

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



Updated May 2024
Michigan Academic Standards
[Michigan Social Studies Standards](#)
[CTE Career Ready Practices](#)

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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 Michigan Academic Standards for social studies and the CTE Career Ready Practices, where appropriate, for grades K-5, as well as the Common Core Standards for English Language Arts and Mathematics.

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

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

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

[JA Our City](#)^{® 1.0} introduces students to the intersection of financial literacy and third-grade social studies learning objectives, including the characteristics of cities and how people and businesses in cities manage their money.

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

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

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

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

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

JA Ourselves

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify personal interests Consider the factors that determine their choices Define money 	<p>4 – E1.0.7 Describe the role of money in the exchange of goods and services.</p> <p>2 – E1.0.5 Utilize a decision-making process to analyze the benefits and costs of a personal decision.</p>	<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>Session Two: Do I Need What I Want?</p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the difference between needs and wants Create a simple chart 	<p>K – G5.0.1 Describe ways in which the environment provides for basic human needs and wants.</p> <p>Process and Skills</p> <p>P2.4 Know how to find relevant evidence from a variety of sources.</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 SL.K.6</p> <p>Language</p>	<p>Counting and Cardinality CC.2.1.K.A.3</p> <p>Measurement and Data CC.2.4.K.A.4</p>
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the role of money in society Identify jobs they can do to earn money 	<p>1 – E1.0.5 Describe ways in which people earn money.</p> <p>1 – E1.0.6 Describe how money simplifies trade.</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>Counting and Cardinality CC.2.1.K.A.1-3</p>

JA Ourselves

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: A Penny Saved Students are introduced to the concept of saving.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of saving money ▪ Identify a savings goal ▪ Identify a place where people save money 	N/A	<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>
<p>Session Five: A Penny Shared Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving ▪ Organize a chronological sequence of events 	<p>1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p>Process and Skills</p> <p>P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</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</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>Session One: All Kinds of Families</p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Begin to understand the similarities and differences between families ▪ Recognize the importance of businesses in neighborhoods 	<p>NA</p>	<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 & Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2</p>	<p>Mathematical Practices 8</p>
<p>Session Two: Money for Needs and Wants</p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the difference between needs and wants ▪ Explain that families must earn money for the things they need and want 	<p>1 – E1.0.5 Describe ways in which people earn money.</p>	<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 & Listening SL.1.1-2 SL.1.4</p> <p>Language</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 4-5 7-8</p>
<p>Session Three: Businesses All Around the Neighborhood</p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, goods, and services ▪ Interpret map symbols ▪ Identify the goods or services businesses provide 	<p>K – G1.0.1 Recognize that maps and globes represent places.</p> <p>Process and Skills</p> <p>P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</p>	<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 & Listening</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>Session Four: Jobs All Around the Neighborhood</p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the jobs people do ▪ Analyze their own skills to determine ways they can support family members 	<p>NA</p>	<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 & Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4-5</p> <p>7-8</p>
<p>Session Five: A New Business</p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>K – G5.0.1 Describe ways in which the environment provides for basic human needs and wants.</p> <p>1 – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</p>	<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 & Listening</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 2.0

Session Details	Academic Content Standards	Career Ready Practices	Common Core
<p>Session One: Communities at Work</p> <p>Students are introduced to the idea of a community and discover what types of workers help make their community strong.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define and describe a community. Identify the variety of jobs in a community. Locate jobs and businesses on a community map. Apply listening and focused attention skills Describe how different jobs require different skills. State how people contribute to and benefit from a community. 	<p>2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.</p> <p>2 – G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.</p> <p>Process and Skills</p> <p>P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</p>	<p>1. Act as a responsible and contributing citizen and employee.</p>	<p>ELA</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>Session Two: People at Work</p> <p>Students experience working in the community to earn a paycheck and produce goods and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define the terms business, produce, goods, and services. Explain how people earn income. Describe how goods are made using skills and knowledge. Collect, record, and interpret data using digital tools. 	<p>1 – E1.0.5 Describe ways in which people earn money.</p> <p>1 – P3.1.2 Use graphic data to analyze information about a public issue in the school community.</p> <p>Process and Skills</p> <p>P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</p> <p>Technology</p> <p>PK-2.RI.2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners.</p>	<p>1. Act as a responsible and contributing citizen and employee.</p> <p>2. Apply appropriate academic and technical skills.</p> <p>11. Use technology to enhance productivity.</p> <p>12. Work productively in teams while using cultural global competence.</p>	<p>ELA</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>MATH 2.OA 1 2.md. 10</p>

JA Our Community 2.0

Session Details	Academic Content Standards	Career Ready Practices	Common Core
<p>Session Three: Money at Work</p> <p>Students learn how people use money to buy goods and services they want and need for personal or business purposes.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Match coin and dollar values. • Describe the role of banks in an economy. • Recognize the price of goods and services in the local market. • Describe how money flows through a community's economy. • Collaborate and communicate to make exchanges of money for goods or services. • Summarize how money is spent on goods and services related to businesses 	<p>4 – E1.0.7 Describe the role of money in the exchange of goods and services.</p>	<p>2. Apply appropriate academic and technical skills.</p>	<p>ELA 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>MATH 2.md.8</p>
<p>Session Four: Votes Count</p> <p>Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use reason and logic to assess and analyze problems. • Use empathy and observation skills to express community wants and needs. • Generate solutions to a problem using brainstorming techniques. • Identify and propose a creative solution to a community problem. • Recognize that community members have a responsibility to get involved to help meet a community's needs. 	<p>3 – P3.1.1 Identify public issues [in Michigan] that influence the daily lives of its citizens.</p> <p>3 – P3.1.2 Use graphic data and other sources to analyze information about a public issue [in Michigan] and evaluate alternative resolutions.</p> <p>3 – P4.2.2 Participate in projects to help or inform others:</p>	<p>1. Act as a responsible and contributing citizen and employee.</p> <p>3. Communicate clearly and effectively with reason.</p> <p>5. Consider the environmental, social and economic impacts of decisions.</p> <p>8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>11. Use technology to enhance productivity.</p>	<p>ELA 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 2.0

Session Details	Academic Content Standards	Career Ready Practices	Common Core
<p>Session Five: Making Choices</p> <p>Students are introduced to the concept of taxes and how those funds are used to pay government workers and provide services to support the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define taxes. • Identify government jobs. • Explain why community members pay taxes. • Recognize how government services support the community. • Recognize that many viewpoints must be considered when making decisions for the community. • Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change. 	<p>3 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.</p> <p>3 – P4.2.2 Participate in projects to help or inform others.</p>	<p>1. Act as a responsible and contributing citizen and employee.</p> <p>2. Apply appropriate academic and technical skills.</p> <p>5. Consider the environmental, social and economic impacts of decisions.</p>	<p>ELA 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>Session Six: Crack the Code (Optional)</p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe the digital skills and knowledge required to produce certain goods and services. • Recognize digital tools and computer skills. • Use simple programming language and knowledge to complete tasks. • Define code as the language computers use. 	<p>4 – E1.0.7 Describe the role of money in the exchange of goods and services.</p> <p>Technology PK-2.RI.2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners.</p>	<p>2. Apply appropriate academic and technical skills.</p> <p>8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>11. Use technology to enhance productivity.</p>	<p>ELA 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 1.0

Session Descriptions	Academic Standards	Career Ready Practices	Common Core ELA	Common Core Math
<p>Session One: My Money Choices</p> <p>Students learn about money management and the purpose of banks and credit unions. They practice personal money choices (earn, buy, save, give) while playing a board game</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate making choices about managing money. ▪ Recognize banks and credit unions as safe places to save money. 	<p>No personal finance standards at this level</p>	<p>CRP3. Attend to personal health and financial well-being.</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2^{ELO} W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.2</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p>Session Two: Many Ways to Pay</p> <p>Students learn that people in a city use money to buy and sell goods and services. During role-play, they choose some things they would like to buy and discuss ways to pay for them</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize different methods of payment for goods and services. ▪ Explain the reason behind making a particular payment choice 	<p>4 – E1.0.7 Describe the role of money in the exchange of goods and services.</p> <p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p>	<p>CRP3. Attend to personal health and financial well-being.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1, 3, 4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>
<p>Session Three: Entrepreneurs in the City</p> <p>Students learn that entrepreneurs start businesses to provide goods and services for people in the city. Entrepreneurs and workers earn money from the businesses. Students work together to create a business plan.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the ways in which entrepreneurs help a city. ▪ Explain the need for a business plan. ▪ Differentiate between producers and consumers 	<p>3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p> <p>3 – E1.0.5 Explain the role of entrepreneurship and business development in [Michigan’s] economic future.</p> <p>P3.3 Construct an argument and justify a decision supported with evidence.</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence</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>

JA Our City 1.0

Session Descriptions	Academic Standards	Career Ready Practices	Common Core ELA	Common Core Math
<p>Session Four: Money Flows in the City</p> <p>Students discover that, in a thriving city, people, businesses, and the city government exchange money and make money choices, including taxes. Taxes paid to the city buy things that benefit everyone, like fire stations and schools</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate how money flows through a city. ▪ Demonstrate how the choices people make benefit themselves and other people in the city. ▪ Explain how the city government uses tax money to pay for the goods and services it provides. 	<p>3 – C3.0.2 Identify goods and services provided by the state government and describe how they are funded.</p> <p>3 – G4.0.1 Describe major kinds of economic activity [in Michigan] today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</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>Session Five: Let's Build a City</p> <p>Students learn about different city zones. They build a city and explore how a city helps everyone do more together than apart and how everyone has a part in making the city thrive.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the different city zones and what each zone is used for. ▪ Conclude that money choices help a city to thrive. ▪ Explain how a city provides more opportunities for people than they would have on their own. 	<p>P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.</p> <p>3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.</p> <p>3 – G1.0.2 Use thematic maps to identify and describe the physical and human characteristics [of Michigan.]</p>	<p>CRP6. Demonstrate creativity and innovation.</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	Career Ready Practices	Common Core ELA	Common Core Math
<p>Session One: Be an Entrepreneur</p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the impact entrepreneurs have on a region Apply traits that are common to successful entrepreneurs to their own skills and abilities 	<p>3 – E1.0.5 Explain the role of entrepreneurship and business development [in Michigan’s] economic future.</p>	<p>CRP2. Apply appropriate academic and technical skills.</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</p>	<p>Mathematical Practices 1-2 4-7</p>
<p>Session Two: Resources–Tools for Entrepreneurs</p> <p>Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define natural, human, and capital resources Describe how products and services use resources 	<p>4 – G2.0.1 Describe ways in which the United States can be divided into different regions.</p> <p>4 – G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.</p>	<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</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>Session Three: Hot Dog Stand Game</p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Track the revenue and expenses of a business Identify the fundamental tasks required to run a business Explain the importance of keeping an accurate account of a business’s financial information 	<p>4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.</p> <p>4 – E1.0.4 Explain how price affects decisions about purchasing goods and services.</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</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	Career Ready Practices	Common Core ELA	Common Core Math
<p>Session Four: Entrepreneurs Solve Problems</p> <p>Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate the problem-solving process ▪ Identify the potential risks and rewards in making business decisions 	<p>3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services [in Michigan.]</p> <p>3 – E1.0.5 Explain the role of entrepreneurship and business development ([In Michigan’s] economic future.</p>	<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	<p>Reading for Information</p> <p>RI.4.1</p> <p>RI.4.3-4</p> <p>RI.4.7</p> <p>Reading Foundations</p> <p>RF.4.3-4</p> <p>Writing</p> <p>W.4.2</p> <p>W.4.8</p> <p>Speaking and Listening</p> <p>SL.4.1-2</p> <p>SL.4.4</p> <p>Language</p> <p>L.4.1</p>	<p>Mathematical Practices</p> <p>1-2</p> <p>4</p> <p>6-7</p>
<p>Session Five: Entrepreneurs Go Global</p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Apply the supply chain to a manufacturing example ▪ Explain how resource providers, businesses, and consumers are interdependent 	<p>4 – G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.</p> <p>4 – E3.0.1 Identify advantages and disadvantages of global competition.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>	<p>Reading for Information</p> <p>RI.4.3-4</p> <p>RI.4.7</p> <p>Reading Foundations</p> <p>RF.4.3-4</p> <p>Speaking and Listening</p> <p>SL.4.1-4</p> <p>Language</p> <p>L.4.1</p> <p>L.4.3-4</p> <p>L.4.6</p>	<p>NA</p>

JA Our Nation

Session Details	Academic Standards	Career Ready Practices	Common Core ELA	Common Core Math
<p>Session One: Free to Choose Your Work or Business</p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the characteristics of a free market economy Explain how pricing guides economic decisions 	<p>4 – E1.0.2 Describe characteristics of a market economy.</p> <p>4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.</p> <p>4 – E1.0.7 Describe the role of money in the exchange of goods and services.</p>	<p>Career Ready Practices</p> <p>CRP 4. Communicate clearly and effectively and with reason.</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>Session Two: Innovation Nation</p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define entrepreneur and entrepreneurship Describe resources and how entrepreneurs use them Explore STEM skills and the process of innovation 	<p>3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p> <p>3 – E1.0.5 Explain the role of entrepreneurship and business development in Michigan’s economic future.</p>	<p>CRP 6. Demonstrate creativity and innovation.</p> <p>CRP 12. Work productively in teams while using cultural global competence.</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>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Examine career groupings and the skills necessary for a variety of careers. 	<p>NA</p>	<p>CRP 10. Plan education and career paths aligned to personal goals.</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 Details	Academic Standards	Career Ready Practices	Common Core ELA	Common Core Math
<p>Session Four: Get and Keep the Job!</p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the soft skills wanted by today's employers 	NA	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP 10. Plan education and career paths aligned to personal goals.</p>	<p>Reading for Information</p> <p>RI.5.1-2</p> <p>RI.5.4</p> <p>RI.5.7</p> <p>Reading Foundations</p> <p>RF.5.3-4</p> <p>Writing</p> <p>WS.5.2</p> <p>WS.5.4</p> <p>Speaking and Listening</p> <p>SL.5.1-4</p> <p>SL.5.6</p> <p>Language</p> <p>L.5.1-5</p>	<p>Operations and Algebraic Thinking</p> <p>CC.2.2.5.A.1</p> <p>Numbers Base Ten</p> <p>CC.2.1.5.B.2</p>
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Discuss why businesses specialize and trade Define opportunity cost 	<p>4 – G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.</p> <p>4 – E3.0.1 Identify advantages and disadvantages of global competition.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Reading for Information</p> <p>RI.5.1-2</p> <p>RI.5.4</p> <p>RI.5.7</p> <p>Reading Foundations</p> <p>RF.5.3-4</p> <p>Speaking and Listening</p> <p>SL.5.1-4</p> <p>SL.5.6</p> <p>Language</p> <p>L.5.1-5</p>	NA
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify three basic ways businesses are organized. 	NA	<p>CRP9. Model integrity, ethical leadership and effective management.</p>	<p>Speaking and Listening</p> <p>SL.5.1-4</p> <p>Language</p> <p>L.5.1,5</p>	NA

JA More than Money

Session Descriptions	Academic Standards	Career Ready Practices	Common Core ELA	Common Core Math
<p>Session One: The Money Garden</p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the role of money in everyday life Explain the benefits of using a savings account 	<p>4 – E1.0.7 Describe the role of money in the exchange of goods and services.</p>	<p>. CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p>	<p>Reading for Information</p> <p>RI.3.1</p> <p>RI.3.3-4</p> <p>RI.3.6</p> <p>Reading Foundations</p> <p>RF.3.3-4</p> <p>Speaking and Listening</p> <p>SL.3.1</p> <p>SL.3.6</p> <p>Language</p> <p>L.3.1</p> <p>L.3.4</p>	<p>Numbers Base Ten</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>Mathematical Practices</p> <p>1-8</p>
<p>Session Two: Create a Business</p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define business, goods, and services Identify businesses they would like to start that align with their personal interests and skills Appreciate their own roles as entrepreneurs in affecting their community and their world 	<p>3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services [in Michigan</p> <p>3 – E1.0.5 Explain the role of entrepreneurship and business development [in Michigan’s economic future..]</p> <p>4 – E1.0.2 Describe characteristics of a market economy.</p> <p>4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.</p>	<p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p>	<p>Reading for Information</p> <p>RI.3.2-4</p> <p>RI.3.6</p> <p>Reading Foundations</p> <p>RF.3.3-4</p> <p>Speaking and Listening</p> <p>SL.3.1-3</p> <p>SL.3.6</p> <p>Language</p> <p>L.3.1-4</p> <p>L.3.6</p>	<p>Numbers Base Ten</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>Mathematical Practices</p> <p>1-8</p>
<p>Session Three: Build a Business</p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the basic steps for building a small business Develop a basic business plan 	<p>4 – E1.0.6 Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices.</p> <p>4 – E1.0.7 Describe the role of money in the exchange of goods and services.</p>	<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	<p>Reading for Information</p> <p>RI.3.2-6</p> <p>Reading Foundations</p> <p>RF.3.3-4</p> <p>Speaking and Listening</p> <p>SL.3.1</p> <p>SL.3.6</p> <p>Language</p> <p>L.3.1-4</p> <p>L.3.6</p>	<p>Numbers Base Ten</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>Mathematical Practices</p> <p>1-2</p>

JA More than Money

Session Descriptions	Academic Standards	Career Ready Practices	Common Core ELA	Common Core Math
<p>Session Four: Run a Business</p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain why financial institutions lend money Explain decision making and the traits of trustworthy borrowers Record and track financial gains and losses 	<p>4 – E1.0.2 Describe characteristics of a market economy.</p> <p>NA 4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>	<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>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Explore reasons why businesses import and export goods Describe the economic considerations related to selling in a global market Define opportunity cost 	<p>3 – E1.0.5 Explain the role of entrepreneurship and business development in [Michigan’s] economic future.</p> <p>4 – E3.0.1 Identify advantages and disadvantages of global competition.</p>	<p>CRP12. Work productively in teams while using cultural global competence.</p>	<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>NA</p>

JA Career Exploration Fair K-2

Session Descriptions	Academic Standards	Common Core ELA
<p>Pre-JA Career Exploration Fair Session: A Job to Do!</p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Examine the jobs of family members. ▪ Identify jobs within the community. 	<p>3 – G4.0.3 Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.</p> <p>1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p>	<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</p>
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Observe speakers and the tools they use. ▪ Identify the variety of careers people have in the community and how each job requires specific skills. ▪ Express ideas and questions concerning the jobs people have. 	<p>3 – G4.0.3 Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.</p>	<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</p>
<p>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Begin to identify a future career interest. 	<p>Career Ready Practices</p> <p>10. Plan education and career paths aligned to personal goals.</p>	<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</p>

JA Career Exploration Fair 3-5

Session Descriptions	Academic Standards	Common Core ELA
<p>Pre-JA Career Exploration Fair Session: A Job for Everyone</p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace. ▪ Construct new understandings connected to prior knowledge. 	<p>Career Ready Practices</p> <p>10. Plan education and career paths aligned to personal goals.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Observe speakers and the tools they use. ▪ Identify the variety of careers people have in the community and how each job requires specific skills. ▪ Express how jobs require specific interests and skills. ▪ Examine how school skills apply to career paths. 	<p>1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p> <p>Career Ready Practices</p> <p>4. Communicate clearly and effectively and with reason. 10. Plan education and career paths aligned to personal goals.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Speaking and Listening SL 1 SL 3 SL 5 SL 6</p> <p>Language L 4 L 5 L 6</p>
<p>Post-JA Career Exploration Fair Activity: Someday I'll Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Prepare a personal interest "resume." ▪ Begin to identify a future career interest. 	<p>Career Ready Practices</p> <p>10. Plan education and career paths aligned to personal goals.</p>	<p>Foundational Skills RF 3 RF 4</p> <p>Writing W.4 W.5 W.6</p> <p>Language L 4 L 5 L 6</p>

JA Career Speaker Series K-5

Session Descriptions	Academic Standards	Common Core ELA
<p>Before the Event</p> <p>Students prepare questions for the speaker to answer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests ▪ Explain how the speaker’s job helps people in the community 	<p>3 – G4.0.3 Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.</p>	<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>Speaker Day: Invite a Career Speaker to Class</p> <p>Students interact with a career speaker who describes his or her job and how it relates to his or her skills and interests.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Listen to a career speaker. ▪ Express how jobs require specific interests and skills. ▪ Examine how interests and skills apply to careers. 	<p>1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p> <p>Career Ready Practices</p> <p>4. Communicate clearly and effectively and with reason.</p>	<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>After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize career clusters. ▪ Identify careers that relate to personal interests and skills. 	<p>1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p> <p>Career Ready Practices</p> <p>10. Plan education and career paths aligned to personal goals.</p>	<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>