group work tasks. ● Models behaviors that demonstrate reliability, dependability and commitment to the organization. ● Pursues results with personal energy and drive to completion. <p><i>CRS 8: Works productively in teams and demonstrates cultural competency</i></p> <p>8.1 Teamwork</p> <ul style="list-style-type: none"> ● Builds consensus within a team to accomplish results. ● Contributes to team-oriented projects and assignments. <p><i>CRS 10: Manage personal career development</i></p> <p>10.5 Entrepreneurship</p> <ul style="list-style-type: none"> ● Understands the knowledge and skills required of an entrepreneur. ● Describes the opportunities for entrepreneurship in a given cluster. 	<p>Reading Informational Texts 3.RO.2 3.RI.7</p> <p>3.RI.9</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Speaking & Listening 3.SL.1 3.SL.3 3.SL.4 3.SL.6</p>	<p>NA</p>

JA Our City 1.0

Session Descriptions	Academic Standards	Essential Skills	ELA	Math
<p>Session Four: Money Flows in the City</p> <p>Students discover that, in a thriving city, people, businesses, and the city make money choices and exchange money, including taxes. By creating skits for their classmates, students learn that taxes are paid to help the city buy things that benefit everyone, such as fire stations and schools.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate how money flows through a city ▪ Demonstrate how the choices people make will benefit themselves and other people in the city ▪ Explain how the city government uses tax money to pay for the goods and services it provides 	<p><u>Social Studies</u></p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>M. The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want (E)</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>F. The student can give examples of goods (made, gathered, or grown products) that people buy, sell, and use. (E)</p> <p>G. The student can give examples of services (actions) that people buy and sell. (E)</p> <p>H. The student can give examples of a trade-off when working, buying, selling, and saving. (E)</p> <p>I. The student can give examples of different ways that a group of people can make decisions. (C)</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p><u>Essential Skills</u></p> <p><i>CRS 1: Apply appropriate academic and technical skills</i></p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. • Analyzes elements of a problem situation to develop solutions <p><i>CRS 2: Communicate effectively and appropriately</i></p> <p>2.3 Presentations</p> <ul style="list-style-type: none"> • Prepares presentations to provide information for specific purposes and audiences <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> • Uses professional etiquette and observes social protocols when communicating. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p><i>CRS 4: Make sense of problems and persevere in solving them</i></p> <p>4.2 Problem Solving</p> <ul style="list-style-type: none"> • Employs critical thinking skills independently and in teams to solve problems and make decisions. 	<p>Reading Informational Texts 3.RI.7</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Speaking & Listening 3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p> <p>Operations & Algebraic Thinking K.OA.A.2,5 1.OA.A.1 1.OA.A.1-2 1.OA.C.6 2.OA.A.1</p> <p>Number & Operations 1.NBT.C.4 2.NBT.B.5 3.NBT.A.1</p>

JA Our City 1.0

Session Descriptions	Academic Standards	Essential Skills	ELA	Math
<p>Session Five: Let's Build a City!</p> <p>A city helps everyone do more together than they can on their own. Students learn that we all have a part in making the city thrive. Using all they have learned about the city, students design businesses and place them in different city zones on the map.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the different city zones and the purpose of each zone Conclude that money choices help a city to thrive Explain how a city provides more opportunities for people than they would have on their own 	<p>Social Studies</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>M. The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want (E)</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>I. The student can give examples of different ways that a group of people can make decisions. (C)</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> Converses with diverse individuals in an all-inclusive manner to foster positive relationships. Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 3 Contribute to the growth employee, employer, and community success</p> <p>3.1 Personal Responsibility</p> <ul style="list-style-type: none"> Takes responsibility for individual and shared group work tasks. Models behaviors that demonstrate reliability, dependability and commitment to the organization. Pursues results with personal energy and drive to completion. <p>CRS 8: Works productively in teams and demonstrates cultural competency</p> <p>8.1 Teamwork</p> <ul style="list-style-type: none"> Builds consensus within a team to accomplish results. Contributes to team-oriented projects and assignments. 	<p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Speaking & Listening</p> <p>3.SL.1 3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data</p> <p>K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p> <p>Operations & Algebraic Thinking</p> <p>K.OA.A.2,5 1.OA.A.1 1.OA.A.1-2 1.OA.C.6 2.OA.A.1</p> <p>Number & Operations</p> <p>1.NBT.C.4 2.NBT.B.5 3.NBT.A.1</p>

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

JA Our Region

Session Details	Academic Standards	Essential Skills	ELA	Math
<p>Session One: Jobs in My Region</p> <p>Students will explore the concept of regions and how regional differences affect job opportunities. You will guide students through a scavenger hunt designed to connect student interests to jobs available in various regions. They will indicate on a map of the United States where they want to live and work.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe how jobs can vary by region. ▪ Connect personal interests to regional jobs. 	<p>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade</p> <p>A. The student can identify north, south, east, and west on a map and on a globe. (G)</p> <p>2.SS.2 The student demonstrates knowledge of American geography and map regions.</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> ● Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 10: Manage personal career development</p> <p>10.1 Planning</p> <ul style="list-style-type: none"> ● Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. 	<p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Speaking & Listening</p> <p>3.SL.1 3.SL.3 3.SL.4 3.SL.6</p>	<p>NA</p>

JA Our Region

Session Details	Academic Standards	Essential Skills	ELA	Math
<p>Session Two: Resources in my region</p> <p>Students explore how businesses use natural, human, and capital resources to offer products and services. You will organize students into small groups where they will create sustainable businesses that rely on the resources found in different regions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define natural, human, and capital resources ▪ Describe how products and services use resources 	<p>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>I. The student can give examples of different ways that a group of people can make decisions. (C)</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> ● Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Converses with diverse individuals in an all-inclusive manner to foster positive relationships. ● Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 3 Contribute to the growth employee, employer, and community success</p> <p>3.1 Personal Responsibility</p> <ul style="list-style-type: none"> ● Takes responsibility for individual and shared group work tasks. ● Models behaviors that demonstrate reliability, dependability and commitment to the organization. ● Pursues results with personal energy and drive to completion. <p>CRS 8: Works productively in teams and demonstrates cultural competency</p> <p>8.1 Teamwork</p> <ul style="list-style-type: none"> ● Builds consensus within a team to accomplish results. ● Contributes to team-oriented projects and assignments. 	<p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Speaking & Listening</p> <p>3.SL.1 3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data</p> <p>K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p>

JA Our Region

Session Details	Academic Standards	Essential Skills	ELA	Math
<p>Session Three: Trading Resources</p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify reasons why regions trade. Work together to design a solution to a geographic trade challenge. 	<p>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>I. The student can give examples of different ways that a group of people can make decisions. (C)</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. Analyzes elements of a problem situation to develop solutions <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> Converses with diverse individuals in an all-inclusive manner to foster positive relationships. Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating.. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 3 Contribute to the growth employee, employer, and community success</p> <p>3.1 Personal Responsibility</p> <ul style="list-style-type: none"> Takes responsibility for individual and shared group work tasks. Models behaviors that demonstrate reliability, dependability and commitment to the organization. Pursues results with personal energy and drive to completion. <p>CRS 4: Make sense of problems and persevere in solving them</p> <p>4.2 Problem Solving</p> <ul style="list-style-type: none"> Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 5: Use critical thinking</p> <p>5.2 Decision Making</p> <ul style="list-style-type: none"> Develops and prioritizes possible solutions with supporting rationale <p>CRS 6: Demonstrate innovation and creativity</p> <p>6.1 Creativity</p> <ul style="list-style-type: none"> Initiates brainstorming to generate ideas to solve problems or maximize opportunities. <p>CRS 8: Works productively in teams and demonstrates cultural competency</p> <p>8.1 Teamwork</p> <ul style="list-style-type: none"> Builds consensus within a team to accomplish results. Contributes to team-oriented projects and assignments. 	<p>Reading Informational Texts</p> <p>3.RI.7 3.RI.9</p> <p>Reading Foundational Skills</p> <p>3.RF.3 3.RF.4</p> <p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Speaking & Listening</p> <p>3.SL.1 3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data</p> <p>K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p> <p>Operations & Algebraic Thinking</p> <p>K.OA.A.2,5 1.OA.A.1 1.OA.A.1-2 1.OA.C.6 2.OA.A.1</p> <p>Number & Operations</p> <p>1.NBT.C.4 2.NBT.B.5 3.NBT.A.1</p>

JA Our Region

Session Details	Academic Standards	Essential Skills	ELA	Math
<p>Session Four: Our Choices Matter</p> <p>Students explore the impact of consumer choices on goods and services produced in their region. Students work in small groups to choose supplies to purchase for a pretend classroom party</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Predict how consumer choices can affect the goods and services offered in their region. ▪ Analyze cost and sustainability while making consumer choices. 	<p>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>I. The student can give examples of different ways that a group of people can make decisions. (C)</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> ● Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Converses with diverse individuals in an all-inclusive manner to foster positive relationships. ● Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating.. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 3 Contribute to the growth employee, employer, and community success</p> <p>3.1 Personal Responsibility</p> <ul style="list-style-type: none"> ● Takes responsibility for individual and shared group work tasks. ● Models behaviors that demonstrate reliability, dependability and commitment to the organization. ● Pursues results with personal energy and drive to completion. <p>CRS 8: Works productively in teams and demonstrates cultural competency</p> <p>8.1 Teamwork</p> <ul style="list-style-type: none"> ● Builds consensus within a team to accomplish results. ● Contributes to team-oriented projects and assignments. 	<p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Writing</p> <p>3.W.2 3.W.4</p> <p>Speaking & Listening</p> <p>3.SL.1 3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data</p> <p>K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p> <p>Operations & Algebraic Thinking</p> <p>K.OA.A.2,5 1.OA.A.1 1.OA.A.1-2 1.OA.C.6 2.OA.A.1</p> <p>Number & Operations</p> <p>1.NBT.C.4 2.NBT.B.5 3.NBT.A.1</p>

JA Our Region

Session Details	Academic Standards	Essential Skills	ELA	Math
<p>Session Five: Prices in my Region</p> <p>Students learn how changes in supply and demand affect the prices of goods and services in a region. Students work in pairs to predict whether prices go up or down in various scenarios that you read aloud to the class.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe how scarcity affects the prices of products and services. Demonstrate how supply and demand affect the prices of products and services. 	<p>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>I. The student can give examples of different ways that a group of people can make decisions. (C)</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> Converses with diverse individuals in an all-inclusive manner to foster positive relationships. Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating.. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 3 Contribute to the growth employee, employer, and community success</p> <p>3.1 Personal Responsibility</p> <ul style="list-style-type: none"> Takes responsibility for individual and shared group work tasks. Models behaviors that demonstrate reliability, dependability and commitment to the organization. Pursues results with personal energy and drive to completion. <p>CRS 8: Works productively in teams and demonstrates cultural competency</p> <p>8.1 Teamwork</p> <ul style="list-style-type: none"> Builds consensus within a team to accomplish results. Contributes to team-oriented projects and assignments. 	<p>Reading Informational Texts 3.RI.7</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Writing 3.W.2 3.W.4</p> <p>Speaking & Listening 3.SL.1 3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p> <p>Operations & Algebraic Thinking K.OA.A.2,5 1.OA.A.1 1.OA.A.1-2 1.OA.C.6 2.OA.A.1</p> <p>Number & Operations 1.NBT.C.4 2.NBT.B.5 3.NBT.A.1</p>

JA Our Nation

Session Details	Academic Standards	Essential Skills	ELA	Math
<p>Session One: Free Winning with Competition</p> <p>Students learn about the nation’s market economy, consisting of consumers and producers, and how price, variety, and quality are affected by competition while they play a pricing game</p> <p>.Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the United States as a nation with a market economy. ▪ Explain how competition between producers has an impact on consumers. ▪ Describe how consumer decisions have an impact on producers. 	<p>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> • Converses with diverse individuals in an all-inclusive manner to foster positive relationships. • Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> • Uses professional etiquette and observes social protocols when communicating.. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. 	<p>Reading Informational Texts 3.RI.7</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Speaking & Listening 3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p> <p>Operations & Algebraic Thinking K.OA.A.2,5 1.OA.A.1 1.OA.A.1-2 1.OA.C.6 2.OA.A.1</p> <p>Number & Operations 1.NBT.C.4 2.NBT.B.5 3.NBT.A.1</p>

JA Our Nation

Session Details	Academic Standards	Essential Skills	ELA	Math
<p>Session Two: Innovation Nation</p> <p>Students explore how they can improve products or processes to benefit both people and the environment. They engage in problem-solving and innovation to enhance sustainability</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Analyze how businesses create sustainable products or processes. ▪ Design an innovation that increases sustainability in process or product. ▪ Summarize the reasoning behind an innovation 	<p>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. • Analyzes elements of a problem situation to develop solutions • Uses acquired academic and technical skills to improve a situation or process <p>CRS 2: Communicate effectively and appropriately</p> <p>2.2 Writing</p> <ul style="list-style-type: none"> • Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience <p>2.3 Presentations</p> <ul style="list-style-type: none"> • Prepares presentations to provide information for specific purposes and audiences <p>CRS 4: Make sense of problems and persevere in solving them</p> <p>4.2 Problem Solving</p> <ul style="list-style-type: none"> • Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 6: Demonstrate innovation and creativity</p> <p>6.1 Creativity</p> <ul style="list-style-type: none"> • Initiates brainstorming to generate ideas to solve problems or maximize opportunities. 	<p>Reading Informational Texts 3.RI.7</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Writing 3.W.2 3.W.4</p> <p>Speaking & Listening 3.SL.3 3.SL.4 3.SL.6</p>	<p>NA</p>

JA Our Nation

Session Details	Academic Standards	Essential Skills	ELA	Math
<p>Session Three: Success Skills</p> <p>Students play a board game to understand and explore transferable skills and apply those skills to life and work situations.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the transferable skills that employers find valuable in their employees. Apply transferable skills to work and life situations. Evaluate personal transferable skills. 	<p>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>H. The student can give examples of a trade-off when working, buying, selling, and saving. (E)</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> Converses with diverse individuals in an all-inclusive manner to foster positive relationships. Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating.. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. 	<p>Reading Informational Texts 3.RI.7</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Writing 3.W.2 3.W.4</p> <p>Speaking & Listening 3.SL.1 3.SL.3 3.SL.4 3.SL.6</p>	<p>NA</p>
<p>Session Four: Career Horizons</p> <p>Students explore how their interests, skills, and education can guide them in considering various jobs and careers in the nation. They will contemplate different occupations and reflect on how their unique strengths and passions influence the type of work they might want to pursue.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Assess personal skills and interests. Summarize relationships between education, skills, and income in diverse occupations. Compare information about job qualifications and career clusters to weigh potential career ideas 	<p>NA</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.2 Technical Skill Attainment</p> <ul style="list-style-type: none"> Identifies the training, education, and certification requirements for entrance and advancement in a chosen occupation <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.2 Writing</p> <ul style="list-style-type: none"> Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience <p>CRS 10: Manage personal career development</p> <p>10.1 Planning</p> <ul style="list-style-type: none"> Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. 	<p>Reading Informational Texts 3.RI.7</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Writing 3.W.2 3.W.4 3.W.7</p>	<p>Measurement & Data K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p>

JA Our Nation

Session Details	Academic Standards	Essential Skills	ELA	Math
<p>Session Five: Connecting for a Cause</p> <p>Students are introduced to philanthropy and the importance of helping others in the community. They brainstorm the resources needed to plan small group projects aimed at creating a community center</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Give examples of how working with others can result in a greater impact. ▪ Explain how people give of their time, talent, and treasure to improve the lives of others. ▪ Express how using empathy helps us understand and meet people’s needs 	<p>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>H. The student can give examples of a trade-off when working, buying, selling, and saving. (E)</p> <p>I. The student can give examples of different ways that a group of people can make decisions. (C)</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> ● Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Converses with diverse individuals in an all-inclusive manner to foster positive relationships. ● Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating.. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 3 Contribute to the growth employee, employer, and community success</p> <p>3.1 Personal Responsibility</p> <ul style="list-style-type: none"> ● Takes responsibility for individual and shared group work tasks. ● Models behaviors that demonstrate reliability, dependability and commitment to the organization. ● Pursues results with personal energy and drive to completion. <p>CRS 5: Use critical thinking</p> <p>5.3 Adaptability</p> <ul style="list-style-type: none"> ● Considers multiple and diverse points of view. <p>CRS 8: Works productively in teams and demonstrates cultural competency</p> <p>8.1 Teamwork</p> <ul style="list-style-type: none"> ● Builds consensus within a team to accomplish results. ● Contributes to team-oriented projects and assignments. 	<p>Language 3.L.1 – 3.L.6</p> <p>Writing 3.W.2 3.W.4 3.W.7</p> <p>Speaking & Listening 3.SL.1 3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p>

JA More than Money

Session Descriptions	Academic Standards	Essential Skills	ELA	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>Social Studies</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>M. The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want (E)</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>H. The student can give examples of a trade-off when working, buying, selling, and saving. (E)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating.. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. 	<p>Reading Informational Texts</p> <p>3.RI.7</p> <p>Reading Foundational Skills</p> <p>3.RF.3 3.RF.4</p> <p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Speaking & Listening</p> <p>3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data</p> <p>K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</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>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 10: Manage personal career development</p> <p>10.1 Planning</p> <ul style="list-style-type: none"> Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. <p>10.5 Entrepreneurship</p> <ul style="list-style-type: none"> Understands the knowledge and skills required of an entrepreneur. Describes the opportunities for entrepreneurship in a given cluster. 	<p>Reading Informational Texts</p> <p>3.RI.2 3.RI.7</p> <p>Reading Foundational Skills</p> <p>3.RF.3 3.RF.4</p> <p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Speaking & Listening</p> <p>3.SL.3 3.SL.4 3.SL.6</p>	<p>NA</p>

JA More than Money

Session Descriptions	Academic Standards	Essential Skills	ELA	Math
<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>NA</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.2 Writing</p> <ul style="list-style-type: none"> Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. <p>CRS 4: Make sense of problems and persevere in solving them</p> <p>4.3 Perseverance/ Work Ethic</p> <ul style="list-style-type: none"> Requires minimal supervision to successfully complete tasks on schedule. 	<p>Reading Informational Texts</p> <p>3.RI.2 3.RI.7</p> <p>Reading Foundational Skills</p> <p>3.RF.3 3.RF.4</p> <p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Writing</p> <p>3.W.2 3.W.4 3.W.7</p> <p>Speaking & Listening</p> <p>3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data</p> <p>K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p> <p>Operations & Algebraic Thinking</p> <p>K.OA.A.2,5 1.OA.A.1 1.OA.A.1-2 1.OA.C.6 2.OA.A.1</p> <p>Number & Operations</p> <p>1.NBT.C.4 2.NBT.B.5 3.NBT.A.1</p>
<p>Session Four: Run a Business</p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain why financial institutions lend money Explain decision-making and the traits of trustworthy borrowers Record and track financial gains and losses 	<p>Social Studies</p> <p>K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.</p> <p>M. The student can correctly use words related to work, including: food, clothing, home, job, money, make, serve, borrow, buy, sell, need, want (E)</p>	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.3 Presentations</p> <ul style="list-style-type: none"> Prepares presentations to provide information for specific purposes and audiences <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating.. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. 	<p>Reading Informational Texts</p> <p>3.RI.2 3.RI.7</p> <p>Reading Foundational Skills</p> <p>3.RF.3 3.RF.4</p> <p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Writing</p> <p>3.W.2 3.W.4</p> <p>Speaking & Listening</p> <p>3.SL.1 3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data</p> <p>K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p> <p>Operations & Algebraic Thinking</p> <p>K.OA.A.2,5 1.OA.A.1 1.OA.A.1-2 1.OA.C.6 2.OA.A.1</p> <p>Number & Operations</p> <p>1.NBT.C.4 2.NBT.B.5 3.NBT.A.1</p>

JA More than Money

Session Descriptions	Academic Standards	Essential Skills	ELA	Math
<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 	NA	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> • Uses professional etiquette and observes social protocols when communicating.. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. 	<p>Reading Informational Texts</p> <p>3.RI.2 3.RI.7</p> <p>Reading Foundational Skills</p> <p>3.RF.3 3.RF.4</p> <p>Language</p> <p>3.L.1 – 3.L.6</p> <p>Speaking & Listening</p> <p>3.SL.3 3.SL.4 3.SL.6</p>	<p>Measurement & Data</p> <p>K.MD.C.4 1.MD.B.5 2.MD.C.8 3.MD.C.9</p> <p>Operations & Algebraic Thinking</p> <p>K.OA.A.2,5 1.OA.A.1 1.OA.A.1-2 1.OA.C.6 2.OA.A.1</p> <p>Number & Operations</p> <p>1.NBT.C.4 2.NBT.B.5 3.NBT.A.1</p>

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

JA Career Exploration Fair K-2

Session Descriptions	Academic Standards Career Standards/Essential Skills	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>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p> <p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>CRS 4: Make sense of problems and persevere in solving them</p> <p>4.3 Perseverance/ Work Ethic</p> <ul style="list-style-type: none"> • Requires minimal supervision to successfully complete tasks on schedule. 	<p>Reading Informational Texts 3.RI.7</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Writing 3.W.2 3.W.4 3.W.7</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>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills • CRS 1.2 Technical Skill Attainment • Identifies the training, education, and certification requirements for entrance and advancement in a chosen occupation <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> • Asks pertinent questions to acquire or confirm information. • Converses with diverse individuals in an all-inclusive manner to foster positive relationships. • Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> • Uses professional etiquette and observes social protocols when communicating.. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. 	<p>Language 3.L.1 – 3.L.6</p> <p>Speaking & Listening 3.SL.1 3.SL.3 3.SL.4 3.SL.6</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>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>CRS 10: Manage personal career development</p> <p>10.1 Planning</p> <ul style="list-style-type: none"> • Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. 	<p>Language 3.L.1 – 3.L.6</p> <p>Writing 3.W.2 3.W.4</p>

JA Career Exploration Fair 3-5

Session Descriptions	Academic Standards/Essential Skills	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>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 10: Manage personal career development</p> <p>10.1 Planning</p> <ul style="list-style-type: none"> • Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. 	<p>Reading Informational Texts 3.RI.2</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Writing 3.W.2 3.W.4 3.W.7</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>Social Studies</p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p> <p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>1.2 Technical Skill Attainment</p> <ul style="list-style-type: none"> • Identifies the training, education, and certification requirements for entrance and advancement in a chosen occupation <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> • Asks pertinent questions to acquire or confirm information. • Converses with diverse individuals in an all-inclusive manner to foster positive relationships. • Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> • Uses professional etiquette and observes social protocols when communicating.. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 10: Manage personal career development</p> <p>10.1 Planning</p> <ul style="list-style-type: none"> • Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. 	<p>Language 3.L.1 – 3.L.6</p> <p>Speaking & Listening 3.SL.1 3.SL.3 3.SL.4 3.SL.6</p>

JA Career Exploration Fair 3-5

Session Descriptions	Academic Standards/Essential Skills	ELA
<p>Post-JA Career Exploration Fair Activity: Someday I'll Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Prepare a personal interest "resume." ▪ Begin to identify a future career interest. 	<p>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 4: Make sense of problems and persevere in solving them</p> <p>4.3 Perseverance/ Work Ethic</p> <ul style="list-style-type: none"> • Requires minimal supervision to successfully complete tasks on schedule. <p>CRS 10: Manage personal career development</p> <p>10.1 Planning</p> <ul style="list-style-type: none"> • Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. 	<p>Language 3.L.1 – 3.L.6</p> <p>Writing 3.W.2 3.W.4 3.W.7</p>

JA Career Speaker Series K-5

Session Descriptions	Academic Standards/Essential Skills	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>Essential Skills</p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Assimilates and applies new learning, knowledge, and skills <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> ● Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Converses with diverse individuals in an all-inclusive manner to foster positive relationships. ● Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating.. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 10: Manage personal career development</p> <p>10.1 Planning</p> <ul style="list-style-type: none"> ● Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. 	<p>Reading Informational Texts 3.RI.2</p> <p>Reading Foundational Skills 3.RF.3 3.RF.4</p> <p>Language 3.L.1 – 3.L.6</p> <p>Writing 3.W.2 3.W.4</p>

JA Career Speaker Series K-5

Session Descriptions	Academic Standards/Essential Skills	ELA
<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><u>Social Studies</u></p> <p>1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.</p> <p>J. The student can give examples of virtues and actions related to excellence in character, knowledge, wisdom, and self-government. (C)</p> <p><u>Essential Skills</u></p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>1.2 Technical Skill Attainment</p> <ul style="list-style-type: none"> • Identifies the training, education, and certification requirements for entrance and advancement in a chosen occupation <p>1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Practices reasoning and systems-level thinking to deal with varied concepts and complexity. <p>CRS 2: Communicate effectively and appropriately</p> <p>2.1 Speaking and Listening</p> <ul style="list-style-type: none"> • Asks pertinent questions to acquire or confirm information. • Converses with diverse individuals in an all-inclusive manner to foster positive relationships. • Practices active and attentive listening skills. <p>2.4 Professional Etiquette</p> <ul style="list-style-type: none"> • Uses professional etiquette and observes social protocols when communicating.. • Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 10: Manage personal career development</p> <p>10.1 Planning</p> <ul style="list-style-type: none"> • Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. 	<p>Language 3.L.1 – 3.L.6</p> <p>Speaking & Listening 3.SL.1 3.SL.3 3.SL.4 3.SL.6</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><u>Essential Skills</u></p> <p>CRS 1: Apply appropriate academic and technical skills</p> <p>1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Assimilates and applies new learning, knowledge, and skills <p>CRS 10: Manage personal career development</p> <p>10.1 Planning</p> <ul style="list-style-type: none"> • Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. 	<p>Language 3.L.1 – 3.L.6</p> <p>Writing 3.W.2 3.W.4</p>