A Correlation:

New Jersey

Academic Standards and Junior Achievement Elementary School Programs



Updated November 2022

2020 Social Studies Standards

Career Readiness, Life Literacies, and Key Skills Standards

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
www.ja.org

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 New Jersey Social Studies Framework and the Career Readiness, Life Literacies, and Key Skills Standards as well as Common Core standards for English Language Arts and Math for grades K-5. Often Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

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

JA Elementary School Learning Experiences

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

JA Our Families® (1st grade) ntroduces 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® (2nd grade) 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® (3rd grade) 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® (4th grade) 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® (5th grade) 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® (grades 3-5, afterschool) teaches students about earning, spending, sharing, and saving money, and businesses they can start or jobs they can perform to earn money.

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JA Our Community 2.0

Session Details	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	Common Core
Session One: Communities at Work Students are introduced to the idea of a community and discover what types of workers help make their community strong. Students will: • 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.	**Social Studies** 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. **21st Century Life and Careers** 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.	*Career Awareness and Planning* 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	**ELA** Reading RL.2.1 RI.2.1 RI.2.3-.2.7 RF. 2.3-2.4 Writing W. 2.1-2.2 W.2.8 Speaking and Listening SL. 2.1-2.4 SL. 2.6 Language L.2.1-2.6
Session Two: People at Work Students experience working in the community to earn a paycheck and produce goods and services. Students will: • 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.	**Social Studies** 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. **21st Century Life and Careers** 9.1.4.A.2 Identify potential sources of income. 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.	*Information and Media Literacy/Technology Literacy* Digital tools can be used to display data in various ways. Digital tools have a purpose. *Career Awareness and Planning* 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.	**ELA** Reading RI.2.3-.2.7 RF. 2.3-2.4 Speaking and Listening SL. 2.2-2.3 SL. 2.6 Language L.2.1-2.6 **MATH** 2.OA 1 2.md. 10

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Session Details	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	Common Core
Session Three: Money at Work Students learn how people use money to buy goods and services they want and need for personal or business purposes. Students will: • 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	**Social Studies** 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter). **21st Century Life and Careers** 9.1.4.A.2 Identify potential sources of income. 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.	*Financial Institutions* Money comes in different values, forms and uses.	**ELA** Reading RI.2.1 RI.2.3-.2.5 RI. 2.7 RF. 2.3-2.4 Writing W.2.2 W.2.8 Speaking and Listening SL. 2.1-2.4 SL. 2.6 Language L.2.1-2.6 **MATH** 2.md.8

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Session Details	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	Common Core
Session Four: Votes Count Students discuss the responsibilities of being a part of the community and how they can help make decisions that impact the community. Students will: • 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.	**Social Studies** 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change **21st Century Life and Careers** 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.	*Civic and Financial Responsibility* There are actions an individual can take to help make this world a better place. *Creativity and Innovation* Brainstorming can create new, innovative ideas. *Critical Thinking and Problem-solving* Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	**ELA** Reading RL.2.1 RL.2.6 RI.2.1 RI.2.3-.2.6 RI.2.8 RF. 2.3-2.4 Writing W. 2.1 W. 2.7-2.8 Speaking and Listening SL. 2.1-2.4 Language L.2.1-2.6

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Session Five: Making Choices 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. Students will: • 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.	**Social Studies** 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	*Economic and Government Influence* Taxes are collected on a variety of goods and services at the local, state, and federal levels. *Global and Cultural Awareness* Individuals from different cultures may have different points of view and experiences. *Civic and Financial Responsibility* There are actions an individual can take to help make this world a better place.	**ELA** Reading RL.2.1 RL.2.6 RI.2.1 RI 2.3-2.8 RF. 2.3-2.4 Writing W. 2.1 W.2.8 Speaking and Listening SL. 2.1-2.4 SL. 2.6 Language L.2.1-2.6
Session Six: Crack the Code (Optional) Students learn how digital skills are applied in the community and discuss the types of jobs that require computers or programming skills. Students will: • 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.	NA	*Information and Media Literacy* Digital tools and media resources provide access to vast stores of information that can be searched. Digital tools can be used to display data in various ways. A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes. Information is shared or conveyed in a variety of formats and sources.	**ELA** Reading RL.2.1 RI.2.1 RI 2.3-2.4 RI.2.7 RF. 2.3-2.4 Writing W. 2.7 Speaking and Listening SL. 2.1-2.4 SL. 2.6 Language L.2.1-2.6

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