

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



Updated July 2024

[2022 Social Studies Academic Standards K-4](#)

[2022 Social Studies Academic Standards 5-6](#)

[2023 Arkansas English Language Arts Standards K-2](#)

[2023 Arkansas English Language Arts Standards 3-5](#)

[2023 Arkansas Math Standards K-2](#)

[2023 Arkansas Math Standards 3-5](#)

[2017 Personal Finance Standards](#)

[2022-2023 Career Development Standards](#)

Junior Achievement USA

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Overview

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

In this document, Junior Achievement programs are correlated to the Arkansas State core Standards for Social Studies, English Language Arts (ELA) and Mathematics, as well as Personal Finance Standards and Career Development Standards, where applicable. Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard, especially those that are state specific, 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*](#)[®] 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	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.K.1 Discuss needs and wants and how they are restricted by limited resources.</p> <p>E.1.K.2 State the reasons behind making a personal decision.</p> <p>E.1.K.6 Recognize that consumers use money as a medium of exchange to satisfy economic wants and needs.</p>	<p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p> <p>Career Development</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one’s own actions and choices; interacting with management.</p> <p>1.3.1 Evaluate the rewards/consequences of behavior towards others.</p>	<p>ELA</p> <p>K.CC.1-2.OL K.CC.3-5.P K.FR.1-4.CP K.FR.5-8.PA K.FR.9-13.PD K.RC.11.RL K.RC.4.RF K.V.1-2,4-5 K.W.1-2.S K.W.7.P</p> <p>Math</p> <p>K.NPV.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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.K.1 Discuss needs and wants and how they are restricted by limited resources.</p> <p>E.1.K.2 State the reasons behind making a personal decision.</p> <p>E.1.K.6 Recognize that consumers use money as a medium of exchange to satisfy economic wants and needs.</p>	<p>Personal Finance</p> <p>PF.5.MM.5 Examine the influences on financial planning decisions (e.g., needs vs. wants, priorities, values, stages of life, estate planning)</p> <p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one’s own actions and choices; interacting with management.</p> <p>3.1.1 Identify steps in a decision-making process.</p> <p>3.1.3 Recognize that decision-making often involves conflicts and compromise.</p>	<p>ELA</p> <p>K.CC.1-2.OL K.CC.5.P K.FR.1-4.CP K.FR.5-8.PA K.FR.9-13.PD K.RC.1-2,4.RF K.RC.11.RL K.V.1-2,4-5</p> <p>Math</p> <p>K.NPV.2</p>

JA Ourselves

Session Details	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1.K.4 Discuss ways human, natural, and capital resources are used in the production of goods and services.</p> <p>E.1.K.5 Identify ways people buy and sell goods (i.e., markets).</p> <p>E.1.K.6 Recognize that consumers use money as a medium of exchange to satisfy economic wants and needs.</p> <p>E.1.K.8 Discuss examples of goods and services.</p>	<p>Personal Finance</p> <p>PF.1.EI.5 Summarize skills needed to be successful in the workplace • Communication • Time Management • Basic Employer Expectations</p> <p>Career Development</p> <p>3.1.1 Identify steps in a decision-making process.</p> <p>5.2.1 Describe the importance of earning an income and managing personal finances.</p>	<p>ELA</p> <p>K.CC.1-2.OL K.CC.3-5.P K.FR.1-4.CP K.FR.5-8.PA K.FR.9-13.PD K.RC.1-4,7.RL K.RC.8-11.RL K.V.1-2,4-5 K.W.2.S K.W.7.P</p> <p>Math</p> <p>K.NPV.2</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>E.1.K.1 Discuss needs and wants and how they are restricted by limited resources.</p> <p>E.1.K.2 State the reasons behind making a personal decision.</p> <p>E.1.K.7 Identify the reasons for and places where people save money (e.g., piggy banks, wallets, banks).</p>	<p>Personal Finance</p> <p>PF.5.MM.1 Compare types of banking institutions including products and services available</p> <p>PF.5.MM.2 Explore the process of opening and managing different types of accounts (e.g., checking, savings)</p> <p>PF.5.MM.5 Examine the influences on financial planning decisions (e.g., needs vs. wants, priorities, values, stages of life, estate planning)</p> <p>PF.7.SI.6 Interpret the role of goal setting as an integral part of financial planning and construct a well written goal</p> <p>Career Development</p> <p>1.3.3 Explain how respect plays a positive role in interacting with diverse groups essential to achieving success.</p> <p>3.2.2 Define goals.</p> <p>5.2.1 Describe the importance of earning an income and managing personal finances.</p>	<p>ELA</p> <p>K.CC.1-2.OL K.CC.3-5.P K.FR.1-4.CP K.FR.5-8.PA K.FR.9-13.PD K.RC.1-4,7.RL K.RC.2.RF K.RC.8-9.RL K.V.1-2,4-5</p> <p>Math</p> <p>K.NPV.2</p>

JA Ourselves

Session Details	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.1.K.8 Identify people, goods, and ideas that move from place to place.</p> <p>H.1.Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.1.K.1 Discuss a sequence of events using chronological terms such as first, next, last, before, after.</p> <p>H.1.K.2 Develop a timeline to sequence significant events [in students' lives].</p>	<p>Personal Finance</p> <p>PF.5.MM.5 Examine the influences on financial planning decisions (e.g., needs vs. wants, priorities, values, stages of life, estate planning)</p> <p>Career Development</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one's own actions and choices; interacting with management.</p>	<p>ELA</p> <p>K.CC.1-2.OL K.CC.3-5.P K.FR.1-4.CP K.FR.5-8.PA K.FR.9-13.PD K.RC.1-4,7.RF K.RC.8-11.RL K.V.1-2,4-5 K.W.1.S K.W.7.P</p> <p>Math</p> <p>K.CAR.5</p>

JA Our Families

Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.1.1.5 Discuss how cultural characteristics contribute to diversity in a community, place, or region.</p> <p>G.1.1.8 Discuss reasons and methods people, goods, and ideas move from place to place.</p>	<p>Personal Finance</p> <p>PF.5.MM.5 Examine the influences on financial planning decisions (e.g., needs vs. wants, priorities, values, stages of life, estate planning)</p> <p>Career Development</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one’s own actions and choices; interacting with management.</p>	<p>ELA</p> <p>1.CC.1-2.OL 1.CC.3-5.P 1.FR.1-3.PA 1.FR.4-11.PD 1.L.13-18.C 1.FR.12-21.PE 1.RC.1-4,6.RF 1.RC.14-17.RI 1.RC.12.RL 1.V.1-2,5 1.W.2.S 1.W.4-5,7,9.P</p> <p>Math</p> <p>NA</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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>EG.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.1.1.8 Discuss reasons and methods people, goods, and ideas move from place to place.</p>	<p>Personal Finance</p> <p>PF.5.MM.5 Examine the influences on financial planning decisions (e.g., needs vs. wants, priorities, values, stages of life, estate planning)</p> <p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one’s own actions and choices; interacting with management.</p> <p>3.1.1 Identify steps in a decision-making process.</p> <p>3.1.3 Recognize that decision-making often involves conflicts and compromise.</p> <p>5.2.1 Describe the importance of earning an income and managing personal finances.</p>	<p>ELA</p> <p>1.CC.1-2.OL 1.CC.3,5.P 1.FR.1-3.PA 1.FR.4-11.PD 1.RC.1-4,6.RF 1.RC.15-17.RI 1.RC.12.RL 1.V.1-2,5 1.W.4.P</p> <p>Math</p> <p>NA</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>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.1.1 Identify examples of scarcity and opportunity cost.</p>	<p>Personal Finance</p> <p>PF.5.MM.5 Examine the influences on financial planning decisions (e.g., needs vs. wants, priorities, values, stages of life, estate planning)</p> <p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and</p>	<p>ELA</p> <p>1.CC.1-2.OL 1.CC.3,5.P 1.FR.1-3.PA 1.FR.4-11.PD 1.L.13-18.C 1.FR.12-21.PE 1.RC.1-4,6.RF</p>

JA Our Families

Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<ul style="list-style-type: none"> ▪ Define entrepreneur, goods, and services ▪ Interpret map symbols ▪ Identify the goods or services businesses provide 	<p>E.1.1.4 Compare ways human, natural, and capital resources are used in the production of goods and services now [and long ago.]</p> <p>E.1.1.5 Recognize that markets exist when buyers and sellers exchange goods and services.</p> <p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.1.1.1 Show relationships between familiar places using map keys, legends, compass rose, and directional words.</p> <p>G.1.1.2 Describe the physical and human characteristics of a place including roads, buildings, and borders using maps, globes, and photographs.</p> <p>G.1.1.3 Create and label maps of local areas using titles, symbols, legends, and a compass rose.</p>	<p>needs) and examine how that will affect choosing a career.</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one’s own actions and choices; interacting with management.</p> <p>3.1.1 Identify steps in a decision-making process.</p> <p>3.1.3 Recognize that decision-making often involves conflicts and compromise.</p>	<p>1.RC.15-17.RI 1.RC.12.RL 1.V.1-2,5 1.W.2.S 1.W.4-5,7,9.P</p> <p>Math NA</p>
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.1.3 Discuss the importance of human capital (i.e., knowledge, skills, education, experience) and the relationship between work and income.</p>	<p>Career Development</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one’s own actions and choices; interacting with management.</p> <p>2.2.1 Describe the transferable skills needed when transitioning between careers and/or jobs.</p> <p>2.2.2 Compare and contrast skills necessary for specific careers.</p> <p>2.3.2 Identify types of work schedules--self-employed (entrepreneur), part-time, full-time, temporary, seasonal, volunteer, flextime, and rotational.</p> <p>2.3.4 Identify job benefits and forms of income.</p> <p>5.2.1 Describe the importance of earning an income and managing personal finances.</p>	<p>ELA</p> <p>1.CC.1-2.OL 1.CC.3-5.P 1.FR.1-3.PA 1.FR.4-11.PD 1.L.13-18.C 1.FR.12-21.PE 1.RC.15,17.RI 1.RC.12.RL 1.RC.2-3,6.RF 1.V.1-2,5 1.W.4,7.P</p> <p>Math NA</p>

JA Our Families

Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.1.5 Recognize that markets exist when buyers and sellers exchange goods and services.</p>	<p>Personal Finance</p> <p>PF.5.MM.5 Examine the influences on financial planning decisions (e.g., needs vs. wants, priorities, values, stages of life, estate planning)</p> <p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one’s own actions and choices; interacting with management.</p> <p>5.2.3 Identify leadership qualities and managerial skills, i.e. being a team player, showing eagerness for lifelong learning.</p>	<p>ELA</p> <p>1.CC.1-2.OL 1.CC.3,5.P 1.FR.1-3.PA 1.FR.4-11.PD 1.L.13-18.C 1.FR.12-21.PE 1.RC.1-4,6.RF 1.RC.15-17.RI 1.RC.12.RL 1.V.1-2,5 1.W.2.S 1.W.4-5,7,9.P</p> <p>Math</p> <p>1.CAR.2,6</p>

JA Our Community 2.0

Session Details	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1.2.3 Discuss knowledge, skills, education, and experience (i.e., human capital) that workers need for jobs.</p> <p>E.1.2.5 Describe ways markets exist in various places such as the home, physical location, and Internet.</p> <p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.1.2.1 Interpret the information on a map of local places using map keys, symbols, intermediate directions, scale, and compass rose.</p> <p>G.1.2.2 Describe the physical and human characteristics of a place using geographic tools such as maps, globes, and charts.</p>	<p>Personal Finance</p> <p>PF.1.EI.1 Explain factors that influence career and job selection</p> <p>PF.3.CCP.1 Explore potential careers (including an employment forecast) and the steps needed to achieve them based on interests and/or talents</p> <p>Career Development</p> <p>2.2.1 Describe the transferable skills needed when transitioning between careers and/or jobs.</p> <p>2.2.2 Compare and contrast skills necessary for specific careers.</p>	<p>ELA</p> <p>2.CC.1-2.OL 2.CC.3,5.P 2.FR.1-5.PD 2.FR.18.F 2.L.1-13.S 2.L.14-20.C 2.RC.1-4.RF 2.RC.13,16-18.RI 2.V.1-6 2.W.1-2.S 2.W.4-6.P</p> <p>Math</p> <p>NA</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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.2.3 Discuss knowledge, skills, education, and experience (i.e., human capital) that workers need for jobs.</p> <p>E.1.2.4 Identify ways human, natural, and capital resources come together to produce goods and services.</p> <p>E.1.2.10 Describe the process by which products are produced, transported, and sold, including the importance of the trucking industry.</p>	<p>Personal Finance</p> <p>PF.2.EI.1 Compare and contrast the methods by which employees are paid (e.g., direct deposit, paper check, payroll card)</p> <p>PF.2.EI.3 Analyze differences among salary, hourly, commission, and overtime pay</p> <p>Career Development</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one's own actions and choices; interacting with management.</p> <p>1.3.3 Explain how respect plays a positive role in interacting with diverse groups essential to achieving success.</p> <p>2.3.4 Identify job benefits and forms of income.</p>	<p>ELA</p> <p>2.CC.2.OL 2.FR.1-5.PD 2.FR.18.F 2.L.1-13.S 2.L.14-20.C 2.RC.13,16-18.RI 2.RC.3-4.RF 2.V.1-6 2.W.4.P</p> <p>Math</p> <p>2.CAR.2 2.DA.1</p>

JA Our Community 2.0

Session Details	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.2.4 Identify ways human, natural, and capital resources come together to produce goods and services.</p> <p>E.1.2.6 Explain the role of money in making exchange easier.</p>	<p>Personal Finance</p> <p>PF.5.MM.1 Compare types of banking institutions including products and services available</p> <p>PF.5.MM.5 Examine the influences on financial planning decisions (e.g., needs vs. wants, priorities, values, stages of life, estate planning)</p> <p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one's own actions and choices; interacting with management.</p> <p>1.3.3 Explain how respect plays a positive role in interacting with diverse groups essential to achieving success.</p>	<p>ELA</p> <p>2.CC.1-2.OL 2.CC.3,5.P 2.FR.1-5.PD 2.FR.18.F 2.L.1-13.S 2.L.14-20.C 2.RC.1-4.RF 2.RC.13,16-17.RI 2.V.1-6 2.W.2.S 2.W.4-5.P</p> <p>Math</p> <p>2.CAR.2 2.NPV.5</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>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.1.2.5 Describe roles and responsibilities of individuals in a democracy.</p> <p>C.1.2.6 Discuss ways to build a consensus with a group when making a decision that can bring about change.</p> <p>C.1.2.8 Compare successful and unsuccessful attempts to improve communities</p> <p>C.1.2.9 Identify ways people benefit from and are challenged by working together in response to problems.</p>	<p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p>	<p>ELA</p> <p>2.CC.1-2.OL 2.CC.3,5.P 2.FR.1-5.PD 2.FR.18.F 2.L.1-13.S 2.L.14-20.C 2.RC.1-4.RF 2.RC.11.RL 2.RC.13,16,18.RI 2.V.1-6 2.W.1.S 2.W.4-6,9.P</p> <p>Math</p> <p>NA</p>

JA Our Community 2.0

Session Details	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.1.2.5 Describe roles and responsibilities of individuals in a democracy.</p> <p>C.1.2.6 Discuss ways to build a consensus with a group when making a decision that can bring about change.</p> <p>C.1.2.8 Compare successful and unsuccessful attempts to improve communities.</p> <p>C.1.2.9 Identify ways people benefit from and are challenged by working together in response to problems.</p> <p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.2.8 Explain benefits of public goods and services.</p>	<p>Personal Finance</p> <p>PF.2.EI.1 Compare and contrast the methods by which employees are paid (e.g., direct deposit, paper check, payroll card)</p> <p>PF.2.EI.2 Represent and analyze various types of income deductions and how they impact income (e.g., payroll taxes, deductions, gross pay, net pay)</p> <p>Career Development</p> <p>1.3.1 Evaluate the rewards/consequences of behavior towards others.</p> <p>3.1.1 Identify steps in a decision-making process.</p> <p>3.1.3 Recognize that decision-making often involves conflicts and compromise.</p> <p>3.2.4 Describe how personal values affect decisions due to conflicting demands.</p> <p>3.3.2 Identify the advantages and disadvantages of decisions when determining a tentative career goal.</p> <p>5.2.3 Identify leadership qualities and managerial skills, i.e. being a team player, showing eagerness for lifelong learning.</p>	<p>ELA</p> <p>2.CC.1-2.OL 2.CC.3,5.P 2.FR.1-5.PD 2.FR.18.F 2.L.1-13.S 2.L.14-20.C 2.RC.1-4.RF 2.RC.11.RL 2.RC.13,16-18.RI</p> <p>2.V.1-6 2.W.1.S 2.W.4-6.P</p> <p>Math NA</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>Career Development</p> <p>2.2.1 Describe the transferable skills needed when transitioning between careers and/or jobs.</p> <p>2.3.1 Demonstrate understanding of the changing workplace due to the global economy and improvements in technology.</p>	<p>ELA</p> <p>2.CC.1-2.OL 2.CC.3,5.P 2.FR.1-5.PD 2.FR.18.F 2.L.1-13.S 2.L.14-20.C 2.RC.13,17.RI 2.RC.1-4.RF 2.V.1-6 2.W.4,9.P</p> <p>Math NA</p>

JA Our City 1.0

Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.3.6 Explain purpose and functions of money in the United States.</p> <p>E.1.3.7e.g., Explain the purpose (e.g., safeguard assets, offer loans) and functions (e.g., storing money, transferring money, lending money) of banks.</p>	<p>Personal Finance</p> <p>PF.5.MM.1 Compare types of banking institutions including products and services available</p> <p>Career Development</p> <p>1.3.1 Evaluate the rewards/consequences of behavior towards others.</p> <p>3.1.1 Identify steps in a decision-making process.</p> <p>5.2.1 Describe the importance of earning an income and managing personal finances.</p>	<p>ELA</p> <p>3.CC.1-2.OL 3.CC.3,5.P 3.FR.1-3.PD 3.FR.11.F 3.RC.3-6.RF 3.L.1-15,17.S 3.RC.16.RI 3.V.1-3,6 3.W.2.S 3.W.4,7,9-10.P</p> <p>Math</p> <p>3.CAR.1,7</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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.3.1 Discuss how scarcity and opportunity cost influence decision-making.</p> <p>E.1.3.2 Evaluate problems, alternatives, and trade-offs involved in making a decision such as the cost-benefit decision tree.</p>	<p>Career Development</p> <p>3.1.1 Identify steps in a decision-making process.</p>	<p>ELA</p> <p>3.CC.1-2.OL 3.CC.3,5.P 3.FR.1-3.PD 3.FR.11.F 3.RC.3-6.RF 3.L.1-15,17.S 3.RC.1-4.RF 3.RC.15-16.RI 3.W.4,7,9-10.P 3.V.1-3,6</p> <p>Math</p> <p>NA</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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.3.1 Discuss how scarcity and opportunity cost influence decision-making.</p> <p>E.1.3.4 Identify ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services.</p> <p>E.1.3.5 Analyze economic factors in a market including supply, demand, competition, and incentives.</p>	<p>Personal Finance</p> <p>PF.1.EI.1 Explain factors that influence career and job selection</p> <p>Career Development</p> <p>3.1.1 Identify steps in a decision-making process.</p> <p>3.1.3 Recognize that decision-making often involves conflicts and compromise.</p>	<p>ELA</p> <p>3.CC.1-2.OL 3.CC.3,5.P 3.FR.11.F 3.RC.1-6.RF 3.FR.1-3.PD 3.L.1-15,17.S 3.RC.15-16.RI 3.V.1-3,6 3.W.4,7.P</p> <p>Math</p> <p>NA</p>

JA Our City 1.0

Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<p>Session Four: Money Flows in the City</p> <p>Students discover that, in a thriving city, people, businesses, and the city make money choices and exchange money, including taxes. By creating skits for their classmates, students learn that taxes are paid to help the city buy things that benefit everyone, such as fire stations and schools.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate how money flows through a city ▪ Demonstrate how the choices people make will benefit themselves and other people in the city ▪ Explain how the city government uses tax money to pay for the goods and services it provides 	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.3.2 Evaluate problems, alternatives, and trade-offs involved in making a decision such as the cost-benefit decision tree.</p> <p>E.1.3.6 Explain purpose and functions of money in the United States.</p> <p>E.1.3.8 Explain the difference between public and private goods and services (e.g., food, clothing, cars).</p>	<p>Personal Finance</p> <p>PF.2.EI.2 Represent and analyze various types of income deductions and how they impact income (e.g., payroll taxes, deductions, gross pay, net pay)</p> <p>Career Development</p> <p>1.3.1 Evaluate the rewards/consequences of behavior towards others.</p> <p>3.1.1 Identify steps in a decision-making process.</p> <p>3.1.3 Recognize that decision-making often involves conflicts and compromise.</p>	<p>ELA</p> <p>3.CC.1-2.OL 3.CC.3,5.P 3.FR.1-3.PD 3.FR.11.F 3.RC.3-6.RF 3.L.1-15,17.S 3.RC.1-2,4.RF 3.RC.15-16,18.RI 3.V.1-3,6 3.W.4,7.P</p> <p>Math</p> <p>3.CAR.1</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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.3.4 Identify ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services.</p> <p>the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.1.3.2 Use thematic maps to show the interactions that shape the physical and human characteristics of local and global places.</p>	<p>Career Development</p> <p>1.3.1 Evaluate the rewards/consequences of behavior towards others.</p>	<p>ELA</p> <p>3.CC.1-2.OL 3.CC.3,5.P 3.FR.1-3.PD 3.FR.11.F 3.RC.1-6.RF 3.L.1-15,17.S 3.RC.15-16,18.RI 3.V.1-3,6 3.W.2.S 3.W.4-7.P</p> <p>Math</p> <p>NA</p>

JA Our Region

Session Details	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.4.3 Analyze how knowledge, skills, education, and experience (i.e., human capital) can impact productivity, career advancement, and potential income.</p> <p>E.1.4.4 Explain ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services such as Walmart, J.B. Hunt, Tyson Foods, Dillard’s.</p> <p>H.1.Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.1.4.4 Analyze the impact of individuals and events on the past, present, and future</p>	<p>Personal Finance</p> <p>PF.1.EI.5 Summarize skills needed to be successful in the workplace • Communication • Time Management • Basic Employer Expectations</p> <p>Career Development</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one’s own actions and choices; interacting with management.</p> <p>1.3.3 Explain how respect plays a positive role in interacting with diverse groups essential to achieving success.</p> <p>2.2.1 Describe the transferable skills needed when transitioning between careers and/or jobs.</p> <p>5.2.3 Identify leadership qualities and managerial skills, i.e. being a team player, showing eagerness for lifelong learning.</p>	<p>ELA</p> <p>4.CC.1-2.OL 4.FR.1.PD 4.FR.6.F 4.RC.3-6.RF 4.RC.14,17.RI 4.RC.3-4.RF 4.V.1-3,5,7 4.W.4.P 4.CC.3.P</p> <p>Math</p> <p>NA</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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.4.4 Explain ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services such as Walmart, J.B. Hunt, Tyson Foods, Dillard’s.</p> <p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p>	<p>Career Development</p> <p>3.1.1 Identify steps in a decision-making process.</p> <p>3.1.3 Recognize that decision-making often involves conflicts and compromise.</p> <p>3.2.3 Identify resources needed to meet personal goals.</p>	<p>ELA</p> <p>4.CC.1-2.OL 4.CC.3-5.P 4.FR.1.PD 4.FR.6.F 4.RC.3-6.RF 4.L.1-14.S 4.L.15-23.C 4.FR.2-4.PE 4.RC.11.RL 4.RC.17.RI 4.V.1-7 4.W.2.S 4.W.4-6,9-10.P</p> <p>Math</p> <p>4.CAR.2,4</p>

JA Our Region

Session Details	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.4.1 Analyze the effects of scarcity and opportunity cost during the decision-making process.</p> <p>E.1.4.4 Explain ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services such as Walmart, J.B. Hunt, Tyson Foods, Dillard’s.</p> <p>E.1.4.5 Explain effects of supply and demand on prices.</p>	<p>Career Development</p> <p>1.3.3 Explain how respect plays a positive role in interacting with diverse groups essential to achieving success.</p>	<p>ELA</p> <p>4.CC.1-2.OL 4.FR.1.PD 4.FR.6.F 4.RC.3-6.RF 4.L.1-12,14.S 4.RC.14,16-17.RI 4.V.1-7 4.W.4.P 4.CC.3.P</p> <p>Math</p> <p>4.CAR.2</p>
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.4.1 Analyze the effects of scarcity and opportunity cost during the decision-making process.</p> <p>E.1.4.2 Apply an economic decision-making model when making decisions such as the PACED decision-making.</p>	<p>Career Development</p> <p>1.3.1 Evaluate the rewards/consequences of behavior towards others.</p> <p>3.1.1 Identify steps in a decision-making process.</p> <p>3.1.3 Recognize that decision-making often involves conflicts and compromise.</p> <p>4.4.5 Identify the advantages and challenges of self-employment.</p>	<p>ELA</p> <p>4.CC.1.OL 4.CC.3,5.P 4.FR.1.PD 4.FR.6.F 4.RC.3-6.RF 4.L.1-12,14.S 4.RC.11.RL 4.RC.14,16-17.RI 4.V.1-3,5,7 4.W.2.S 4.W.4-6,9-10.P</p> <p>Math</p> <p>NA</p>

JA Our Region

Session Details	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.4.1 Analyze the effects of scarcity and opportunity cost during the decision-making process.</p> <p>E.1.4.10 Explain how trading commodities (e.g., soybeans, rice, cotton) has led to economic interdependence between Arkansas, other states, and other countries (e.g., Canada, Mexico, Saudi Arabia).</p> <p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.1.4.10 Describe global connections created through increased trade, transportation, communication, and technology (e.g., tourism; social media; cities and hubs that are central to social, economic, and political decisions; introduction of plant and insect species).</p>	<p>NA</p>	<p>ELA</p> <p>4.CC.1-2.OL</p> <p>4.CC.3,5.P</p> <p>4.FR.1.PD</p> <p>4.FR.6.F</p> <p>4.RC.3-6.RF</p> <p>4.L.1-12,14.S</p> <p>4.RC.11.RL</p> <p>4.RC.14,16-17.RI</p> <p>4.V.1-3,5,7</p> <p>4.W.4.P</p> <p>Math</p> <p>NA</p>

JA Our Nation

Session Details	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p>	<p>Personal Finance</p> <p>PF.3.CCP.1 Explore potential careers (including an employment forecast) and the steps needed to achieve them based on interests and/or talents</p> <p>PF.5.MM.5 Examine the influences on financial planning decisions (e.g., needs vs. wants, priorities, values, stages of life, estate planning)</p> <p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p>	<p>ELA</p> <p>5.CC.1-2.OL 5.CC.3,5.P 5.FR.1.PD 5.FR.2.PE 5.FR.4.F 5.RC.3-6.RF 5.L.1-10.S 5.RC.15.RI 5.RC.2-4.RF 5.V.1-7 5.W.4,7.P</p> <p>Math</p> <p>5.CAR.2-3</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>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.3.5.6 Compare advantages and disadvantages of one location over another for access to factors of production (e.g., human resources, natural resources, capital resources, entrepreneurship).</p> <p>G.3.5.5 Describe the different types of economic activities supported by natural resources within a region.</p>	<p>Career Development</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one’s own actions and choices; interacting with management.</p> <p>5.2.3 Identify leadership qualities and managerial skills, i.e. being a team player, showing eagerness for lifelong learning.</p>	<p>ELA</p> <p>5.CC.1-2.OL 5.CC.3,5.P 5.FR.1.PD 5.FR.2.PE 5.FR.4.F 5.RC.3-6.RF 5.L.1-10.S 5.RC.15.RI 5.RC.2-4.RF 5.V.1-7 5.W.4,7.P</p> <p>Math</p> <p>NA</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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p>	<p>Personal Finance</p> <p>PF.1.EI.1 Explain factors that influence career and job selection</p> <p>PF.3.CCP.1 Explore potential careers (including an employment forecast) and the steps needed to achieve them based on interests and/or talents</p> <p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p> <p>2.1.2 Research and discuss the sixteen (16) Career Clusters using various sources of information.</p> <p>2.1.3 Analyze pertinent facts that pertain to job growth and career opportunities</p>	<p>ELA</p> <p>5.CC.1-2.OL 5.CC.3,5.P 5.FR.1.PD 5.FR.2.PE 5.FR.4.F 5.RC.3-6.RF 5.L.1-10.S 5.RC.15.RI 5.V.1-7 5.W.4,7.P</p> <p>Math</p> <p>NA</p>

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Session Details	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
		<p>in the pathways.</p> <p>2.2.1 Describe the transferable skills needed when transitioning between careers and/or jobs.</p> <p>2.2.2 Compare and contrast skills necessary for specific careers.</p> <p>2.3.1 Demonstrate understanding of the changing workplace due to the global economy and improvements in technology.</p> <p>4.1.1 Explain how career planning is a lifelong process beginning early in life.</p>	
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p>	<p>Personal Finance</p> <p>PF.1.EI.3 Evaluate ways to make a positive impressions during a job interview</p> <p>PF.1.EI.5 Summarize skills needed to be successful in the workplace • Communication • Time Management • Basic Employer Expectations</p> <p>Career Development</p> <p>1.1.6 Identify how an individual's school experience connects to an individual's future success.</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one's own actions and choices; interacting with management.</p> <p>1.3.3 Explain how respect plays a positive role in interacting with diverse groups essential to achieving success.</p> <p>2.2.1 Describe the transferable skills needed when transitioning between careers and/or jobs.</p> <p>4.1.1 Explain how career planning is a lifelong process beginning early in life.</p>	<p>ELA</p> <p>5.CC.1-2.OL</p> <p>5.CC.3,5.P</p> <p>5.FR.1.PD</p> <p>5.FR.2.PE</p> <p>5.FR.4.F</p> <p>5.RC.2-6.RF</p> <p>5.L.1-10.S</p> <p>5.RC.15.RI</p> <p>5.V.1-7</p> <p>5.W.4,7.P</p> <p>Math</p> <p>5.CAR.3</p>

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Session Details	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.3.5.5 Describe the different types of economic activities supported by natural resources within a region.</p> <p>G.3.5.6 Compare advantages and disadvantages of one location over another for access to factors of production (e.g., human resources, natural resources, capital resources, entrepreneurship).</p> <p>G.3.5.7 Analyze the social and economic impacts of transportation and communication networks in various regions, including state, regional, and global.</p> <p>G.4.5.4 Evaluate the impact that resource scarcity has on a region. This may include lack of clean drinking water, land scarcity, labor shortage, and supply chain shortages.</p>	<p>Career Development</p> <p>2.3.1 Demonstrate understanding of the changing workplace due to the global economy and improvements in technology.</p>	<p>ELA</p> <p>5.CC.1-2.OL 5.CC.3,5.P 5.FR.1.PD 5.FR.2.PE 5.FR.4.F 5.RC.2-6.RF 5.L.1-10.S 5.RC.15.RI 5.V.1-7 5.W.4,7.P</p> <p>Math</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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p>	<p>NA</p>	<p>ELA</p> <p>5.CC.1-2.OL 5.CC.3.P 5.L.1-10.S 5.RC.3.RF 5.V.4,6</p> <p>Math</p> <p>NA</p>

JA More than Money

Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.3.6 Explain purpose and functions of money in the United States.</p> <p>E.1.3.7e.g., Explain the purpose (e.g., safeguard assets, offer loans) and functions (e.g., storing money, transferring money, lending money) of banks.</p> <p>E.1.4.7 Describe the types of financial institutions and their roles in an economy (e.g., banks, Federal Reserve, credit unions, investment firms).</p>	<p>Personal Finance</p> <p>PF.5.MM.1 Compare types of banking institutions including products and services available</p> <p>PF.5.MM.2 Explore the process of opening and managing different types of accounts (e.g., checking, savings)</p> <p>PF.7.SI.1 Compare the effects of interest rates as applied to saving and borrowing money</p> <p>Career Development</p> <p>5.2.1 Describe the importance of earning an income and managing personal finances.</p>	<p>ELA</p> <p>3.CC.1-2.OL 3.CC.3,5.P 3.FR.1-3.PD 3.FR.11.F 3.RC.1-6.RF 3.L.1-15,17.S 3.RC.15,18.RI 3.V.1-6</p> <p>4.CC.1.OL 4.CC.5.P 4.FR.1.PD 4.FR.6.F 4.RC.3-6.RF 4.L.1-12,14.S 4.RC.14,16,18.RI 4.V.1-3,7</p> <p>5.CC.1.OL 5.CC.5.P 5.FR.1.PD 5.FR.4.F 5.RC.2-6.RF 5.L.1-10.S 5.RC.18.RI 5.V.1-3,5,7</p> <p>Math</p> <p>3.CAR.1 4.CAR.2 5.CAR.3</p>

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Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.3.3 Explain the relationship between knowledge, skills, education, and experience (i.e., human capital) to productivity.</p> <p>E.1.4.3 Analyze how knowledge, skills, education, and experience (i.e., human capital) can impact productivity, career advancement, and potential income.</p> <p>E.1.3.4 Identify ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services.</p> <p>E.1.4.4 Explain ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services such as Walmart, J.B. Hunt, Tyson Foods, Dillard’s.</p>	<p>Personal Finance</p> <p>PF.3.CCP.1 Explore potential careers (including an employment forecast) and the steps needed to achieve them based on interests and/or talents</p> <p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p> <p>2.2.1 Describe the transferable skills needed when transitioning between careers and/or jobs.</p> <p>2.2.2 Compare and contrast skills necessary for specific careers.</p>	<p>ELA</p> <p>3.CC.1-2.OL 3.CC.3,5.P 3.FR.1-3.PD 3.FR.11.F 3.RC.3-6.RF 3.L.1-15,17.S 3.L.18-23.C 3.FR.4-8.PE 3.RC.15,18.RI 3.V.1-3,6 3.W.4,7.P 4.CC.1-2.OL 4.CC.3,5.P 4.FR.1.PD 4.FR.6.F 4.RC.3-6.RF 4.L.1-14.S 4.L.15-23.C 4.FR.2-4.PE 4.RC.11.RL 4.RC.14,16,18.RI 4.V.1-3,5,7 4.W.4.P 5.CC.1-2.OL 5.CC.5.P 5.FR.1.PD 5.FR.2.PE 5.FR.4.F 5.RC.3-6.RF 5.L.1-10.S 5.RC.18.RI 5.V.1-3,5,7 5.W.4,6-7.P</p> <p>Math</p> <p>3.CAR.1 4.CAR.2 5.CAR.3</p>

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Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.3.2 Evaluate problems, alternatives, and trade-offs involved in making a decision such as the cost-benefit decision tree.</p> <p>E.1.4.2 Apply an economic decision-making model when making decisions such as the PACED decision-making.</p>	<p>Personal Finance</p> <p>PF.3.CCP.3 Develop a flowchart to outline the steps needed to achieve chosen career paths (e.g., trade school, associate’s degree, bachelor’s degree, master’s degree, doctorate)</p> <p>Career Development</p> <p>3.2.2 Define goals.</p>	<p>ELA</p> <p>3.CC.1-2.OL 3.CC.3,5.P 3.FR.11.F 3.RC.3-6.RF 3.FR.1-3.PD 3.L.1-15,17.S 3.L.18-23.C 3.FR.4-8.PE 3.RC.15-16,18.RI 3.RC.3-4.RF 3.V.1-3,6 3.W.4,7.P</p> <p>4.CC.1.OL 4.CC.3,5.P 4.FR.1.PD 4.FR.6.F 4.RC.3-6.RF 4.L.1-14.S 4.L.15-23.C 4.FR.2-4.PE 4.RC.14,16,18.RI 4.V.1-3,5,7 4.W.4.P</p> <p>5.CC.1.OL 5.CC.5.P 5.FR.1.PD 5.FR.2.PE 5.FR.4.F 5.RC.3-6.RF 5.L.1-10.S 5.RC.16,18.RI 5.V.1-3,5,7 5.W.4,6-7.P</p> <p>Math</p> <p>3.CAR.1 4.CAR.2 5.CAR.3</p>
<p>Session Four: Run a Business</p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money</p>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence</p>	<p>Personal Finance</p> <p>PF.4.C.5 Understand different components of credit by • Comparing and contrasting sources of credit (e.g., car loans, student loans, credit cards) • Discussing the establishment</p>	<p>ELA</p> <p>3.CC.1-2.OL 3.CC.3,5.P 3.FR.11.F 3.RC.1-6.RF</p>

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Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<p>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>within a global economy.</p> <p>E.1.3.2 Evaluate problems, alternatives, and trade-offs involved in making a decision such as the cost-benefit decision tree.</p> <p>E.1.4.2 Apply an economic decision-making model when making decisions such as the PACED decision-making.</p> <p>E.1.3.7e.g., Explain the purpose (e.g., safeguard assets, offer loans) and functions (e.g., storing money, transferring money, lending money) of banks.</p> <p>E.1.4.7 Describe the types of financial institutions and their roles in an economy (e.g., banks, Federal Reserve, credit unions, investment firms).</p>	<p>and use of credit • Identifying the factors that contribute to a credit score • Calculating the actual costs associated with credit • Discussing methods of solving credit problems • Evaluating the risks associated with overextending credit</p> <p>PF.4.C.7 Understand the different components of loans by • Differentiating between the different types of loans (e.g., payday, auto, home, personal, student) • Examining the lending process from application to approval • Calculating true costs associated with loans (e.g., term length, interest rate) • Understanding the factors that contribute to different interest rates • Evaluating the implications of obtaining and/or defaulting on a loan</p> <p>PF.5.MM.1 Compare types of banking institutions including products and services available</p> <p>PF.5.MM.2 Explore the process of opening and managing different types of accounts (e.g., checking, savings)</p> <p>PF.7.SI.1 Compare the effects of interest rates as applied to saving and borrowing money</p>	<p>3.FR.1-3.PD 3.RC.15-17.RI 3.V.1-3,6 3.W.2-3.S 3.W.4-6.P 4.CC.1-2.OL 4.CC.5.P 4.FR.1.PD 4.FR.6.F 4.RC.3-6.RF 4.RC.11.RL 4.RC.14,16-17.RI 4.V.1-3,5,7 4.W.2-3.S 5.CC.1-2.OL 5.CC.5.P 5.FR.1.PD 5.FR.4.F 5.RC.2-6.RF 5.RC.15-16.RI 5.V.1-3,5,7 5.W.2-3.S 5.W.6.P</p> <p>Math</p> <p>3.CAR.1 4.CAR.2,4 5.CAR.3</p>

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Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.3.10 Construct explanations that demonstrate the relationships among imports, exports, and global interdependence (e.g., oil, energy, lumber, crops, technology).</p> <p>E.1.4.10 Explain how trading commodities (e.g., soybeans, rice, cotton) has led to economic interdependence between Arkansas, other states, and other countries (e.g., Canada, Mexico, Saudi Arabia).</p> <p>E.1.3.11 Describe the effects of trade on people in various places such as: ● increases in economic growth ● competition ● experience producing for foreign markets ● decreases in certain job markets ● depletion of natural resources ● outsourcing</p> <p>E.1.4.11 Explain effects of increasing economic interdependence on different groups within a nation, which may include Arkansas’s agricultural industry and its impact on natural resources, increased competition, and the shift in labor force.</p> <p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.1.3.1 Describe the spatial organization of local and global places based upon the relative location, distance, direction, legend, compass rose, and scale on a map.</p> <p>G.1.4.1 Compare relative and absolute location (e.g., latitude and longitude) of local and global places on a map.</p>	<p>Career Development</p> <p>2.3.1 Demonstrate understanding of the changing workplace due to the global economy and improvements in technology.</p>	<p>ELA</p> <p>3.CC.1-2.OL 3.CC.3,5.P 3.FR.11.F 3.RC.1-6.RF 3.FR.1-3.PD 3.L.1-15,17.S 3.L.18-23.C 3.FR.4-8.PE 3.RC.15-18.RI 3.V.1-3,6 3.W.3.S 3.W.4,7.P</p> <p>4.CC.1.OL 4.CC.3,5.P 4.FR.1.PD 4.FR.6.F 4.RC.3-6.RF 4.L.1-14.S 4.L.15-23.C 4.FR.2-4.PE 4.RC.11.RL 4.RC.14,16-18.RI 4.V.1-3,5,7 4.W.3.S 4.W.4.P</p> <p>5.CC.1.OL 5.CC.5.P 5.FR.1.PD 5.FR.2.PE 5.FR.4.F 5.RC.2-6.RF 5.L.1-10.S 5.RC.15-16,18.RI 5.V.1-3,5,7 5.W.3.S 5.W.4,6-7.P</p> <p>Math</p> <p>NA</p>

JA Career Exploration Fair K-2

Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.4.2 Apply an economic decision-making model when making decisions such as the PACED decision-making.</p>	<p>Personal Finance</p> <p>PF.1.El.1 Explain factors that influence career and job selection</p> <p>PF.3.CCP.1 Explore potential careers (including an employment forecast) and the steps needed to achieve them based on interests and/or talents</p> <p>Career Development</p> <p>4.1.1 Explain how career planning is a lifelong process beginning early in life.</p>	<p>ELA</p> <p>K.CC.1-2.OL K.CC.3-5.P K.FR.1-4.CP K.FR.5-8.PA K.FR.9-13.PD K.RC.4.RF K.V.1-2,4-5 K.W.2.S K.W.5-7.P</p> <p>1.CC.1-2.OL 1.CC.3-5.P 1.FR.1-3.PA 1.FR.4-11.PD 1.L.11.S 1.RC.15.RI 1.RC.12.RL 1.V.1-5 1.W.2.S 1.W.4-5,7,9.P</p> <p>2.CC.1-2.OL 2.CC.3-5.P 2.FR.1-5.PD 2.L.13.S 2.RC.4.RF 2.V.1-6 2.W.2.S 2.W.4-5,7-8.P</p> <p>Math</p> <p>NA</p>

JA Career Exploration Fair K-2

Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.K.3 Identify ways people create goods and services.</p> <p>E.1.1.3 Discuss the importance of human capital (i.e., knowledge, skills, education, experience) and the relationship between work and income.</p> <p>E.1.2.3 Discuss knowledge, skills, education, and experience (i.e., human capital) that workers need for jobs.</p>	<p>Career Development</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one’s own actions and choices; interacting with management.</p> <p>3.3.2 Identify the advantages and disadvantages of decisions when determining a tentative career goal.</p> <p>4.1.1 Explain how career planning is a lifelong process beginning early in life.</p> <p>4.1.3 Explore the education and training requirements to meet certain job qualifications.</p>	<p>ELA</p> <p>K.CC.1-2.OL K.CC.3-5.P K.FR.1-4.CP K.FR.5-8.PA K.FR.9-13.PD K.RC.4.RF K.V.1-2,4-5 K.W.5-6.P</p> <p>1.CC.1-2.OL 1.CC.3-5.P 1.FR.1-3.PA 1.FR.4-11.PD 1.L.11.S 1.RC.15.RI 1.RC.12.RL 1.V.1-5 1.W.7.P</p> <p>2.CC.1-2.OL 2.CC.3-5.P 2.FR.1-5.PD 2.L.13.S 2.RC.4.RF 2.V.1-6 2.W.7-8.P</p> <p>Math</p> <p>NA</p>

JA Career Exploration Fair K-2

Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA and Math Standards
<p>Post-JA Career Exploration Fair Activity:</p> <p>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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.4.2 Apply an economic decision-making model when making decisions such as the PACED decision-making.</p>	<p>Personal Finance</p> <p>PF.1.El.1 Explain factors that influence career and job selection</p> <p>PF.3.CCP.1 Explore potential careers (including an employment forecast) and the steps needed to achieve them based on interests and/or talents</p> <p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p> <p>1.1.2 Evaluate how self-concept, self-esteem, and attitude could affect educational achievement.</p> <p>3.3.2 Identify the advantages and disadvantages of decisions when determining a tentative career goal.</p> <p>4.1.1 Explain how career planning is a lifelong process beginning early in life.</p> <p>4.1.2 Explain how career planning can save time, energy and money.</p>	<p>ELA</p> <p>K.FR.1-4.CP</p> <p>K.FR.5-8.PA</p> <p>K.FR.9-13.PD</p> <p>K.RC.4.RF</p> <p>K.V.1-2,4-5</p> <p>K.W.5-5.P</p> <p>1.FR.1-3.PA</p> <p>1.FR.4-11.PD</p> <p>1.L.11.S</p> <p>1.RC.15.RI</p> <p>1.RC.12.RL</p> <p>1.V.1-5</p> <p>1.W.7.P</p> <p>2.FR.1-5.PD</p> <p>2.RC.4.RF</p> <p>2.V.1-6</p> <p>2.W.7-8.P</p> <p>Math</p> <p>K.NPV.2</p>

JA Career Exploration Fair 3-5

Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.3.3 Explain the relationship between knowledge, skills, education, and experience (i.e., human capital) to productivity.</p> <p>E.1.4.3 Analyze how knowledge, skills, education, and experience (i.e., human capital) can impact productivity, career advancement, and potential income.</p>	<p>Personal Finance</p> <p>PF.1.EI.1 Explain factors that influence career and job selection</p> <p>PF.3.CCP.1 Explore potential careers (including an employment forecast) and the steps needed to achieve them based on interests and/or talents</p> <p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p> <p>4.1.1 Explain how career planning is a lifelong process beginning early in life.</p>	<p>3.CC.1-2.OL 3.CC.3,5.P 3.FR.1-3.PD 3.FR.11.F 3.RC.3-6.RF 3.V.1-6</p> <p>4.CC.1.OL 4.CC.5.P 4.FR.1.PD 4.FR.6.F 4.RC.3-6.RF 4.V.1-7</p> <p>5.CC.1.OL 5.CC.5.P 5.FR.1.PD 5.FR.4.F 5.RC.3-6.RF 5.V.1-7 5.W.6.P</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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.3.3 Explain the relationship between knowledge, skills, education, and experience (i.e., human capital) to productivity.</p> <p>E.1.4.3 Analyze how knowledge, skills, education, and experience (i.e., human capital) can impact productivity, career advancement, and potential income.</p>	<p>Career Development</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one’s own actions and choices; interacting with management.</p> <p>3.3.2 Identify the advantages and disadvantages of decisions when determining a tentative career goal.</p> <p>4.1.1 Explain how career planning is a lifelong process beginning early in life.</p> <p>4.1.3 Explore the education and training requirements to meet certain job qualifications.</p>	<p>3.CC.1-2.OL 3.CC.3-5.P 3.FR.11.F 3.FR.1-3.PD 3.FR.11.F 3.RC.3-6.RF 3.V.1-6</p> <p>4.CC.1-2.OL 4.CC.4-5.P 4.FR.1.PD 4.FR.6.F 4.RC.3-6.RF 4.V.1-7</p> <p>5.CC.1-2.OL 5.CC.4-5.P 5.FR.1.PD 5.FR.4.F 5.RC.3-6.RF 5.V.1-7 5.W.6.P</p>

JA Career Exploration Fair 3-5

Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development Standards	Arkansas ELA Standards
<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. 	NA	<p>Personal Finance</p> <p>PF.1.EI.1 Explain factors that influence career and job selection</p> <p>PF.1.EI.2 Determine ways to locate and apply for a job by • Completing a job search in an area of interest • Completing a job application, cover letter, resume, and follow-up letter</p> <p>PF.3.CCP.1 Explore potential careers (including an employment forecast) and the steps needed to achieve them based on interests and/or talents</p> <p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p> <p>3.3.2 Identify the advantages and disadvantages of decisions when determining a tentative career goal.</p> <p>4.1.1 Explain how career planning is a lifelong process beginning early in life.</p> <p>4.1.2 Explain how career planning can save time, energy and money.</p> <p>5.1.1 Identify employment preparation activities (job application, resume, cover letter, follow-up letter.)</p>	<p>3.FR.1-3.PD 3.FR.6,11.F 3.RC.3-6.RF 3.V.1-6 3.W.7-8.P 4.FR.1.PD 4.V.1-7 4.W.7-8.P 5.FR.1.PD 5.FR.4.F 5.RC.3-6.RF 5.V.1-7 5.W.6-8.P</p>

JA Career Speaker Series K-5

Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development	Arkansas ELA Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.K.3 Identify ways people create goods and services.</p> <p>E.1.1.3 Discuss the importance of human capital (i.e., knowledge, skills, education, experience) and the relationship between work and income.</p> <p>E.1.2.3 Discuss knowledge, skills, education, and experience (i.e., human capital) that workers need for jobs.</p> <p>E.1.3.3 Explain the relationship between knowledge, skills, education, and experience (i.e., human capital) to productivity.</p> <p>E.1.4.3 Analyze how knowledge, skills, education, and experience (i.e., human capital) can impact productivity, career advancement, and potential income.</p>	<p>Personal Finance</p> <p>PF.1.El.1 Explain factors that influence career and job selection</p> <p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p>	<p>K.CC.1.OL K.CC.5.P K.FR.1-4.CP K.FR.5-8.PA K.FR.9-13.PD K.RC.4,7.RF K.V.1-2,4-5</p> <p>1.CC.1-2.OL 1.CC.3,5.P 1.FR.1-3.PA 1.FR.4-11.PD 1.L.11.S 1.RC.15.RI 1.RC.12.RL 1.RC.2,6.RF 1.V.1-5</p> <p>2.CC.1-2.OL 2.FR.1-5.PD 2.FR.18.F 2.L.13.S 2.RC.4.RF 2.V.1-6</p> <p>3.CC.1-2.OL 3.CC.3,5.P 3.FR.1-3.PD 3.FR.11.F 3.RC.3-6.RF 3.V.1-6</p> <p>4.CC.1.OL 4.CC.5.P 4.FR.1.PD 4.FR.6.F 4.RC.3-6.RF 4.V.1-7</p> <p>5.CC.1.OL 5.CC.5.P 5.FR.1.PD 5.FR.4.F 5.RC.3-6.RF 5.V.1-7 5.W.6.P</p>

JA Career Speaker Series K-5

Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development	Arkansas ELA Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.K.3 Identify ways people create goods and services.</p> <p>E.1.1.3 Discuss the importance of human capital (i.e., knowledge, skills, education, experience) and the relationship between work and income.</p> <p>E.1.2.3 Discuss knowledge, skills, education, and experience (i.e., human capital) that workers need for jobs.</p> <p>E.1.3.3 Explain the relationship between knowledge, skills, education, and experience (i.e., human capital) to productivity.</p> <p>E.1.4.3 Analyze how knowledge, skills, education, and experience (i.e., human capital) can impact productivity, career advancement, and potential income.</p>	<p>Personal Finance</p> <p>PF.1.El.1 Explain factors that influence career and job selection</p> <p>PF.3.CCP.1 Explore potential careers (including an employment forecast) and the steps needed to achieve them based on interests and/or talents</p> <p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p> <p>1.1.7 Develop the essential/soft skills and abilities needed to be successful in a career. (i.e. being on time; listening; knowing when to ask questions; understanding role on team; following directions; work ethic; good attitude; the ability to be coached; taking responsibility for one’s own actions and</p> <p>3.3.2 Identify the advantages and disadvantages of decisions when determining a tentative career goal.</p> <p>4.1.1 Explain how career planning is a lifelong process beginning early in life.</p> <p>4.1.2 Explain how career planning can save time, energy and money.</p> <p>4.1.3 Explore the education and training requirements to meet certain job qualifications.</p>	<p>ELA</p> <p>K.CC.1-2.OL K.CC.4-5.P K.FR.1-4.CP K.FR.5-8.PA K.FR.9-13.PD K.RC.4,7.RF K.V.1-2,4-5</p> <p>1.CC.1-2.OL 1.CC.3-5.P 1.FR.1-3.PA 1.FR.4-11.PD 1.L.11.S 1.RC.15.RI 1.RC.12.RL 1.RC.2,6.RF 1.V.1-5</p> <p>2.CC.1-2.OL 2.CC.4.P 2.FR.1-5.PD 2.FR.18.F 2.L.13.S 2.RC.4.RF 2.V.1-6</p> <p>3.CC.1-2.OL 3.CC.3,5.P 3.CC.3-4.P 3.FR.11.F 3.FR.1-3.PD 3.FR.11.F 3.RC.3-6.RF 3.V.1-6</p> <p>4.CC.1-2.OL 4.CC.4-5.P 4.FR.1.PD 4.FR.6.F 4.RC.3-6.RF 4.V.1-7</p> <p>5.CC.1-2.OL 5.CC.4-5.P 5.FR.1.PD 5.FR.4.F 5.RC.3-6.RF 5.V.1-7 5.W.6.P</p>

JA Career Speaker Series K-5

Session Descriptions	Arkansas Social Studies Standards	Arkansas Personal Finance and Career Development	Arkansas ELA Standards
<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>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.1.K.3 Identify ways people create goods and services.</p> <p>E.1.1.3 Discuss the importance of human capital (i.e., knowledge, skills, education, experience) and the relationship between work and income.</p> <p>E.1.2.3 Discuss knowledge, skills, education, and experience (i.e., human capital) that workers need for jobs.</p> <p>E.1.3.3 Explain the relationship between knowledge, skills, education, and experience (i.e., human capital) to productivity.</p> <p>E.1.4.3 Analyze how knowledge, skills, education, and experience (i.e., human capital) can impact productivity, career advancement, and potential income.</p>	<p>Personal Finance</p> <p>PF.1.El.1 Explain factors that influence career and job selection</p> <p>Career Development</p> <p>1.1.1 Identify interests (likes, dislikes, strengths, weaknesses, wants, and needs) and examine how that will affect choosing a career.</p> <p>3.3.2 Identify the advantages and disadvantages of decisions when determining a tentative career goal.</p>	<p>K.FR.1-4.CP K.FR.5-8.PA K.FR.9-13.PD K.RC.4,7.RF K.V.1-2,4-5 K.W.5-6.P</p> <p>1.FR.1-3.PA 1.FR.4-11.PD 1.L.11.S 1.RC.15.RI 1.RC.12.RL 1.RC.2,6.RF 1.V.1-5 1.W.7.P</p> <p>2.FR.1-5.PD 2.FR.18.F 2.RC.4.RF 2.V.1-6 2.W.7-8.P</p> <p>3.FR.1-3.PD 3.FR.11.F 3.RC.3-6.RF 3.V.1-6 3.W.7-8.P</p> <p>4.FR.1.PD 4.FR.6.F 4.RC.3-6.RF 4.V.1-7 4.W.7-8.P</p> <p>5.FR.1.PD 5.FR.4.F 5.RC.3-6.RF 5.V.1-7 5.W.6-8.P</p>