

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



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Brand 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 Montana Academic Standards for where appropriate, 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 Programs

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

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

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

[JA Our Community](#)<sup>®</sup> [Blended](#) 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	MT Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session One: This or That? Make a Choice</b></p> <p>Students practice economics by making personal choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify personal interests</li> <li>▪ Consider the factors that determine their choices</li> <li>▪ Define money</li> </ul>		<p>Reading Foundations RF.K.1-3</p> <p>Writing W.K.1-2,8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.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>5.1 Give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards).</p>	<p>Reading Foundations RF.K.1-3</p> <p>Literature RL.K.1,4 RL.K.7</p> <p>Speaking and Listening SL.K.1-3</p> <p>SL.K.6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.3</p> <p>Measurement and Data CC.2.4.K.A.4</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>6.3 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.2,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>
<p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of saving money</li> <li>▪ Identify a savings goal</li> <li>▪ Identify a place where people save money</li> </ul>	<p>5.5 Explain the roles of money, banking, and savings in everyday life.</p>	<p>Reading Foundations RF.K.1-4</p> <p>Literature RL.K.1-4</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1</p> <p>Measurement and Data CC.2.4.K.A.4</p>

# JA Ourselves

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Five: A Penny Shared</b></p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of giving</li> <li>▪ Organize a chronological sequence of events</li> </ul>	<p>2.5 Identify and explain the individual’s responsibilities to family, peers and the community, including the need for civility, respect for diversity and the rights of others.</p> <p>3.3 Describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters)</p>	<p>Reading Foundations RF.K.1-4</p> <p>Writing W.K.1,8</p> <p>Literature RL.K.1-4 RL.K.7 RL.K.9-10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4,6</p>	<p>Counting and Cardinality CC.2.1.K.A.1-3</p>

# JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core 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>Reading Literature RI.1.1 RI.1.3-4 RI.1.7,9,10</p> <p>Reading Foundations RF.1.1-4</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 8</p>
<p><b>Session Two: Money for Needs and Wants</b></p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the difference between needs and wants</li> <li>▪ Explain that families must earn money for the things they need and want</li> </ul>		<p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Reading Foundations RF.1.1-4</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 4-5 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>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 5-8</p>

# JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core 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>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.6-7</p> <p>Writing W.1.5</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices</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>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking &amp; Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7</p> <p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices</p> <p>2-4</p> <p>7-8</p>

# JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session One: People in a Community Working Together</b></p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe a community.</li> <li>▪ State how people contribute to and benefit from a community.</li> <li>▪ Identify the variety of jobs in a community and how each requires specific skills.</li> </ul>		<p>Reading Literature RL.2.1 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Geometry G.2.2</p> <p>Mathematical Practices 4</p>
<p><b>Session Two: Sweet “O” Donuts</b></p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define the terms produce, product, production, goods, and services.</li> <li>▪ Apply innovation to the production process.</li> <li>▪ Explain that people in a community earn money by performing work.</li> </ul>		<p>Reading Foundations RF.2.3-4</p> <p>Writing W.2.2</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7</p>
<p><b>Session Three: Business and Government Jobs</b></p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Locate businesses and identify government careers.</li> <li>▪ Explain how taxation supports government services.</li> </ul>		<p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Mathematical Practices 1-2 4-5 8</p>

# JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>The Session Four: Let's Vote!</b></p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply a decision-making process.</li> <li>▪ Recognize voting as a way responsible citizens act and contribute to meet a community's needs.</li> </ul>		<p>Reading Foundations RF.2.3</p> <p>Writing W.2.2 W.2.7-8</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1</p>	<p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 2 4</p>
<p><b>Session Five: Money Moves in a Community</b></p> <p>Students learn about money and how it moves through a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify coins and money terms.</li> <li>▪ Describe how money flows through a community's economy.</li> </ul>		<p>Reading Literature RL.2.1 RL.2.4 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.3 -5 RI.7</p> <p>Reading Foundations RF.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 1-2 5-7</p>

# JA Our Community Blended

Session Details	Academic Content Standards	Other Standards	Common Core
<p><b>Session One: Communities at Work</b></p> <p>Students are introduced to the idea of a community and discover what types of workers help make their community strong.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Define and describe a community.</li> <li>▪ Identify the variety of jobs in a community.</li> <li>▪ Locate jobs and businesses on a community map.</li> <li>▪ Apply listening and focused attention skills</li> <li>▪ Describe how different jobs require different skills.</li> <li>▪ State how people contribute to and benefit from a community.</li> </ul>			<p><b>ELA</b></p> <p>Reading            RL.2.1            RI.2.1            RI.2.3-.2.7            RF. 2.3-2.4</p> <p>Writing            W. 2.1-2.2            W.2.8</p> <p>Speaking and Listening            SL. 2.1-2.4            SL. 2.6</p> <p>Language            L.2.1-2.6</p>
<p><b>Session Two: People at Work</b></p> <p>Students experience working in the community to earn a paycheck and produce goods and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Define the terms business, produce, goods, and services.</li> <li>▪ Explain how people earn income.</li> <li>▪ Describe how goods are made using skills and knowledge.</li> <li>▪ Collect, record, and interpret data using digital tools.</li> </ul>			<p><b>ELA</b></p> <p>Reading            RI.2.3-.2.7            RF. 2.3-2.4</p> <p>Speaking and Listening            SL. 2.2-2.3            SL. 2.6</p> <p>Language            L.2.1-2.6</p> <p><b>MATH</b>            2.OA 1            2.md. 10</p>

# JA Our Community Blended

Session Details	Academic Content Standards	Other Standards	Common Core
<p><b>Session Three: Money at Work</b></p> <p>Students learn how people use money to buy goods and services they want and need for personal or business purposes.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Match coin and dollar values.</li> <li>▪ Describe the role of banks in an economy.</li> <li>▪ Recognize the price of goods and services in the local market.</li> <li>▪ Describe how money flows through a community's economy.</li> <li>▪ Collaborate and communicate to make exchanges of money for goods or services.</li> <li>▪ Summarize how money is spent on goods and services related to businesses</li> </ul>			<p><b>ELA</b></p> <p>Reading RI.2.1 RI.2.3-.2.5 RI. 2.7 RF. 2.3-2.4</p> <p>Writing W.2.2 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p> <p><b>MATH</b> 2.md.8</p>
<p><b>Session Four: Votes Count</b></p> <p>Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Use reason and logic to assess and analyze problems.</li> <li>▪ Use empathy and observation skills to express community wants and needs.</li> <li>▪ Generate solutions to a problem using brainstorming techniques.</li> <li>▪ Identify and propose a creative solution to a community problem.</li> <li>▪ Recognize that community members have a responsibility to get involved to help meet a community's needs.</li> </ul>			<p><b>ELA</b></p> <p>Reading RL.2.1 RL.2.6 RI.2.1 RI.2.3-.2.6 RI.2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W. 2.7-2.8</p> <p>Speaking and Listening SL. 2.1-2.4</p> <p>Language L.2.1-2.6</p>

# JA Our Community Blended

Session Details	Academic Content Standards	Other Standards	Common Core
<p><b>Session Five: Making Choices</b></p> <p>Students are introduced to the concept of taxes and how those funds are used to pay government workers and provide services to support the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Define taxes.</li> <li>▪ Identify government jobs.</li> <li>▪ Explain why community members pay taxes.</li> <li>▪ Recognize how government services support the community.</li> <li>▪ Recognize that many viewpoints must be considered when making decisions for the community.</li> <li>▪ Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change.</li> </ul>			<p><b>ELA</b></p> <p>Reading            RL.2.1            RL.2.6            RI.2.1            RI 2.3-2.8            RF. 2.3-2.4</p> <p>Writing            W. 2.1            W.2.8</p> <p>Speaking and Listening            SL. 2.1-2.4            SL. 2.6</p> <p>Language            L.2.1-2.6</p>
<p><b>Session Six: Crack the Code (Optional)</b></p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the digital skills and knowledge required to produce certain goods and services.</li> <li>▪ Recognize digital tools and computer skills.</li> <li>▪ Use simple programming language and knowledge to complete tasks.</li> <li>▪ Define code as the language computers use.</li> </ul>			<p><b>ELA</b></p> <p>Reading            RL.2.1            RI.2.1            RI 2.3-2.4            RI.2.7            RF. 2.3-2.4</p> <p>Writing            W. 2.7</p> <p>Speaking and Listening            SL. 2.1-2.4            SL. 2.6</p> <p>Language            L.2.1-2.6</p>

# JA Our City

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session One: Earn, Save, Spend, and Donate</b></p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the four choices we have with money.</li> <li>▪ Define deposits and withdrawals.</li> </ul>	<p><b>Standard 5</b></p> <p>(a) give examples of needs and wants, scarcity and choice (e.g., budgeting of allowance, trading cards);</p> <p>(b) identify basic economic concepts</p> <p>d) describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people [in Montana, the United States, and the world.]</p> <p>e) explain the roles of money, banking, and savings in everyday life;</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2<sup>ELO</sup> W.3.7-8<sup>ELO</sup></p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 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>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define goods and services.</li> <li>▪ Explain how people spend money.</li> <li>▪ Recognize methods of payment and whether they are readily visible or invisible.</li> </ul>	<p><b>Standard 5</b></p> <p>(a) give examples of needs and wants, scarcity and choice (e.g., budgeting of allowance<sup>ELO</sup>, trading cards);</p> <p>(c) distinguish between private goods and services (e.g., family car, local restaurant) and public goods and services (e.g., interstate highway system, United States postal service)</p> <p>d) describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people [in Montana, the United States, and the world.]</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7-8<sup>ELO</sup></p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 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>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, producer, and consumer.</li> <li>▪ Explain the need for a business plan.</li> <li>▪ Discuss the ways in which entrepreneurs help a city.</li> </ul>	<p><b>Standard 5</b></p> <p>(d) describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people [in Montana, the United States, and the world.]</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-2 4-8</p>

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

# JA Our City

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core 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>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the importance of money in everyday life.</li> <li>▪ Describe how money flows through a city’s economy.</li> <li>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</li> </ul>	<p><b>Standard 5</b></p> <p>e) explain the roles of money, banking, and savings in everyday life;</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8 OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 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>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe how personal choices make a city a good place to live, work, play, and go to school.</li> </ul>	<p><b>Standard 3</b></p> <p>(a) identify and use various representations of the earth (e.g., maps, globes, photographs, latitude and longitude, scale)</p> <p>(c) describe and illustrate ways in which people interact with their physical environment</p> <p><b>Standard 5</b></p> <p>e) explain the roles of money, banking, and savings in everyday life;</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1,3,4</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

# JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core 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>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the impact entrepreneurs have on a region</li> <li>Apply traits that are common to successful entrepreneurs to their own skills and abilities</li> </ul>	<p><b>Workplace Competencies</b></p> <p>1.4 Manage personal resources.</p> <p>6.1 Describe how current learning relates to life and career development.</p> <p>6.6 Describe and demonstrate the importance of personal goal setting and planning.</p>	<p>Reading for Information RI.4.1-2 RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 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>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define natural, human, and capital resources</li> <li>Describe how products and services use resources</li> </ul>	<p><b>Social Studies</b></p> <p>3.2 Locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g. flora, fauna) and human features (e.g., cities, states, national borders).</p> <p>3.3 Describe and illustrate ways in which people interact with their physical environment</p> <p>3.7 Describe and compare the ways in which people in different regions of the world interact with their physical environments.</p>	<p>Reading for Information RI.4.4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-5</p> <p>Language L.4.3-4 L.4.1-6</p>	<p>Mathematical Practices 1-2 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>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Track the revenue and expenses of a business</li> <li>Identify the fundamental tasks required to run a business</li> <li>Explain the importance of keeping an accurate account of a business’s financial information</li> </ul>	<p><b>Social Studies</b></p> <p>5. 2. Identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community.</p> <p>5.4. Describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States, and the world.</p>	<p>Reading for Information RI.4.2-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1 SL.4.3</p> <p>Language L.4.1 L.4.3-6</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>

# JA Our Region

Session Details	Academic Standards	Common Core ELA	Common Core 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>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate the problem-solving process</li> <li>▪ Identify the potential risks and rewards in making business decisions</li> </ul>	<p><b>Workplace Competencies</b></p> <p>2.1 Practice one’s role as an active and cooperative team player while recognizing individual differences and cultural diversity.</p> <p>2.4 Identify and practice negotiation skills and conflict resolution in structured situations.</p> <p>3.3 Use a variety of methods (e.g., oral, written, graphic, pictorial, multimedia) to complete a task.</p>	<p>Reading for Information RI.4.1 RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Writing W.4.2 W.4.8</p> <p>Speaking and Listening SL.4.1-2 SL.4.4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>Mathematical Practices 1-2 4 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>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply the supply chain to a manufacturing example</li> <li>▪ Explain how resource providers, businesses, and consumers are interdependent</li> </ul>	<p><b>Workplace Competencies</b></p> <p>3.4 Access and organize information from print and electronic sources.</p> <p>4.2 Identify and model how components of systems interact (e.g., role-play, class jobs).</p>	<p>Reading for Information RI.4.3-4 RI.4.7</p> <p>Reading Foundations RF.4.3-4</p> <p>Speaking and Listening SL.4.1-4</p> <p>Language L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>
<p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify three basic ways businesses are organized.</li> </ul>		<p>SL.5.1-6 L.5.1 L.5.5</p>	<p>NA</p>

# JA Our Nation

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: Free to Choose Your Work or Business</b></p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the characteristics of a free market economy</li> <li>Explain how pricing guides economic decisions</li> </ul>	<p><b>Social Studies</b></p> <p>1.1 Apply the steps of an inquiry process.</p> <p>1.3 Interpret and apply information to support conclusions and use group decision-making strategies to solve problems in real world situations.</p> <p>5.5 Explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and services) by individuals and groups (e.g., businesses, financial institutions, and governments).</p> <p><b>Workplace Competencies</b></p> <p>6.3 Identify possible outcomes and consequences of decisions.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten 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>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define entrepreneur and entrepreneurship</li> <li>Describe resources and how entrepreneurs use them</li> <li>Explore STEM skills and the process of innovation</li> </ul>	<p><b>Social Studies</b></p> <p>4.5 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.</p> <p><b>Workplace Competencies</b></p> <p>1. Use a variety of skills to work as a member of a team while recognizing individual differences and cultural diversity (e.g., listening skills).</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten CC.2.1.5.B.2</p>
<p><b>Session Three: Career Quest</b></p> <p>Students learn about career clusters.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	<p><b>Workplace Competencies</b></p> <p>6.5 Locate, explore, and evaluate a variety of occupations not limited by stereotypes, bias or traditional roles.</p> <p>3.3 Select and present information using a variety of methods.</p> <p>3.4 Acquire, organize, communicate, process, and analyze information from print and electronic sources.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Numbers Base Ten CC.2.1.5.B.2</p>

# JA Our Nation

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Get and Keep the Job!</b></p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the soft skills wanted by today's employers</li> </ul>	<p><b>Workplace Competencies</b></p> <p>2.5. Practice positive interpersonal communication skills.</p> <p>6. 2. Demonstrate personal qualities (e.g., dependability, punctuality, cooperation) that are needed to get and keep jobs.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Writing WS.5.2 WS.5.4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Operations and Algebraic Thinking CC.2.2.5.A.1</p> <p>Numbers Base Ten 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>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Discuss why businesses specialize and trade</li> <li>Define opportunity cost</li> </ul>	<p><b>Social Studies</b></p> <p>3.4 Explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.</p> <p>3.5 Use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems.</p> <p><b>Workplace Competencies</b></p> <p>4. Work toward agreements that include exchanging specific resources or resolving divergent interests in structured and unstructured situations.</p>	<p>Reading for Information RI.5.1-2 RI.5.4 RI.5.7</p> <p>Reading Foundations RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>NA</p>
<p><b>Optional Supplement: Business Organization</b></p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify three basic ways businesses are organized.</li> </ul>	<p><b>Workplace Competencies</b></p> <p>4.1 Describe and illustrate a system (e.g., relationships among self, family, school, community).</p> <p>4.2 Analyze how a system works (i.e., input, process, output, feedback, performance improvement).</p>	<p>Speaking and Listening SL.5.1-4</p> <p>Language L.5.1,5</p>	<p>NA</p>

# JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: The Money Garden</b></p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the role of money in everyday life</li> <li>▪ Explain the benefits of using a savings account</li> </ul>		<p>Reading for Information RI.3.1 RI.3.3-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1 L.3.4 L.3.4</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Two: Create a Business</b></p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define business, goods, and services</li> <li>▪ Identify businesses they would like to start that align with their personal interests and skills</li> <li>▪ Appreciate their own roles as entrepreneurs in affecting their community and their world</li> </ul>		<p>Reading for Information RI.3.2-4 RI.3.6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Three: Build a Business</b></p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the basic steps for building a small business</li> <li>▪ Develop a basic business plan</li> </ul>		<p>Reading for Information RI.3.2-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NF.4.7</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-2 4-8</p>

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

# JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Run a Business</b></p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain why financial institutions lend money</li> <li>▪ Explain decision making and the traits of trustworthy borrowers</li> <li>▪ Record and track financial gains and losses</li> </ul>		<p>Reading for Information RI.3.1-5 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.4 L.3.6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p><b>Session Five: Global Success</b></p> <p>The students explore the opportunities and challenges of global markets.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explore reasons why businesses import and export goods</li> <li>▪ Describe the economic considerations related to selling in a global market</li> <li>▪ Define opportunity cost</li> </ul>		<p>Reading for Information RI.3.1 RI.3.3-7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.3</p> <p>Speaking and Listening SL.3.1-2 SL.3.6</p> <p>Language L.3.1-4 L.3.6</p>	

# JA Career Exploration Fair K-2

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Pre-JA Career Exploration Fair Session: A Job to Do!</b></p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Examine the jobs of family members.</li> <li>▪ Identify jobs within the community.</li> </ul>		<p>Foundational Skills RF 1 RF 2 RF 3</p> <p>Writing W 2 W 5 W 8</p> <p>Speaking and Listening SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express ideas and questions concerning the jobs people have.</li> </ul>		<p>Foundational Skills RF 1 RF 2 RF 3</p> <p>Writing W.4 W.5 W.6</p> <p>Speaking and Listening SL 1 SL 3 SL 4 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p><b>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Begin to identify a future career interest.</li> </ul>		<p>Foundational Skills RF 1 RF 2 RF 3</p> <p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 6</p>

# JA Career Exploration Fair 3-5

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Pre-JA Career Exploration Fair</b>  <b>Session: A Job for Everyone</b></p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace.</li> <li>▪ Construct new understandings connected to prior knowledge.</li> </ul>		Foundational Skills RF 3 RF 4 Speaking and Listening SL 1 SL 6 Language L 4 L 5 L 6
<p><b>The Day of the Fair</b></p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Observe speakers and the tools they use.</li> <li>▪ Identify the variety of careers people have in the community and how each job requires specific skills.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how school skills apply to career paths.</li> </ul>		Foundational Skills RF 3 RF 4 Speaking and Listening SL 1 SL 3 SL 5 SL 6 Language L 4 L 5 L 6
<p><b>Post-JA Career Exploration Fair</b>  <b>Activity: Someday I'll Be...</b></p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Prepare a personal interest "resume."</li> <li>▪ Begin to identify a future career interest.</li> </ul>		Foundational Skills RF 3 RF 4 Writing W.4 W.5 W.6 Language L 4 L 5 L 6

# JA Career Speaker Series K-5

Session Descriptions	Academic Standards	Common Core ELA
<p><b>Before the Event</b></p> <p>Students prepare questions for the speaker to answer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify skills and interests</li> <li>▪ Explain how the speaker’s job helps people in the community</li> </ul>		<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</p>
<p><b>Speaker Day: Invite a Career Speaker to Class</b></p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Listen to a career speaker.</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Examine how interests and skills apply to careers.</li> </ul>		<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 3 SL 5 SL 6</p> <p>Language</p> <p>L 4 L 5 L 6</p>
<p><b>After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize career clusters.</li> <li>▪ Identify careers that relate to personal interests and skills.</li> </ul>		<p>Foundational Skills</p> <p>RF 1 RF 2 RF 3 RF 4</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L 4 L 5 L 6</p>