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 Families

Session Descriptions	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	Common Core ELA	Common Core Math
Session One: All Kinds of Families The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood. **Objectives:** **Students will:** ▪ Begin to understand the similarities and differences between families ▪ Recognize the importance of businesses in neighborhoods	**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.	NA	Reading Literature RI.1.1 RI.1.3-4 RI.1.7,9,10 Reading Foundations RF.1.1-4 Writing W.1.2,5,8 Speaking & Listening SL.1.1-2 SL.1.4-5 Language L.1.1-2 L.1.4	Mathematical Practices 8
Session Two: Money for Needs and Wants Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs. **Objectives:** **Students will:** ▪ Describe the difference between needs and wants ▪ Explain that families must earn money for the things they need and want	**Social Studies** 6.1.2.EconET.1: Explain the difference between needs and wants. **21st Century Life and Careers** 9.1.4.B.1 Differentiate between financial wants and needs. 9.1.4.E.1 Determine factors that influence consumer decisions related to money. 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 Psychology* There's a relationship between an individual's values, emotions, and the ways he/she chooses to spend money. External factors can influence the items that an individual wants or needs. *Career Awareness and Planning* 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.	Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10 Reading Foundations RF.1.1-4 Speaking & Listening SL.1.1-2 SL.1.4 Language L.1.1 L.1.4	Measurement and Data 1.MD.C.4 Mathematical Practices 1-2 4-5 7-8
Session Three: Businesses All Around the Neighborhood Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses. **Objectives:** **Students will:** ▪ Define entrepreneur, goods, and services ▪ Interpret map symbols ▪ Identify the goods or services businesses provide	**Social Studies** 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). 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.	*Career Awareness and Planning* 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship	Reading Foundations RF.1.1-4 Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10 Writing W.1.2,5,8 Speaking & Listening SL.1.1-2 SL.1.4 Language L.1.1-2 L.1.4	Measurement and Data 1.MD.C.4 Mathematical Practices 1-2 5-8

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JA Our Families

Session Descriptions	Academic Standards	Career Readiness, Life Literacies, and Key Skills Standards	Common Core ELA	Common Core Math
Session Four: Jobs All Around the Neighborhood Students learn that entrepreneurs create businesses, which provide jobs for families. **Objectives:** **Students will:** ▪ Identify the jobs people do ▪ Analyze their own skills to determine ways they can support family members	**21st Century Life and Careers** 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. 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.	Reading Foundations RF.1.1-4 Reading for Information RI.1.6-7 Writing W.1.5 Speaking & Listening SL.1.1-2 SL.1.4-5 Language L.1.1-2 L.1.4	Mathematical Practices 1-2 4-5 7-8
Session Five: A New Business Students think like entrepreneurs and help advertise a new business needed in the neighborhood. **Objectives:** **Students will:** ▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want	**Social Studies** 6.1.2.EconET.1: Explain the difference between needs and wants. **21st Century Life and Careers** 9.1.4.B.1 Differentiate between financial wants and needs. 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.	*Financial Psychology* External factors can influence the items that an individual wants or needs. *Career Awareness and Planning* There are benefits and drawbacks to being an entrepreneur.	Reading Foundations RF.1.1-4 Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10 Writing W.1.2,5,8 Speaking & Listening SL.1.1-2 SL.1.4 Language L.1.1-2 L.1.4	Operations in Algebra OA. 1 ELO OA. . 6-7 Measurement and Data 1.MD.C.4 Mathematical Practices 2-4 7-8

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