

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



Updated August 2023

TN ELA and Math Standards

Junior Achievement USA  
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# Overview

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

In this document, Junior Achievement programs are correlated to the Tennessee Social Studies and Tennessee Guidance standards and standards for English Language Arts and Math for grades K-5. Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

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

## JA Elementary School Learning Experiences

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

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

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

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

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

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

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

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

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

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

# JA Ourselves

Session Details	Social Studies Standards	Other Standards	TN ELA	TN MATH
<p><b>Session One: This or That? Make a Choice</b></p> <p>Students practice economics by making personal choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify personal interests</li> <li>Consider the factors that determine their choices</li> <li>Define money</li> </ul>	N/A	<p><b>Guidance Standards</b></p> <p>AA1. Improve academic self-concept.</p> <p>AA2. Display positive attitude toward work and learning.</p>	<p>W.K.1-2,8</p> <p>K.W.TTP.1</p> <p>K.W.TTP.2</p> <p>K.W.RBPK.8</p> <p>K.RL.IKI.7</p> <p>K.SL.CC.1-3</p> <p>K.SL.PKI.4-6</p>	<p><b>Counting and Cardinality</b></p> <p>K.CC.A.2</p>
<p><b>Session Two: Do I Need What I Want?</b></p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the difference between needs and wants</li> <li>Create a simple chart</li> </ul>	<p>K.03 Distinguish between wants and needs.</p> <p>K.04 Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.</p>	<p><b>Guidance Standards</b></p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans.</p>	<p>K.RL.CS.4</p> <p>K.RL.IKI.7</p> <p>K.SL.CC.1-3</p> <p>K.SL.PKI.6</p>	<p><b>Counting and Cardinality</b></p> <p>K.CC.A.3</p> <p><b>Measurement and Data</b></p> <p>K.MD.B.3</p>
<p><b>Session Three: A Penny Earned</b></p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the role of money in society</li> <li>Identify jobs they can do to earn money</li> </ul>	<p>SSP.04 Communicate ideas supported by evidence to: a. Demonstrate an understanding of ideas</p> <p>b. Compare and contrast viewpoints</p> <p>c. Predict outcomes</p> <p>d. Illustrate cause and effect</p> <p>K.01 Describe familiar people, places, things, and events within a student’s home, school, and community.</p> <p>K.06 Recognize and describe different types of jobs, including work done in the home, school, and community.</p> <p>K.08 Use personal directions such as: up, down, near, far, left, right, in front of, and behind.</p>	<p><b>Guidance Standards</b></p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>K.W.TTP.2</p> <p>K.W.RBPK.8</p> <p>K.RL.CS.4</p> <p>K.RL.KID.2</p> <p>K.RL.KID.3</p> <p>K.RL.IKI.7</p> <p>K.RL.IKI.9</p> <p>K.RL.RRTC.10</p> <p>K.SL.CC.1-3</p> <p>K.SL.PKI.4-6</p>	<p><b>Counting and Cardinality</b></p> <p>CC.2.1.K.A.1-3</p>

# JA Ourselves

Session Details	Social Studies Standards	Other Standards	TN ELA	TN MATH
<p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the importance of saving money</li> <li>Identify a savings goal</li> <li>Identify a place where people save money</li> </ul>	<p>SSP.02 Critically examine a primary or secondary source in order to:</p> <p>a. Summarize significant ideas and relevant information</p> <p>SSP.05 Develop historical awareness by:</p> <p>a. Sequencing past, present, and future in chronological order</p> <p>b. Understanding that things change over time</p> <p>K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.</p> <p>K.07 Give examples of how people use money to make purchases.</p>	<p>N/A</p>	<p>K.RL.CS.4</p> <p>K.RL.KID.2</p> <p>K.RL.KID.3</p> <p>K.SL.CC.1-3</p> <p>K.SL.PKI.4-6</p>	<p><b>Counting and Cardinality</b> CC.2.1.K.A.1</p> <p><b>Measurement and Data</b> CC.2.4.K.A.4</p>
<p><b>Session Five: A Penny Shared</b></p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the importance of giving</li> <li>Organize a chronological sequence of events</li> </ul>	<p>K.05 Explain the benefits of saving money.</p>	<p><b>Guidance Standards</b></p> <p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p>	<p>1.FL.PC.1</p> <p>1.FL.PA.2</p> <p>1.FL.PWR.3</p> <p>1.FFL.F.5</p> <p>K.W.TTP.1</p> <p>K.W.RBPK.8</p> <p>K.RL.CS.4</p> <p>K.RL.KID.2</p> <p>K.RL.KID.3</p> <p>K.RL.IKI.7</p> <p>K.RL.IKI.9</p> <p>K.RL.RRTC.10</p> <p>K.SL.CC.1-3</p> <p>K.SL.PKI.4-6</p>	<p><b>Counting and Cardinality</b> CC.2.1.K.A.1-3</p>

# JA Our Families

Session Descriptions	Social Studies	Other Standards	TN ELA	TN Math
<p><b>Session One: All Kinds of Families</b></p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin to understand the similarities and differences between families</li> <li>Recognize the importance of businesses in neighborhoods</li> </ul>	<p>1.01 Describe the cultural aspects of a place, including a student’s community and state.</p> <p>1.03 Compare and contrast family traditions and customs among different cultures within a student’s community and state.</p>	<p><b>Guidance Standards</b></p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>1.FL.PC.1</p> <p>1.FL.PA.2</p> <p>1.FL.PWR.3</p> <p>1.FL.WC.4</p> <p>1.FFL.F.5</p> <p>1.W.TTP.1-2</p> <p>1.W.PDW.5</p> <p>1.W.RBPK.8</p> <p>1.SL.CC.1-2</p> <p>1.SL.PKI.4-5</p> <p>1.FL.SC.6</p> <p>1.FL.VA.7a</p>	<p><b>Mathematical Practices</b></p> <p>8</p>
<p><b>Session Two: Money for Needs and Wants</b></p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the difference between needs and wants</li> <li>Explain that families must earn money for the things they need and want</li> </ul>	<p>1.08 Determine the difference between basic wants and needs, and provide examples of each.</p> <p>1.09 Assess factors that could influence a person to use or save money.</p>	<p><b>Guidance Standards</b></p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p>	<p>1.FL.PC.1</p> <p>1.FL.PA.2</p> <p>1.FL.PWR.3</p> <p>1.FL.WC.4</p> <p>1.FFL.F.5</p> <p>1.SL.CC.1-2</p> <p>1.SL.PKI.4</p> <p>1.FL.SC.6</p> <p>1.FL.VA.7a</p>	<p><b>Measurement and Data</b></p> <p>1.MD.C.4</p> <p><b>Mathematical Practices</b></p> <p>1-2</p> <p>4-5</p> <p>7-8</p>
<p><b>Session Three: Businesses All Around the Neighborhood</b></p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define entrepreneur, goods, and services</li> <li>Interpret map symbols</li> <li>Identify the goods or services businesses provide</li> </ul>	<p>1.04 Give examples of products (goods) that people buy and use.</p> <p>1.05 Give examples of services (producers) that people provide.</p> <p>1.06 Distinguish how people are consumers and producers of goods and services.</p> <p>1.10 Recognize basic map symbols, including: cities, land, roads, and water.</p> <p>1.12 Use cardinal directions on a map.</p>	<p>N/A</p>	<p>1.FL.PC.1</p> <p>1.FL.PA.2</p> <p>1.FL.PWR.3</p> <p>1.FL.WC.4</p> <p>1.FFL.F.5</p> <p>1.W.TTP.1-2</p> <p>1.W.PDW.5</p> <p>1.W.RBPK.8</p> <p>1.SL.CC.1-2</p> <p>1.SL.PKI.4</p> <p>1.FL.SC.6</p> <p>1.FL.VA.7a</p>	<p><b>Measurement and Data</b></p> <p>1.MD.C.4</p> <p><b>Mathematical Practices</b></p> <p>1-2</p> <p>5-8</p>

# JA Our Families

Session Descriptions	Social Studies	Other Standards	TN ELA	TN Math
<p><b>Session Four: Jobs All Around the Neighborhood</b></p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the jobs people do</li> <li>Analyze their own skills to determine ways they can support family members</li> </ul>	<p>1.06 Distinguish how people are consumers and producers of goods and services.</p>	<p><b>Guidance Standards</b></p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>1.FL.PC.1</p> <p>1.FL.PA.2</p> <p>1.FL.PWR.3</p> <p>1.FL.WC.4</p> <p>1.FFL.F.5</p> <p>1.W.TTP.1</p> <p>1.W.PDW.5</p> <p>1.SL.CC.1-2</p> <p>1.SL.PKI.4-5</p> <p>1.FL.SC.6</p> <p>1.FL.VA.7a</p>	<p><b>Mathematical Practices</b></p> <p>1-2</p> <p>4-5</p> <p>7-8</p>
<p><b>Session Five: A New Business</b></p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe one of the entrepreneurial characteristics— Satisfy a Need or Want</li> </ul>	<p>1.06 Distinguish how people are consumers and producers of goods and services.</p>	<p><b>Guidance Standards</b></p> <p>SS1. Make ethical decisions and practice social responsibility.</p> <p>SS3. Demonstrate empathy toward others.</p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations.</p>	<p>1.FL.PC.1</p> <p>1.FL.PA.2</p> <p>1.FL.PWR.3</p> <p>1.FL.WC.4</p> <p>1.FFL.F.5</p> <p>1.W.TTP.1-2</p> <p>1.W.PDW.5</p> <p>1.W.RBPK.8</p> <p>SL.1.1-2</p> <p>SL.1.4</p> <p>1.FL.SC.6</p> <p>1.FL.VA.7a</p>	<p><b>Operations in Algebra</b></p> <p>OA. 1 ELO</p> <p>OA. . 6-7</p> <p><b>Measurement and Data</b></p> <p>1.MD.C.4</p> <p><b>Mathematical Practices</b></p> <p>2-4</p> <p>7-8</p>

# JA Our Community 2.0

Session Details	Social Studies	Other Standards	TN ELA	TN Math
<p><b>Session One: Communities at Work</b></p> <p>Students are introduced to the idea of a community and discover what types of workers help make their community strong.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Define and describe a community.</li> <li>Identify the variety of jobs in a community.</li> <li>Locate jobs and businesses on a community map.</li> <li>Apply listening and focused attention skills</li> <li>Describe how different jobs require different skills.</li> <li>State how people contribute to and benefit from a community.</li> </ul>	<p>2.15 Use legends and cardinal directions to determine locations on physical and political maps.</p> <p>SSP.06 Develop geographic awareness by:</p> <p>a. Identifying geographic symbols on maps and globes</p> <p>b. Understanding relationships between people, places, and resources</p>	<p><b>Guidance Standards</b></p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>2.RL.KID.1</p> <p>2.RI.KID.1</p> <p>2.RL.KID.3</p> <p>2.RI.KID.3</p> <p>2.RL.CS.4</p> <p>2.RI.CS.4</p> <p>2.RI.CS.5-7</p> <p>2.W.TTP.1</p> <p>2.W.TP.2</p> <p>2.W.RBPK.8</p> <p>2.SL.CC.1-3</p> <p>2.SL.PKI.4</p> <p>2.SL.PKI.6</p> <p>2.FL.PWR.3</p> <p>2.FL.WC.4</p> <p>2.FL.F.5</p> <p>2.FL.SC.6</p>	N/A
<p><b>Session Two: People at Work</b></p> <p>Students experience working in the community to earn a paycheck and produce goods and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Define the terms business, produce, goods, and services.</li> <li>Explain how people earn income.</li> <li>Describe how goods are made using skills and knowledge.</li> <li>Collect, record, and interpret data using digital tools.</li> </ul>	<p>2.04 Examine different types of producers and consumers in the U.S.</p>	<p><b>Guidance Standards</b></p> <p>AS3. Develop and practice effective technology skills</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AA3. Develop high expectations for achievement</p>	<p>2.RI.KID.2-3</p> <p>2.RI.CS.4-6</p> <p>2.RI.IKI.7</p> <p>2.SL.CC.2-3</p> <p>2.SL.PKI.6</p> <p>2.FL.PWR.3</p> <p>2.FL.WC.4</p> <p>2.FL.F.5</p> <p>2.FL.SC.6</p>	<p><b>MATH</b></p> <p>2.OA 1</p> <p>2.md. 10</p>

# JA Our Community 2.0

Session Details	Social Studies	Other Standards	TN ELA	TN Math
<p><b>Session Three: Money at Work</b></p> <p>Students learn how people use money to buy goods and services they want and need for personal or business purposes.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Match coin and dollar values.</li> <li>● Describe the role of banks in an economy.</li> <li>● Recognize the price of goods and services in the local market.</li> <li>● Describe how money flows through a community's economy.</li> <li>● Collaborate and communicate to make exchanges of money for goods or services.</li> <li>● Summarize how money is spent on goods and services related to businesses</li> </ul>	<p>2.04 Examine different types of producers and consumers in the U.S</p>	<p><b>Guidance Standards</b></p> <p>AA2. Display positive attitude toward work and learning</p> <p>AA3. Develop high expectations for achievement</p>	<p>2.RI.KID.1 2.RI.KID.3 2.RI.CS.4-5 2.RI.IKI.7 2.W.TP.2 2.W.RBPK.8 2.SL.CC.1-3 2.SL.PKI.4 2.SL.PKI.6 2.FL.PWR.3 2.FL.WC.4 2.FL.F.5 2.FL.SC.6</p>	<p><b>MATH</b></p> <p>2.md.8</p>
<p><b>Session Four: Votes Count</b></p> <p>Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Use reason and logic to assess and analyze problems.</li> <li>● Use empathy and observation skills to express community wants and needs.</li> <li>● Generate solutions to a problem using brainstorming techniques.</li> <li>● Identify and propose a creative solution to a community problem.</li> <li>● Recognize that community members have a responsibility to get involved to help meet a community's needs.</li> </ul>	<p>N/A</p>	<p><b>Guidance Standards</b></p> <p>SS1. Make ethical decisions and practice social responsibility</p> <p>SS3. Demonstrate empathy toward others</p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>2.RL.KID.1 2.RL.CS.6 2.RI.KID.1 2.RI.KID.3 2.RI.CS.4-6 2.RI.IKI.8 2.W.TTP.1 2.W.RBPK.7 2.W.RBPK.8 2.SL.CC.1-3 2.SL.PKI.4 2.FL.PWR.3 2.FL.WC.4 2.FL.F.5 2.FL.SC.6</p>	<p><b>N/A</b></p>



# JA Our Community 2.0

Session Details	Social Studies	Other Standards	TN ELA	TN Math
<p><b>Session Five: Making Choices</b></p> <p>Students are introduced to the concept of taxes and how those funds are used to pay government workers and provide services to support the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Define taxes.</li> <li>● Identify government jobs.</li> <li>● Explain why community members pay taxes.</li> <li>● Recognize how government services support the community.</li> <li>● Recognize that many viewpoints must be considered when making decisions for the community.</li> <li>● Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change.</li> </ul>	<p>SSP.04 Communicate ideas supported by evidence to:</p> <p>a. Demonstrate an understanding of ideas</p> <p>b. Compare and contrast viewpoints</p> <p>2.26 Understand that there are laws written to protect citizens' right to vote.</p>	<p><b>Guidance Standards</b></p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p> <p>SS6. Assume responsibility for choices and consequences</p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p>	<p>2.RL.KID.1</p> <p>2.RL.CS.6</p> <p>2.RI.KID.1</p> <p>2.RI.KID.3</p> <p>2.RI.CS.4-6</p> <p>2.RI.IKI.7-8</p> <p>2.W.TTP.1</p> <p>2.W.RBPK.8</p> <p>2.SL.CC.1-3</p> <p>2.SL.PKI.4</p> <p>2.FL.PWR.3</p> <p>2.FL.WC.4</p> <p>2.FL.F.5</p> <p>2.FL.SC.6</p>	<p>N/A</p>
<p><b>Session Six: Crack the Code (Optional)</b></p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Describe the digital skills and knowledge required to produce certain goods and services.</li> <li>● Recognize digital tools and computer skills.</li> <li>● Use simple programming language and knowledge to complete tasks.</li> <li>● Define code as the language computers use.</li> </ul>	<p>N/A</p>	<p><b>Guidance Standards</b></p> <p>AS3. Develop and practice effective technology skills</p> <p>AS4. Utilize resources to overcome barriers to learning</p>	<p>2.RL.KID.1</p> <p>2.RI.KID.1</p> <p>2.RI.KID.3</p> <p>2.RI.CS.4</p> <p>2.RI.IKI.7</p> <p>2.W.RBPK.7</p> <p>2.SL.CC.1-3</p> <p>2.SL.PKI.4</p> <p>2.SL.PKI.6</p> <p>2.FL.PWR.3</p> <p>2.FL.WC.4</p> <p>2.FL.F.5</p> <p>2.FL.SC.6</p>	<p>N/A</p>

# JA Our City

Session Descriptions	Social Studies	Other Standards	TN ELA	TN Math
<p><b>Session One: Earn, Save, Spend, and Donate</b></p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p>:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the four choices we have with money.</li> <li>Define deposits and withdrawals.</li> </ul>	<p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p>	<p><b>Guidance Standards</b></p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p>	<p>3.RI.KID.3</p> <p>3.RI.CS.4-5</p> <p>3.FL.PWR.3</p> <p>3.FL.WC.4</p> <p>3.W.TP.2</p> <p>3.W.RBPK.7-8</p> <p>3.SL.CC.1</p> <p>3.SL.CC.3</p> <p>3.SL.PKI.6</p>	<p><b>Measurement and Data</b></p> <p>MD.3.4</p> <p>MD.3.5</p> <p>MD.3.6</p> <p><b>Mathematical Practices</b></p> <p>1-8</p>
<p><b>Session Two: Invisible Money</b></p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define goods and services.</li> <li>Explain how people spend money.</li> <li>Recognize methods of payment and whether they are readily visible or invisible.</li> </ul>	<p>N/A</p>	<p><b>Guidance Standards</b></p> <p>SS1. Make ethical decisions and practice social responsibility</p> <p>SS6. Assume responsibility for choices and consequences</p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p>	<p>3.RI.KID.1-3</p> <p>3.RI.CS.4-5</p> <p>3.FL.PWR.3</p> <p>3.FL.WC.4</p> <p>3.W.RBPK.7-8</p> <p>3.SL.CC.1-3</p> <p>3.SL.PKI.4</p> <p>3.SL.PKI.6</p>	<p><b>Operations and Algebraic Thinking</b></p> <p>OA.3.8</p> <p>OA.3.9</p> <p><b>Mathematical Practices</b></p> <p>1-8</p>
<p><b>Session Three: How Do I Become an Entrepreneur?</b></p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define entrepreneur, producer, and consumer.</li> <li>Explain the need for a business plan.</li> <li>Discuss the ways in which entrepreneurs help a city.</li> </ul>	<p>N/A</p>	<p><b>Guidance Standards</b></p> <p>SE2. Work effectively in diverse groups by developing and employing leadership and teamwork skills</p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p>	<p>3.RI.KID.1-3</p> <p>3.RI.CS.4-5</p> <p>3.FL.PWR.3</p> <p>3.FL.WC.4</p> <p>3.SL.CC.1-3</p> <p>3.SL.PKI.6</p>	<p><b>Operations and Algebraic Thinking</b></p> <p>OA.3.8</p> <p><b>Numbers Base Ten</b></p> <p>NBT.3.2</p> <p><b>Mathematical Practices</b></p> <p>1-2</p> <p>4-8</p>

# JA Our City

Session Descriptions	Social Studies	Other Standards	TN ELA	TN Math
<p><b>Session Four: Money Choices Make the City Go Round</b></p> <p>Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the importance of money in everyday life.</li> <li>▪ Describe how money flows through a city’s economy.</li> <li>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</li> </ul>	<p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p>	<p><b>Guidance Standards</b></p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p>	<p>3.RI.KID.1</p> <p>3.RI.KID.3</p> <p>3.RI.CS.4-6</p> <p>3.FL.PWR.3</p> <p>3.FL.WC.4</p> <p>3.SL.CC.1-3</p> <p>3.SL.PKI.6</p>	<p><b>Operations in Algebra</b></p> <p>OA.3.8</p> <p>OA.3.9</p> <p><b>Numbers Base Ten</b></p> <p>NBT.3.2</p> <p><b>Mathematical Practices</b></p> <p>1-8</p>
<p><b>Session Five: Let’s Build a City</b></p> <p>A healthy city is built on the money choices of consumers, businesses, and the government. A city thrives when these sectors of the economy earn, save, spend, and donate.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe how personal choices make a city a good place to live, work, play, and go to school.</li> </ul>	<p>SSP.04 Construct and Communicate arguments supported by evidence to:</p> <p>a. Demonstrate and defend an understanding of ideas</p> <p>b. Compare and contrast viewpoints</p> <p>c. Illustrate cause and effect</p> <p>d. Predict likely outcomes</p> <p>e. Devise new outcomes or solutions</p> <p>3.04 Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads.</p>	<p>N/A</p>	<p>3.RI.KID.1</p> <p>3.RI.KID.3</p> <p>3.RI.CS.4-6</p> <p>3.FL.PWR.3</p> <p>3.FL.WC.4</p> <p>3.W.TP.2</p> <p>3.SL.CC.1-3</p> <p>3.SL.PKI.6</p>	<p><b>Operations in Algebra</b></p> <p>OA.3.8</p> <p><b>Numbers Base Ten</b></p> <p>NBT.3.2</p> <p><b>Mathematical Practices</b></p> <p>1-7</p>

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

# JA Our Region

Session Details	Social Studies	Other Standards	TN ELA	TN Math
<p><b>Session One: Be an Entrepreneur</b></p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the impact entrepreneurs have on a region</li> <li>Apply traits that are common to successful entrepreneurs to their own skills and abilities</li> </ul>	<p>3.14 Compare natural resources within the three [grand divisions of Tennessee], ...</p>	<p><b>Guidance Standards</b></p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p>	<p>4.RI.KID.1-2</p> <p>4.RI.CS.4</p> <p>4.RI.IKI.7</p> <p>4.FL.PWR.3</p> <p>4.FL.WC.4</p> <p>4.SL.CC.1</p> <p>4.SL.CC.3</p> <p>4.FL.SC.6</p>	<p><b>Mathematical Practices</b></p> <p>1-2</p> <p>4-7</p>
<p><b>Session Two: Resources–Tools for Entrepreneurs</b></p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define natural, human, and capital resources</li> <li>Describe how products and services use resources</li> </ul>	<p>3.04 Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads.</p> <p>G 3.05 Use different types of maps (e.g., political, physical, population, resource, and climate), graphs, and charts to interpret geographic information.</p>	<p><b>Guidance Standards</b></p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>4.RI.CS.4</p> <p>4.RI.IKI.7</p> <p>4.FL.PWR.3</p> <p>4.FL.WC.4</p> <p>4.W.TP.2</p> <p>4.W.RBPK.8</p> <p>4.SL.CC.1-3</p> <p>4.SL.PKI.4-5</p> <p>4.FL.SC.6</p>	<p><b>Mathematical Practices</b></p> <p>1-2</p> <p>4-8</p>
<p><b>Session Three: Hot Dog Stand Game</b></p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Track the revenue and expenses of a business</li> <li>Identify the fundamental tasks required to run a business</li> <li>Explain the importance of keeping an accurate account of a business’s financial information.</li> </ul>	<p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p>	<p><b>Guidance Standards</b></p> <p>SK1. Develop and articulate personal values, attitudes, and beliefs</p> <p>SK3. Distinguish appropriate behaviors for a variety of settings and situations</p> <p>SS2. Advocate for self in multiple settings using assertiveness skills</p>	<p>4.RI.KID.2-3</p> <p>4.RI.CS.4</p> <p>4.RI.IKI.7</p> <p>4.FL.PWR.3</p> <p>4.FL.WC.4</p> <p>4.SL.CC.1</p> <p>4.SL.CC.3</p> <p>4.FL.SC.6</p>	<p>NBT 4.4</p> <p>NF.4.7</p> <p><b>Mathematical Practices</b></p> <p>1-7</p>

# JA Our Region

Session Details	Social Studies	Other Standards	TN ELA	TN Math
<p><b>Session Four: Entrepreneurs Solve Problems</b></p> <p>Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the problem-solving process</li> <li>▪ Identify the potential risks and rewards in making business decisions</li> </ul>	<p>3.18 Analyze how people interact with their environment to satisfy basic needs and wants.</p>	<p><b>Guidance Standards</b></p> <p>SS1. Make ethical decisions and practice social responsibility</p> <p>SS6. Assume responsibility for choices and consequences</p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p> <p>SS8. Persevere through challenges to achieve goals</p> <p>SS9. Select and utilize appropriate coping skills in the face of a specific challenge</p>	<p>4.RI.KID.1-3</p> <p>4.RI.CS.4</p> <p>4.RI.IKI.7</p> <p>4.FL.PWR.3</p> <p>4.FL.WC.4</p> <p>4.W.TP.2</p> <p>4.W.RBPK.8</p> <p>4.SL.CC.1-2</p> <p>4.SL.PKI.4</p> <p>4.FL.SC.6</p>	<p><b>Mathematical Practices</b></p> <p>1-2</p> <p>4</p> <p>6-7</p>
<p><b>Session Five: Entrepreneurs Go Global</b></p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply the supply chain to a manufacturing example</li> <li>▪ Explain how resource providers, businesses, and consumers are interdependent</li> </ul>	<p>3.14 ... trace the development of a product from natural resource to a finished product.</p>	<p><b>Guidance Standards</b></p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>4.RI.KID.3</p> <p>4.RI.CS.4</p> <p>4.RI.IKI.7</p> <p>4.FL.PWR.3</p> <p>4.FL.WC.4</p> <p>4.SL.CC.1-3</p> <p>4.SL.PKI.4</p> <p>4.FL.SC.6</p>	<p>N/A</p>

# JA Our Nation

Session Details	Social Studies	Other Standards	TN ELA	TN Math
<p><b>Session One: Free to Choose Your Work or Business</b></p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the characteristics of a free market economy</li> <li>Explain how pricing guides economic decisions</li> </ul>	N/A	<p><b>Guidance Standards</b></p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AA5. Model a sense of belonging in the school environment</p> <p>AS2. Work independently</p> <p>SS2. Advocate for self in multiple settings using assertiveness skills</p>	<p>5.RI.KID.1-2</p> <p>5.RI.CS.4</p> <p>5.RI.IKI.7</p> <p>5.FL.PWR.3</p> <p>5.FL.WC.4</p> <p>5.SL.CC.1-3</p> <p>5.SL.PKI.4</p> <p>5.SL.PKI.6</p> <p>5.FL.F.5</p>	<p><b>Operations and Algebraic Thinking</b></p> <p>OA.5.2</p> <p><b>Numbers Base Ten</b></p> <p>NBT.5.6-7</p>
<p><b>Session Two: Innovation Nation</b></p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define entrepreneur and entrepreneurship</li> <li>Describe resources and how entrepreneurs use them</li> <li>Explore STEM skills and the process of innovation</li> </ul>	N/A	<p><b>Guidance Standards</b></p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p> <p>SS8. Persevere through challenges to achieve goals</p> <p>SS9. Select and utilize appropriate coping skills in the face of a specific challenge</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>AS5. Exhibit creativity</p>	<p>5.RI.KID.1-2</p> <p>5.RI.CS.4</p> <p>5.RI.IKI.7</p> <p>5.FL.PWR.3</p> <p>5.FL.WC.4</p> <p>5.W.TP.2</p> <p>5.W.PDW.4</p> <p>5.SL.CC.1-3</p> <p>5.SL.PKI.4</p> <p>5.SL.PKI.6</p> <p>5.FL.F.5</p>	<p><b>Operations and Algebraic Thinking</b></p> <p>CC.2.2.5.A.1</p> <p><b>Numbers Base Ten</b></p> <p>CC.2.1.5.B.2</p>
<p><b>Session Three: Career Quest</b></p> <p>Students learn about career clusters.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	N/A	<p><b>Guidance Standards</b></p> <p>AK2. Describe the benefits of education for career, life management, and personal and professional satisfaction</p> <p>SK3. Distinguish appropriate behaviors for a variety of settings and situations</p>	<p>5.RI.KID.1-2</p> <p>5.RI.CS.4</p> <p>5.RI.IKI.7</p> <p>5.FL.PWR.3</p> <p>5.FL.WC.4</p> <p>5.SL.CC.1-3</p> <p>5.SL.PKI.4</p> <p>5.SL.PKI.6</p> <p>5.FL.F.5</p>	<p><b>Numbers Base Ten</b></p> <p>CC.2.1.5.B.2</p>

# JA Our Nation

Session Details	Social Studies	Other Standards	TN ELA	TN Math
<p><b>Session Four: Get and Keep the Job!</b></p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the soft skills wanted by today's employers</li> </ul>	N/A	<p><b>Guidance Standards</b></p> <p>SS3. Demonstrate empathy toward others</p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p> <p>SE2. Work effectively in diverse groups by developing and employing leadership and teamwork skills</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p>	<p>5.RI.KID.1-2</p> <p>5.RI.CS.4</p> <p>5.RI.IKI.7</p> <p>5.FL.PWR.3</p> <p>5.FL.WC.4</p> <p>5.W.TP.2</p> <p>5.W.PDW.4</p> <p>5.SL.CC.1-3</p> <p>5.SL.PKI.4</p> <p>5.SL.PKI.6</p> <p>5.FL.F.5</p>	<p><b>Operations and Algebraic Thinking</b> CC.2.2.5.A.1</p> <p><b>Numbers Base Ten</b> CC.2.1.5.B.2</p>
<p><b>Session Five: Global Connections</b></p> <p>Students explore how the United States is connected to the global economy.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Discuss why businesses specialize and trade</li> <li>Define opportunity cost</li> </ul>	N/A	<p><b>Guidance Standards</b></p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>5.RI.KID.1-2</p> <p>5.RI.CS.4</p> <p>5.RI.IKI.7</p> <p>5.FL.PWR.3</p> <p>5.FL.WC.4</p> <p>5.SL.CC.1-3</p> <p>5.SL.PKI.4</p> <p>5.SL.PKI.6</p> <p>5.FL.F.5</p>	N/A
<p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify three basic ways businesses are organized.</li> </ul>	N/A	<p><b>Guidance Standards</b></p> <p>CK1. Research and appraise characteristics of a variety of traditional and nontraditional occupations</p> <p>CK4. Research and summarize the education and training needed to achieve specified career goals</p>	<p>Speaking and Listening</p> <p>5.SL.CC.1-3</p> <p>5.SL.PKI.4</p> <p>Language</p> <p>L.5.1,5</p>	N/A

# JA More than Money

Session Descriptions	Social Studies	Other Standards	TN ELA	TN Math
<p><b>Session One: The Money Garden</b></p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the role of money in everyday life</li> <li>Explain the benefits of using a savings account</li> </ul>	<p>3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.</p>	<p><b>Guidance Standards</b></p> <p>AS1. Use test-taking, time management, organizational, and study skills to improve academic achievement</p> <p>AS2. Work independently</p>	<p>3.RI.KID.1</p> <p>3.RI.KID.3</p> <p>3.RI.CS.4</p> <p>3.RI.CS.6</p> <p>3.FL.PWR.3</p> <p>3.FL.WC.4</p> <p>3.SL.CC.1</p> <p>3.SL.PKI.6</p> <p>3.FL.SC.6</p>	<p><b>Numbers Base Ten</b></p> <p>3.NBT.2.2</p> <p>3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5</p> <p>5.NBT.7</p> <p><b>Mathematical Practices</b></p> <p>1-8</p>
<p><b>Session Two: Create a Business</b></p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define business, goods, and services</li> <li>Identify businesses they would like to start that align with their personal interests and skills</li> <li>Appreciate their own roles as entrepreneurs in affecting their community and their world</li> </ul>	<p>N/A</p>	<p><b>Guidance Standards</b></p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p> <p>SK3. Distinguish appropriate behaviors for a variety of settings and situations</p>	<p>3.RI.KID.2-3</p> <p>3.RI.CS.4</p> <p>3.RI.CS.6</p> <p>3.FL.PWR.3</p> <p>3.FL.WC.4</p> <p>3.SL.CC.1-3</p> <p>3.SL.PKI.6</p> <p>3.FL.SC.6</p>	<p><b>Numbers Base Ten</b></p> <p>3.NBT.3.3</p> <p>4.NBT.4</p> <p>4.NBT.5</p> <p>5.NBT.5</p> <p>5.NBT.7</p> <p><b>Mathematical Practices</b></p> <p>1-8</p>
<p><b>Session Three: Build a Business</b></p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the basic steps for building a small business</li> <li>Develop a basic business plan</li> </ul>	<p>SSP.03 Organize data from a variety of sources in order to:</p> <p>a. Compare and contrast multiple sources</p> <p>b. Frame appropriate questions for further investigation</p>	<p><b>Guidance Standards</b></p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p>	<p>3.RI.KID.2-3</p> <p>3.RI.CS.4-6</p> <p>3.FL.PWR.3</p> <p>3.FL.WC.4</p> <p>3.SL.CC.1</p> <p>3.SL.PKI.6</p> <p>3.FL.SC.6</p>	<p><b>Numbers Base Ten</b></p> <p>3.NBT.2.2</p> <p>3.NBT.3.3</p> <p>4.NBT.4</p> <p>4.NF.4.7</p> <p>5.NBT.5</p> <p>5.NBT.7</p> <p><b>Mathematical Practices</b></p> <p>1-2</p> <p>4-8</p>



# JA More than Money

Session Descriptions	Social Studies	Other Standards	TN ELA	TN Math
<p><b>Session Four: Run a Business</b></p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain why financial institutions lend money</li> <li>▪ Explain decision making and the traits of trustworthy borrowers</li> <li>▪ Record and track financial gains and losses</li> </ul>	<p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ol style="list-style-type: none"> <li>Demonstrate and defend an understanding of ideas</li> <li>Compare and contrast viewpoints</li> <li>Illustrate cause and effect</li> </ol>	<p><b>Guidance Standards</b></p> <p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p>	<p>3.RI.KID.1-3 3.RI.CS.4-5 3.RI.IKI.7 3.FL.PWR.3 3.FL.WC.4 3.W.TP.2 3.W.TTP.3 3.W.PDW.5 3.SL.CC.1-3 3.SL.PKI.6 3.FL.SC.6</p>	<p><b>Numbers Base Ten</b></p> <p>3.NBT.2.2 3.NBT.3.3 4.NBT.4 4.NBT.5 5.NBT.5 5.NBT.7</p> <p><b>Mathematical Practices</b></p> <p>1-8</p>
<p><b>Session Five: Global Success</b></p> <p>The students explore the opportunities and challenges of global markets.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explore reasons why businesses import and export goods</li> <li>▪ Describe the economic considerations related to selling in a global market</li> <li>▪ Define opportunity cost</li> </ul>	<p>3.17 Compare and contrast how goods and services are exchanged on local and regional levels.</p>	<p><b>Guidance Standards</b></p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SA4. Recognize each person is a part of a diverse local and global community</p>	<p>3.RI.KID.1 3.RI.KID.3 3.RI.CS.4-6 3.RI.IKI.7 3.FL.PWR.3 3.FL.WC.4 3.W.TTP.3 3.SL.CC.1-2 3.SL.PKI.6 3.FL.SC.6</p>	<p>N/A</p>

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# JA Career Exploration Fair K-2

Session Descriptions	Guidance Standards	TN ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job to Do!</b></p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define careers.</li> <li>Examine the jobs of family members.</li> <li>Identify jobs within the community.</li> </ul>	<p>AA2. Display positive attitude toward work and learning</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AA5. Model a sense of belonging in the school environment</p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p> <p>CK.2 Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p>	<p>Foundational Skills</p> <p>3-6</p> <p>Writing</p> <p>2, 5, 8</p> <p>Speaking and Listening</p> <p>1-6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Observe speakers and the tools they use.</li> <li>Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>Express ideas and questions concerning the jobs people have.</li> </ul>	<p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>AA6. Build aspirations for postsecondary education and training</p> <p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SK3. Distinguish appropriate behaviors for a variety of settings and situations</p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p> <p>SS8. Persevere through challenges to achieve goals</p> <p>SE4. Create and sustain positive, supportive, and appropriate relationships with peers and adults that support success</p> <p>CK1. Research and appraise characteristics of a variety of traditional and nontraditional occupations.</p>	<p>Foundational Skills</p> <p>3-6</p> <p>Writing</p> <p>4, 5, 6</p> <p>Speaking and Listening</p> <p>1-6</p>
<p><b>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Begin to identify a future career interest.</li> </ul>	<p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>CS1. Develop skills to locate, evaluate and interpret career information</p> <p>AK2. Describe the benefits of education for career, life management, and personal and professional satisfaction</p> <p>AK3. Articulate belief that postsecondary education and life-long learning are necessary for long-term career success</p> <p>CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p>	<p>Foundational Skills</p> <p>3- 6</p> <p>Writing</p> <p>4, 5, 6</p>

# JA Career Exploration Fair 3-5

Session Descriptions	Guidance Standards	TN ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job for Everyone</b></p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define careers.</li> <li>Analyze their interests and skills to learn how they fit in the classroom and the workplace.</li> <li>Construct new understandings connected to prior knowledge.</li> </ul>	<p>AA2. Display positive attitude toward work and learning</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AA5. Model a sense of belonging in the school environment</p> <p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p> <p>CK.2 Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p>	<p>Foundational Skills 3-6</p> <p>Speaking and Listening 1, 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Observe speakers and the tools they use.</li> <li>Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>Express how jobs require specific interests and skills.</li> <li>Examine how school skills apply to career paths.</li> </ul>	<p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SA3. Respect diversity in culture, perspectives, values, and experiences</p> <p>SK3. Distinguish appropriate behaviors for a variety of settings and situations</p> <p>SS7. Positively manage behavior and choices by applying self-discipline and self-control</p> <p>SS8. Persevere through challenges to achieve goals</p> <p>SE4. Create and sustain positive, supportive, and appropriate relationships with peers and adults that support success</p> <p>CK1. Research and appraise characteristics of a variety of traditional and nontraditional occupations.</p>	<p>Foundational Skills 3-6</p> <p>Speaking and Listening 1, 3, 5, 6</p>
<p><b>Post-JA Career Exploration Fair Activity: Someday I'll Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Prepare a personal interest "resume."</li> <li>Begin to identify a future career interest.</li> </ul>	<p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>CS1. Develop skills to locate, evaluate and interpret career information</p> <p>AK2. Describe the benefits of education for career, life management, and personal and professional satisfaction</p> <p>AK3. Articulate belief that postsecondary education and life-long learning are necessary for long-term career success</p> <p>CA1. Develop and articulate postsecondary education and career aspirations</p> <p>CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p>	<p>Foundational Skills 3-6</p> <p>Writing 4-6</p>

# JA Career Speaker Series K-5

Session Descriptions	Guidance Standards	TN ELA
<p><b>Before the Event</b></p> <p>Students prepare questions for the speaker to answer.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify skills and interests</li> <li>Explain how the speaker’s job helps people in the community</li> </ul>	<p>SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>SA2. Develop positive attitudes toward others as unique and worthy people</p> <p>SK1. Develop and articulate personal values, attitudes, and beliefs</p>	<p>Foundational Skills</p> <p>1-6</p> <p>Speaking and Listening</p> <p>1, 6</p>
<p><b>Speaker Day: Invite a Career Speaker to Class</b></p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Listen to a career speaker.</li> <li>Express how jobs require specific interests and skills.</li> <li>Examine how interests and skills apply to careers.</li> </ul>	<p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AA5. Model a sense of belonging in the school environment</p> <p>CS3. Utilize internal and external resources to manage transitions and adapt to changing situations/responsibilities</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>Foundational Skills</p> <p>1-6</p> <p>Speaking and Listening</p> <p>1, 3, 5, 6</p>
<p><b>After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize career clusters.</li> <li>Identify careers that relate to personal interests and skills.</li> </ul>	<p>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</p> <p>CA1. Develop and articulate postsecondary education and career aspirations</p> <p>CK1. Research and appraise characteristics of a variety of traditional and nontraditional occupations</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>CS1. Develop skills to locate, evaluate and interpret career information</p>	<p>Foundational Skills</p> <p>1-6</p> <p>Writing</p> <p>4-6</p>