

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



Updated August 2024

[Mississippi College-and-Career- Readiness Standards for English Language Arts](#)

[Mississippi College-and-Career- Readiness Standards for Mathematics](#)

[Social Studies Standards](#)

[Social Emotional Learning Standards](#)

Junior Achievement USA
12320 Oracle Blvd.
Ste 310
Colorado Springs, CO 80921

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 Social Studies Standards as well as College and Career Ready standards for English Language Arts and Math for grades K-5.

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

JA Elementary School Learning Experiences

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

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

[JA Our Community](#)^{® 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	Social Studies Standards	SEL Standards	Mississippi College and Career Ready ELA	Mississippi College and Career Ready Math
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify personal interests ▪ Consider the factors that determine their choices ▪ Define money 	<p>K.E.1 Analyze how money is earned and used.</p> <p>K.E.3 Differentiate needs from wants.</p>	<p>Distinguish between own likes and dislikes.</p> <p>Describe skills and special abilities.</p> <p>Identify personal qualities that assist in making good choices.</p> <p>Distinguish differences in good choices and bad choices.</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</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 K.CC.4a</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.E.1 Analyze how money is earned and used.</p> <p>K.E.3 Differentiate needs from wants.</p>	<p>Identify personal qualities that assist in making good choices.</p> <p>Distinguish differences in good choices and bad choices.</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</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 L.K.4,6</p>	<p>Counting and Cardinality K.CC.6</p> <p>Measurement and Data K.MD.3</p>

JA Ourselves

Session Details	Social Studies Standards	SEL Standards	Mississippi College and Career Ready ELA	Mississippi College and Career Ready Math
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the role of money in society ▪ Identify jobs they can do to earn money 	<p>K.E.1 Analyze how money is earned and used.</p>	<p>Distinguish differences in good choices and bad choices.</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</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 K.CC.6</p>
<p>Session Four: A Penny Saved</p> <p>Students are introduced to the concept of saving.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of saving money ▪ Identify a savings goal ▪ Identify a place where people save money 	<p>K.E.1 Analyze how money is earned and used.</p>	<p>Distinguish differences in good choices and bad choices.</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</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 K.CC.3</p> <p>Measurement and Data K.MD.3</p>
<p>Session Five: A Penny Shared</p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving ▪ Organize a chronological sequence of events 	<p>K.E.1 Analyze how money is earned and used.</p>	<p>Distinguish differences in good choices and bad choices.</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</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 K.CC.3</p>

JA Our Families

Session Descriptions	Social Studies	SEL Standards	Mississippi College and Career Ready ELA	Mississippi College and Career Ready 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>K.CR.1 Explore the similarities and differences of individuals and families.</p>	<p>With prompting, identify commonalities between self and other(s) (e.g., physical characteristics, likes/dislikes, family members, etc.).</p> <p>Identify differences between self and other(s).</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</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 L.1.4</p>	<p>Measurement and Data 1.MD.4</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.E.1 Justify why people work to earn money. 1.E.2 Determine how people meet their basic needs.</p>	<p>Distinguish differences in good choices and bad choices.</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</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 L.1.1 L.1.4</p>	<p>Measurement and Data 1.MD.5a</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>1.G.2 Examine the relationship between location, climate, physical features, and how people live. 1.G.3 Interpret maps using directions.</p>	<p>Distinguish differences in good choices and bad choices.</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</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 SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Measurement and Data 1.MD.4</p>

JA Our Families

Session Descriptions	Social Studies	SEL Standards	Mississippi College and Career Ready ELA	Mississippi College and Career Ready 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>1.E.1 Justify why people work to earn money.</p> <p>1.E.2 Determine how people meet their basic needs.</p>	<p>With support, develop connections between personal strengths and corresponding skills and talents.</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</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 L.1.4</p>	<p>Measurement and Data</p> <p>1.MD.4</p> <p>1.MD.5a</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>1.E.1 Justify why people work to earn money.</p> <p>1.E.2 Determine how people meet their basic needs.</p>	<p>Distinguish differences in good choices and bad choices.</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</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 SL.1.1-2 SL.1.4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Operations in Algebra 1.OA.1</p> <p>1.OA.6</p> <p>1.OA.7</p> <p>Measurement and Data 1.MD.4</p>

JA Our Community 2.0

Session Details	Academic Content Standards	SEL Standards	Mississippi College and Career Ready
<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.E.1 Evaluate how the availability of resources impacts the local economy.</p> <p>2.E.4 Identify the role of financial institutions within the community.</p>	<p>Recognize that another person can think differently than self about the situation (e.g., that the Lego structure needs to be wider to build the airport instead of taller or that playing basketball is a fun thing to do).</p> <p>Participate in the study of cultures (e.g., learning facts, celebrations).</p> <p>With prompting identify commonalities between self and other(s) (e.g., physical characteristics, likes/dislikes, family members, etc.).</p> <p>Identify differences between self and other(s).</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</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>2.E.1 Evaluate how the availability of resources impacts the local economy.</p> <p>2.E.2 Assess the relationship between consumers and producers in obtaining goods and services to meet needs.</p> <p>2.E.4 Identify the role of financial institutions within the community.</p>	<p>With prompting identify commonalities between self and other(s) (e.g., physical characteristics, likes/dislikes, family members, etc.).</p> <p>Identify differences between self and other(s).</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</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.8A 2.MD.10</p>

JA Our Community 2.0

Session Details	Academic Content Standards	SEL Standards	Mississippi College and Career Ready
<p>Session Three: Money at Work</p> <p>Students learn how people use money to buy goods and services they want and need for personal or business purposes.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Match coin and dollar values. • Describe the role of banks in an economy. • Recognize the price of goods and services in the local market. • Describe how money flows through a community's economy. • Collaborate and communicate to make exchanges of money for goods or services. • Summarize how money is spent on goods and services related to businesses 	<p>2.E.1 Evaluate how the availability of resources impacts the local economy.</p> <p>2.E.2 Assess the relationship between consumers and producers in obtaining goods and services to meet needs.</p> <p>2.E.4 Identify the role of financial institutions within the community.</p>	<p>Distinguish differences in good choices and bad choices.</p> <p>Identify the importance(s) of taking ownership of bad choices.</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</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.8a 2.MD.8b</p>
<p>Session Four: Votes Count</p> <p>Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use reason and logic to assess and analyze problems. • Use empathy and observation skills to express community wants and needs. • Generate solutions to a problem using brainstorming techniques. • Identify and propose a creative solution to a community problem. • Recognize that community members have a responsibility to get involved to help meet a community's needs. 	<p>2.CI.1 Differentiate civic virtues from civic responsibilities, then evaluate their role in communities.</p> <p>2.CI.2 Assess how rules and laws are created to provide equal and fair service and protection to all citizens.</p> <p>2.CR.2 Evaluate how diverse cultures build unity in a community.</p>	<p>Distinguish the differences among rules at school, rules at home, and rules in various community settings.</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</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	SEL Standards	Mississippi College and Career Ready
<p>Session Five: Making Choices</p> <p>Students are introduced to the concept of taxes and how those funds are used to pay government workers and provide services to support the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define taxes. • Identify government jobs. • Explain why community members pay taxes. • Recognize how government services support the community. • Recognize that many viewpoints must be considered when making decisions for the community. • Practice flexibility, curiosity, and resilience in decision making to cope with and adapt to change. 	<p>2.CI.1 Differentiate civic virtues from civic responsibilities, then evaluate their role in communities.</p> <p>2.CI.2 Assess how rules and laws are created to provide equal and fair service and protection to all citizens.</p> <p>2.CR.2 Evaluate how diverse cultures build unity in a community.</p>	<p>Distinguish differences in good choices and bad choices.</p> <p>Identify the importance(s) of taking ownership of bad choices.</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</p>	<p>ELA</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>Session Six: Crack the Code (Optional)</p> <p>Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe the digital skills and knowledge required to produce certain goods and services. • Recognize digital tools and computer skills. • Use simple programming language and knowledge to complete tasks. • Define code as the language computers use. 	<p>NA</p>	<p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</p>	<p>ELA</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 1.0

Session Descriptions	Social Studies Standards	SEL Standards	Mississippi College and Career Ready ELA	Mississippi College and Career Ready Math
<p>Session One: My Money Choices</p> <p>Students learn about money management and the purpose of banks and credit unions. They practice personal money choices (earn, buy, save, give) while playing a visually appealing board game.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate making choices about managing money • Recognize banks and credit unions as safe places to save money 	<p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p>	<p>Describe how personal qualities and interests impact decision making.</p> <p>Describe steps of decision-making process and utilize more than one.</p> <p>Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections.</p> <p>Develop criteria for evaluating decisions and consequences for self and others.</p> <p>Demonstrate knowledge of social norms and how they affect decision making.</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 ^{-8ELO}</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 3.MD.4 3.MD.5 3.MD.6</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. Through role-play, students pretend to be shoppers and choose some things they would like to buy using money from their bank account, cash, or borrowed money.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize different methods of payment for goods and services • Explain the reason behind making a particular payment choice 	<p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p>	<p>Describe steps of decision-making process and utilize more than one.</p> <p>Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections.</p> <p>Develop criteria for evaluating decisions and consequences for self and others.</p> <p>Demonstrate knowledge of social norms and how they affect decision making.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 ^{-8ELO}</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 3.OA.8 3.OA.9</p>
<p>Session Three: Entrepreneurs in the City</p> <p>Entrepreneurs start businesses to provide goods and services for people in the city and to earn an income. Students use communication and collaboration skills—plus their love of different foods—to create a business plan for their own restaurant.</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.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <p>3.E.3 Analyze the factors of population distribution.</p>	<p>Identify different social norms in the school and community.</p> <p>Utilize appropriate verbal and nonverbal communication with others (e.g. facial expressions, gestures, etc.)</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 3.OA.8</p> <p>Numbers Base Ten 3.NBT.2</p>

JA Our City 1.0

Session Descriptions	Social Studies Standards	SEL Standards	Mississippi College and Career Ready ELA	Mississippi College and Career Ready Math
<p>Session Four: Money Flows in the City</p> <p>Students discover that, in a thriving city, people, businesses, and the city make money choices and exchange money, including taxes. By creating skits for their classmates, students learn that taxes are paid to help the city buy things that benefit everyone, such as fire stations and schools.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate how money flows through a city ▪ Demonstrate how the choices people make will benefit themselves and other people in the city ▪ Explain how the city government uses tax money to pay for the goods and services it provides and services it provides. 	<p>3.E.1 Investigate how local governments obtain and use money to benefit their communities.</p> <p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <p>3.E.3 Analyze the factors of population distribution.</p>	<p>Identify different social norms in the school and community.</p> <p>Utilize appropriate verbal and nonverbal communication with others (e.g. facial expressions, gestures, etc.)</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 3.OA.8 3.OA.9</p> <p>Numbers Base Ten 3.NBT.2</p>
<p>Session Five: Let's Build a City!</p> <p>A city helps everyone do more together than they can on their own. Students learn that we all have a part in making the city thrive. Using all they have learned about the city, students design businesses and place them in different city zones on the map.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the different city zones and the purpose of each zone ▪ Conclude that money choices help a city to thrive ▪ Explain how a city provides more opportunities for people than they would have on their own 	<p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p>	<p>Identify different social norms in the school and community.</p> <p>Utilize appropriate verbal and nonverbal communication with others (e.g. facial expressions, gestures, etc.)</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 3.OA.8</p> <p>Numbers Base Ten 3.NBT.2</p>

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

JA Our Region

Session Details	Academic Standards	Mississippi College and Career Ready ELA	Mississippi College and Career Ready 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>Social Studies</p> <p>4.MS.11 Evaluate how geographic and economic factors influence life and work [in Mississippi.]</p> <p>SEL</p> <p>Identify strengths and areas for growth.</p> <p>Describe personal skills in need of further development.</p> <p>Utilize appropriate verbal and nonverbal communication with others (e.g. facial expressions, gestures, etc.)</p>	<p>Reading for Information</p> <p>RI.4.1-2</p> <p>RI.4.4</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</p> <p>SL.4.3</p> <p>Language</p> <p>L.4.3-4</p> <p>L.4.6</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>Social Studies</p> <p>4.MS.11 Evaluate how geographic and economic factors influence life and work [in Mississippi.]</p> <p>SEL</p> <p>Utilize appropriate verbal and nonverbal communication with others (e.g. facial expressions, gestures, etc.)</p>	<p>Reading for Information</p> <p>RI.4.4</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.4.1-5</p> <p>Language</p> <p>L.4.3-4</p> <p>L.4.1-6</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>Social Studies</p> <p>4.MS.11 Evaluate how geographic and economic factors influence life and work [in Mississippi.]</p> <p>SEL</p> <p>Utilize appropriate verbal and nonverbal communication with others (e.g. facial expressions, gestures, etc.)</p>	<p>Reading for Information</p> <p>RI.4.2-4</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</p> <p>SL.4.3</p> <p>Language</p> <p>L.4.1</p> <p>L.4.3-6</p>	<p>Numbers and Operations in Base Ten</p> <p>4.NBT.4</p> <p>Numbers and Operations Fractions</p> <p>4.NF.7</p> <p>Measurement and Data</p> <p>4.MD.2</p>

JA Our Region

Session Details	Academic Standards	Mississippi College and Career Ready ELA	Mississippi College and Career Ready 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>Social Studies</p> <p>4.MS.11 Evaluate how geographic and economic factors influence life and work in Mississippi.</p> <p>SEL</p> <p>Describe steps of decision-making process and utilize more than one.</p> <p>Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections.</p> <p>Develop criteria for evaluating decisions and consequences for self and others.</p> <p>Explain why safety and ethical considerations are important in making decisions.</p> <p>Evaluate impact of past and present choices and decisions on self and others.</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>L.4.3-4</p> <p>L.4.6</p>	<p>Measurement and Data</p> <p>4.MD.2</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>Social Studies</p> <p>4.MS.11 Evaluate how geographic and economic factors influence life and work in Mississippi.</p> <p>SEL</p> <p>Identify multiple perspectives or viewpoints in different situations.</p> <p>Recognize the existence of various groups based on social and cultural factors (e.g., race, gender, age, religion, disability, etc.).</p> <p>Identify similarities between various social and cultural groups.</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>	

JA Our Nation

Session Details	Academic Standards	Mississippi College and Career Ready ELA	Mississippi College and Career Ready 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>SEL</p> <p>Describe steps of decision-making process and utilize more than one.</p> <p>Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections.</p> <p>Develop criteria for evaluating decisions and consequences for self and others.</p> <p>Explain why safety and ethical considerations are important in making decisions.</p> <p>Evaluate impact of past and present choices and decisions on self and others.</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 5.OA.2</p> <p>Numbers Base Ten 5.NBT.6 5.NBT.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>SEL</p> <p>Describe steps of decision-making process and utilize more than one.</p> <p>Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections.</p> <p>Develop criteria for evaluating decisions and consequences for self and others.</p> <p>Explain why safety and ethical considerations are important in making decisions.</p> <p>Evaluate impact of past and present choices and decisions on self and others.</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 5.OA.3</p> <p>Numbers Base Ten 5.NBT.7</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>SEL</p> <p>Identify strengths and areas for growth.</p> <p>Describe personal skills in need of further development.</p> <p>Describe how personal strengths impact choices.</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 5.NBT.7</p>

JA Our Nation

Session Details	Academic Standards	Mississippi College and Career Ready ELA	Mississippi College and Career Ready Math
<p>Session Four: Get and Keep the Job!</p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the soft skills wanted by today's employers 	<p>SEL</p> <p>Identify strengths and areas for growth.</p> <p>Describe personal skills in need of further development.</p> <p>Describe how personal strengths impact choices.</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 5.OA.3</p> <p>Numbers Base Ten 5.NBT.7</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>SEL</p> <p>Identify multiple perspectives or viewpoints in different situations.</p> <p>Recognize the existence of various groups based on social and cultural factors (e.g., race, gender, age, religion, disability, etc.).</p> <p>Identify similarities between various social and cultural groups.</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>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify three basic ways businesses are organized. 	<p>SEL</p> <p>Identify multiple perspectives or viewpoints in different situations.</p> <p>Recognize the existence of various groups based on social and cultural factors (e.g., race, gender, age, religion, disability, etc.).</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	Mississippi College and Career Ready ELA	Mississippi College and Career Ready Math
<p>Session One: The Money Garden</p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the role of money in everyday life Explain the benefits of using a savings account 	<p>Social Studies</p> <p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <p>SEL</p> <p>Describe steps necessary for setting and achieving tasks and goals.</p> <p>Differentiate between short- and long-term goals.</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>L.3.4</p>	<p>Numbers Base Ten</p> <p>3.NBT.2</p> <p>3.NBT.3</p> <p>4.NBT.4</p> <p>5.NBT.5</p> <p>5.NBT.7</p>
<p>Session Two: Create a Business</p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define business, goods, and services Identify businesses they would like to start that align with their personal interests and skills Appreciate their own roles as entrepreneurs in affecting their community and their world 	<p>Social Studies</p> <p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <p>4.MS.11 Evaluate how geographic and economic factors influence life and work [in Mississippi.]</p> <p>SEL</p> <p>Identify strengths and areas for growth.</p> <p>Describe personal skills in need of further development.</p> <p>Describe how personal strengths impact choices.</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</p> <p>4.NBT.4</p> <p>4.NBT.5</p> <p>5.NBT.5</p> <p>5.NBT.7</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>Social Studies</p> <p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <p>4.MS.11 Evaluate how geographic and economic factors influence life and work [in Mississippi.]</p> <p>SEL</p> <p>Describe steps of decision-making process and utilize more than one.</p> <p>Develop criteria for evaluating decisions and consequences for self and others.</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</p> <p>3.NBT.3</p> <p>4.NBT.4</p> <p>4.NF.4</p> <p>4.NF.7</p> <p>5.NBT.5</p> <p>5.NBT.7</p>

JA More than Money

Session Descriptions	Academic Standards	Mississippi College and Career Ready ELA	Mississippi College and Career Ready 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>Social Studies</p> <p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <p>4.MS.11 Evaluate how geographic and economic factors influence life and work [in Mississippi.]</p> <p>SEL</p> <p>Describe steps of decision-making process and utilize more than one.</p> <p>Develop criteria for evaluating decisions and consequences for self and others.</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 3.NBT.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</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>Social Studies</p> <p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <p>4.MS.11 Evaluate how geographic and economic factors influence life and work in Mississippi.</p> <p>SEL</p> <p>Describe steps of decision-making process and utilize more than one.</p> <p>Develop criteria for evaluating decisions and consequences for self and others.</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>Language L.3.1-4 L.3.6</p>	<p>NA</p>

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

JA Career Exploration Fair K-2

Session Descriptions	Academic Standards	Mississippi College and Career Ready ELA
<p>Pre-JA Career Exploration Fair Session: A Job to Do!</p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define careers. Examine the jobs of family members. Identify jobs within the community. 	<p>Social Studies</p> <p>K.CI.1 Demonstrate how to be a productive citizen.</p> <p>K.E.1 Analyze how money is earned and used.</p> <p>1.CI.1 Differentiate the rights and responsibilities citizens have in varying roles.</p> <p>1.E.1 Justify why people work to earn money.</p> <p>1.E.2 Determine how people meet their basic needs.</p> <p>SEL</p> <p>Distinguish between own likes and dislikes.</p> <p>Describe skills and special abilities.</p> <p>Identify personal qualities that assist in making good choices.</p> <p>Distinguish differences in good choices and bad choices.</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W 2</p> <p>W 5</p> <p>W 8</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 4</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>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 ideas and questions concerning the jobs people have. 	<p>Social Studies</p> <p>K.CI.1 Demonstrate how to be a productive citizen.</p> <p>K.E.1 Analyze how money is earned and used.</p> <p>1.CI.1 Differentiate the rights and responsibilities citizens have in varying roles.</p> <p>1.E.1 Justify why people work to earn money.</p> <p>1.E.2 Determine how people meet their basic needs.</p> <p>SEL</p> <p>Identify personal qualities that assist in making good choices.</p> <p>Distinguish differences in good choices and bad choices.</p> <p>Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 4</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>
<p>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Begin to identify a future career interest. 	<p>Social Studies</p> <p>K.CI.1 Demonstrate how to be a productive citizen.</p> <p>K.E.1 Analyze how money is earned and used.</p> <p>1.CI.1 Differentiate the rights and responsibilities citizens have in varying roles.</p> <p>1.E.1 Justify why people work to earn money.</p> <p>1.E.2 Determine how people meet their basic needs.</p> <p>SEL</p> <p>Distinguish between own likes and dislikes.</p> <p>Describe skills and special abilities.</p> <p>Identify personal qualities that assist in making good choices.</p> <p>Distinguish differences in good choices and bad choices.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>

JA Career Exploration Fair 3-5

Session Descriptions	Academic Standards	Mississippi College and Career Ready 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>Social Studies</p> <p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <p>4.MS.11 Evaluate how geographic and economic factors influence life and work in Mississippi.</p> <p>SEL</p> <p>Identify strengths and areas for growth.</p> <p>Describe personal skills in need of further development.</p> <p>Describe how personal strengths impact choices.</p>	<p>Foundational Skills</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>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>Social Studies</p> <p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <p>4.MS.11 Evaluate how geographic and economic factors influence life and work in Mississippi.</p> <p>SEL</p> <p>Identify strengths and areas for growth.</p> <p>Describe personal skills in need of further development.</p> <p>Describe how personal strengths impact choices.</p>	<p>Foundational Skills</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>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>Social Studies</p> <p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <p>4.MS.11 Evaluate how geographic and economic factors influence life and work in Mississippi.</p> <p>SEL</p> <p>Identify strengths and areas for growth.</p> <p>Describe personal skills in need of further development.</p> <p>Describe how personal strengths impact choices.</p>	<p>Foundational Skills</p> <p>RF 3</p> <p>RF 4</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>

JA Career Speaker Series K-5

Session Descriptions	Academic Standards	Mississippi College and Career Ready 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>Social Studies</p> <p>K.CI.1 Demonstrate how to be a productive citizen.</p> <p>K.E.1 Analyze how money is earned and used.</p> <p>1.CI.1 Differentiate the rights and responsibilities citizens have in varying roles.</p> <p>1.E.1 Justify why people work to earn money.</p> <p>1.E.2 Determine how people meet their basic needs.</p> <p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <p>SEL</p> <p>Distinguish between own likes and dislikes.</p> <p>Describe skills and special abilities.</p> <p>Identify personal qualities that assist in making good choices.</p> <p>Distinguish differences in good choices and bad choices.</p> <p>Identify strengths and areas for growth.</p> <p>Describe personal skills in need of further development.</p> <p>Describe how personal strengths impact choices.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>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>Social Studies</p> <p>K.E.1 Analyze how money is earned and used.</p> <p>1.E.1 Justify why people work to earn money.</p> <p>1.E.2 Determine how people meet their basic needs.</p> <p>4.MS.11 Evaluate how geographic and economic factors influence life and work [in Mississippi.]</p> <p>SEL</p> <p>Identify strengths and areas for growth.</p> <p>Describe personal skills in need of further development.</p> <p>Describe how personal strengths impact choices.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 3</p> <p>SL 5</p> <p>SL 6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>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>Social Studies</p> <p>1.E.1 Justify why people work to earn money.</p> <p>1.E.2 Determine how people meet their basic needs.</p> <p>3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.</p> <p>4.MS.11 Evaluate how geographic and economic factors influence life and work [in Mississippi.]</p> <p>SEL</p> <p>Identify strengths and areas for growth.</p> <p>Describe personal skills in need of further development.</p>	<p>Foundational Skills</p> <p>RF 1</p> <p>RF 2</p> <p>RF 3</p> <p>RF 4</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L 4</p> <p>L 5</p> <p>L 6</p>