

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



Updated June 2022
Academic Standards
TEKS English Language and Math

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 Texas Academic Standards for where appropriate, 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 Programs

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

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

[JA Our Community](#)[®] uses posters and games to offer practical information about businesses and the many jobs those businesses offer in a community. Students explore production methods through a simulation game, and they learn about taxes, decision making, and how money flows in an economy.

[JA Our Community](#)[®] [Blended](#) 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	Academic Standards	TEKS ELA	TEKS Math
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify personal interests ▪ Consider the factors that determine their choices ▪ Define money 	<p>113.11.14 Social studies skills. The student communicates in oral and visual forms.</p> <p>(C) express ideas orally based on knowledge and experiences</p> <p>(D) create and interpret visuals, including pictures and maps</p>	<p>1. A, B, C</p> <p>3. A, B</p> <p>6. A,B</p>	<p>1. A, C, D</p> <p>2. B</p> <p>9. D</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>113.11.5 Economics. The student understands the difference between human needs and wants and how they are met.</p> <p>(A) identify basic human needs of food, clothing, and shelter;</p> <p>(B) explain the difference between needs and wants;</p> <p>113.11.13 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.</p> <p>(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>(B) sequence and categorize information.</p>	<p>1. A, B, C</p> <p>2. A i</p> <p>3. A, B</p> <p>6. A,B</p>	<p>1. A, C, D</p> <p>8. A, B, C</p> <p>9. D</p>
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the role of money in society ▪ Identify jobs they can do to earn money 	<p>113.11.6 Economics. The student understands the value of jobs. The student is expected to:</p> <p>(A) identify jobs in the home, school, and community; and</p> <p>(B) explain why people have jobs</p>	<p>1. A, B, C</p> <p>2. A, D</p> <p>3. A, B,</p> <p>5. A, B, C, E,F</p> <p>9. A, B, C</p>	<p>1. A, C, D</p> <p>9. A, C</p>

JA Ourselves

Session Details	Academic Standards	TEKS ELA	TEKS Math
<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>113.11.6 The student understands the value of jobs. The student is expected to:</p> <p>(A) identify jobs in the home, school, and community; and</p> <p>(B) explain why people have jobs.</p> <p>113.11.15 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>	<p>1. A, B, C</p> <p>2. A i</p> <p>3. A, B</p> <p>6. A,B</p>	<p>1. A, C, D, E, F</p> <p>2. B, D,</p> <p>9. B</p>
<p>Session Five: A Penny Shared</p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving ▪ Organize a chronological sequence of events 	<p>113.11.13 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.</p> <p>(B) sequence and categorize information.</p> <p>113.11.14 Social studies skills. The student communicates in oral and visual forms.</p> <p>(A) place events in chronological order.</p>	<p>1. A, B, C</p> <p>2. A, D</p> <p>3. A, B,</p> <p>5. A, B, C, E,F</p> <p>9. A, B, C</p>	<p>1. A, C, D, E, F</p> <p>9. A</p>

JA Our Families

Session Descriptions	Academic Standards	TEKS ELA	TEKS Math
<p>Session One: All Kinds of Families</p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Begin to understand the similarities and differences between families ▪ Recognize the importance of businesses in neighborhoods 	<p>113.12.6 Economics. The student understands how families meet basic human needs. The student is expected to:</p> <p>(A) describe ways that families meet basic human needs; and</p> <p>(B) describe similarities and differences in ways families meet basic human needs</p> <p>113.12.14 Culture. The student understands the importance of family and community beliefs, language, and traditions. The student is expected to:</p> <p>(A) describe and explain the importance of various beliefs, language, and traditions of families and communities</p>	<p>1. A, B, C</p> <p>2. Ai, D</p> <p>3. A, B, D</p> <p>8. A, B, C, D</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>113.12.8 Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:</p> <p>(A) identify examples of people wanting more than they can have;</p> <p>(B) explain why wanting more than they can have requires that people make choices; and</p> <p>(C) identify examples of choices families make when buying goods and services</p>	<p>1. A, B, C</p> <p>2. Ai, D</p> <p>3. A, B, D</p>	<p>1. B, E</p> <p>8.A, B, C</p> <p>9.A, B</p>

JA Our Families

Session Descriptions	Academic Standards	TEKS ELA	TEKS Math
<p>Session Three: Businesses All Around the Neighborhood</p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, goods, and services ▪ Interpret map symbols ▪ Identify the goods or services businesses provide 	<p>113.12.3 Geography. The student understands the relative location of places. The student is expected to:</p> <p>(A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and</p> <p>(B) locate places using the four cardinal directions</p> <p>113.12.4 Geography. The student understands the purpose of geographical tools, including maps and globes. The student is expected to:</p> <p>(A) create and use simple maps such as maps of the home, classroom, school, and community</p> <p>113.12.7 Economics. The student understands the concepts of goods and services. The student is expected to:</p> <p>(A) identify examples of goods and services in the home, school, and community;</p> <p>(B) identify ways people exchange goods and services.</p>	<p>1. A, B, C</p> <p>3. A, B, D</p>	<p>1. B, E</p> <p>8.A, B, C</p> <p>9.A, B</p>

JA Our Families

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Jobs All Around the Neighborhood</p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the jobs people do ▪ Analyze their own skills to determine ways they can support family members 	<p>113.12.9 Economics. The student understands the value of work. The student is expected to:</p> <p>(A) describe the tools of various jobs and the characteristics of a job well performed</p>	<p>1. A, B, C, D, E</p> <p>3. A, B, D</p> <p>6. B, C, F</p> <p>11. A, B</p>	<p>9.A, B</p>
<p>Session Five: A New Business</p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>113.12.9 Economics. The student understands the value of work. The student is expected to:</p> <p>(B) describe how various jobs contribute to the production of goods and services</p>	<p>1. A, B, C, D, E</p> <p>3. A, B, D</p> <p>6. B, C, F</p> <p>11. A, B</p>	<p>1. A.F</p> <p>9. A,B</p> <p>5. E,F, G</p>

JA Our Community

Session Descriptions	Social Studies Standards	TEKS ELA	TEKS Math
<p>Session One: People in a Community Working Together</p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe a community. ▪ State how people contribute to and benefit from a community. ▪ Identify the variety of jobs in a community and how each requires specific skills. 	<p>113.13.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.</p> <p>(C) identify ways to actively practice good citizenship, including involvement in community service.</p>	<p>1. A, B, C, D, E 2. B 3. A, B 7. A, D, E, F</p>	<p>1. B, C 10. B, D</p>
<p>Session Two: Sweet “O” Donuts</p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define the terms produce, product, production, goods, and services. ▪ Apply innovation to the production process. ▪ Explain that people in a community earn money by performing work. 	<p>113.13.6 Economics. The student understands the value of work.</p> <p>(A) explain how work provides income to purchase goods and services</p> <p>113.13.7 Economics. The student understands the roles of producers and consumers in the production of goods and services.</p> <p>(A) distinguish between producing and consuming; (B) identify ways in which people are both producers and consumers.</p>	<p>1. A, B, C, D, E 2. B 3. A, B</p>	<p>1. B, C 10. A, B, D^{ELO}</p>

ELO – indicates the standards is supported by an extended learning opportunity

JA Our Community

Session Descriptions	Social Studies Standards	TEKS ELA	TEKS Math
<p>Session Three: Business and Government Jobs</p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Locate businesses and identify government careers. ▪ Explain how taxation supports government services. 	<p>113.13.3 Geography. The student uses simple geographic tools such as maps and globes.</p> <p>(B) create maps to show places and routes within the home, school, and community</p> <p>113.13.6 Economics. The student understands the value of work. The student is expected to:</p> <p>(A) explain how work provides income to purchase goods and services</p> <p>(B) explain the choices people can make about earning, spending, and saving money.</p> <p>113.13.8 Government. The student understands the purpose of governments.</p> <p>(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.</p>	<p>1. A, B, C, D, E</p> <p>3. A, B</p>	<p>4. A, B, C ^{ELO}</p>
<p>The Session Four: Let's Vote!</p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Apply a decision-making process. ▪ Recognize voting as a way responsible citizens act and contribute to meet a community's needs. 	<p>113.13.9 Government. The student understands the role of public officials.</p> <p>(C) identify ways that public officials are selected, including election and appointment to office</p> <p>(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions</p> <p>113.13.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.</p> <p>(C) identify ways to actively practice good citizenship, including involvement in community service.</p> <p>113.13.17 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>1. A, B, C, D, E</p> <p>3. A, B</p> <p>11. A, B</p>	<p>1. A, B, C, D, E</p>

JA Our Community

Session Descriptions	Social Studies Standards	TEKS ELA	TEKS Math
<p>Session Five: Money Moves in a Community</p> <p>Students learn about money and how it moves through a community.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify coins and money terms. ▪ Describe how money flows through a community's economy. 	<p>113.13.6. Economics. The student understands the value of work. The student is expected to:</p> <p>(A) explain how work provides income to purchase goods and services; and</p> <p>(B) explain the choices people can make about earning, spending, and saving money.</p> <p>113.13.7 Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:</p> <p>(B) identify ways in which people are both producers and consumers.</p>	<p>1. A, B, C, D, E</p> <p>3. A, B</p>	<p>1. A, B, C, D, E</p> <p>5. A, B</p>

JA Our Community Blended

Session Details	Academic Content Standards	TEKS ELA	TEKS Math
<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>113.13.3 Geography. The student uses simple geographic tools, including maps and globes. The student is expected to:</p> <p>(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend.</p> <p>113.13.4 Geography. The student understands the location of places in their community, state, country, and the world. The student is expected to:</p> <p>(B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes.</p> <p>113.13.8 Government. The student understands the purpose of governments.</p> <p>(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.</p> <p>113.13.15 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p>(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>113.13.16 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(E) express ideas orally based on knowledge and experiences</p>	<p>1. A, B, C, D, E</p> <p>2. B</p> <p>3. A, B</p> <p>7. A, D, E, F</p> <p>11. A, B</p>	<p>NA</p>

JA Our Community Blended

Session Details	Academic Content Standards	TEKS ELA	TEKS Math
<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>113.13.6 Economics. The student understands the value of work. The student is expected to:</p> <p>(A) explain how work provides income to purchase goods and services.</p> <p>113.13.7 Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:</p> <p>(A) distinguish between producing and consuming;</p> <p>(B) identify ways in which people are both producers and consumers</p> <p>113.13.15 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p>(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts; and</p> <p>(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.</p>	<p>1. A, B, C, D, E</p> <p>2. B</p> <p>3. A, B</p> <p>11. A, B</p>	<p>1. A, B, D, E, G</p> <p>10. A, B, D</p>

JA Our Community Blended

Session Details	Academic Content Standards	TEKS ELA	TEKS Math
<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>113.13.6 Economics. The student understands the value of work. The student is expected to:</p> <p>(A) explain how work provides income to purchase goods and services; and</p> <p>(B) explain the choices people can make about earning, spending, and saving money.</p> <p>113.13.7 Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:</p> <p>(A) distinguish between producing and consuming;</p> <p>(B) identify ways in which people are both producers and consumers</p> <p>113.13.17 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>1. A, B, C, D, E</p> <p>2. B</p> <p>3. A, B</p> <p>11. A, B</p>	<p>1. A, B, C, D, E</p> <p>5. A, B</p> <p>11. F</p>

JA Our Community Blended

Session Details	Academic Content Standards	TEKS ELA	TEKS Math
<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>113.13.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:</p> <p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting..</p> <p>(C) identify ways to actively practice good citizenship, including involvement in community service.</p> <p>113.13.15 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p>(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts.</p> <p>113.13.16 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(E) express ideas orally based on knowledge and experiences.</p> <p>113.13.17 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>1. A, B, C, D, E</p> <p>2. B</p> <p>3. A, B</p> <p>6. B, C, D, E</p> <p>11. A, B</p>	<p>NA</p>

JA Our Community Blended

Session Descriptions	Academic Standards	TEKS ELA	TEKS Math
<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>113.13.8 Government. The student understands the purpose of governments. The student is expected to:</p> <p>(A) identify functions of governments such as establishing order, providing security, and managing conflict; and</p> <p>(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.</p> <p>113.13.9 Government. The student understands the role of public officials. The student is expected to:</p> <p>(B) compare the roles of public officials, including mayor, governor, and president;</p> <p>(C) identify ways that public officials are selected, including election and appointment to office; and</p> <p>(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.</p>	<p>1. A, B, C, D, E</p> <p>2. B</p> <p>3. A, B</p> <p>6. B, C, D, E</p> <p>11. A, B</p>	<p>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>113.13.13 Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:</p> <p>(B) explain how science and technology have affected the ways in which people meet basic needs.</p>	<p>1. A, B, C, D, E</p> <p>2. B</p> <p>3. A, B</p> <p>6. B, C, D, E</p>	<p>1. A, B, C, D, E</p> <p>9. A, D,</p>

JA Our City

Session Descriptions	Academic Standards	TEKS ELA	TEKS Math
<p>Session One: Earn, Save, Spend, and Donate</p> <p>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the four choices we have with money. ▪ Define deposits and withdrawals. 	<p>113.14.5 Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:</p> <p>(A) Identify ways of earning, spending, saving, and donating money.</p> <p>111.5.9 The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:</p> <p>(F) identify decisions involving income, spending, saving, credit, and charitable giving.</p>	<p>1. A, B, C, D, E</p> <p>2. A, B</p> <p>3. A, B</p> <p>11. A</p> <p>12. B</p>	<p>Grade 2</p> <p>11. B, C</p> <p>Grade 3</p> <p>1. A, C, D, E</p> <p>9. E, F</p> <p>Bar graph</p>
<p>Session Two: Invisible Money</p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define goods and services. ▪ Explain how people spend money. ▪ Recognize methods of payment and whether they are readily visible or invisible. 	<p>113.14.5 Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:</p> <p>(A) Identify ways of earning, spending, saving, and donating money.</p> <p>(B) create a simple budget that allocates money for spending and saving.</p> <p>111.5. 9 Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:</p> <p>(C) Identify the costs and benefits of planned and unplanned spending decisions</p> <p>(D) Explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest.</p> <p>(E) List reasons to save and explain the benefit of a savings plan, including for college.</p>	<p>1. A, B, C, D, E</p> <p>2. B</p> <p>3. A, B</p> <p>6. A, C, E, F, G</p> <p>7. C</p>	<p>Grade 2</p> <p>11. D, E, F</p> <p>Grade 3</p> <p>4. A ^{ELO}</p> <p>9. C, D, F</p>

ELO- indicates this standard is supported by an extended learning opportunity.

JA Our City

Session Descriptions	Academic Standards	TEKS ELA	TEKS Math
<p>Session Three: How Do I Become an Entrepreneur?</p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, producer, and consumer. ▪ Explain the need for a business plan. ▪ Discuss the ways in which entrepreneurs help a city. 	<p>113.14.6 Economics. The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:</p> <p>(C) explain how the cost of production and selling price affect profits</p> <p>111.5.9 Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:</p> <p>(F) identify decisions involving income, spending, saving, credit, and charitable giving.</p>	<p>1. A, B, C, D, E</p> <p>2. A, B</p> <p>3. A, B</p> <p>11. A</p> <p>12. B</p>	<p>Grade 2</p> <p>11. F</p>
<p>Session Four: Money Choices Make the City Go Round</p> <p>Money choices encourage economic exchange within a city. This happens when money travels back and forth among consumers, businesses, and the city government. Economic exchange is important for keeping a city functioning and vital.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate the importance of money in everyday life. ▪ Describe how money flows through a city's economy. ▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides. 	<p>113.14.5. Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:</p> <p>(A) identify ways of earning, spending, saving, and donating money; and</p> <p>(B) create a simple budget that allocates money for spending and saving.</p> <p>113.14.7. Government. The student understands the basic structure and functions of various levels of government. The student is expected to:</p> <p>(C) identify services commonly provided by local, state, and national governments.</p> <p>111.5.9 Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:</p> <p>(F) Identify decisions involving income, spending, saving, credit and charitable giving.</p>	<p>1. A, B, C, D, E</p> <p>2. A, B</p> <p>3. A, B</p> <p>11. A</p>	<p>Grade 2</p> <p>5. A, B</p> <p>Grade 3</p> <p>9. F</p>

JA Our City

Session Descriptions	Academic Standards	TEKS ELA	TEKS Math
<p>Session Five: Let's Build a City</p> <p>A healthy city is built on the money choices of consumers, businesses, and the government. A city thrives when these sectors of the economy earn, save, spend, and donate.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe how personal choices make a city a good place to live, work, play, and go to school. 	<p>111.5.9 Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:</p> <p>(F) identify decisions involving income, spending, saving, credit and charitable giving.</p> <p>113.14.4. Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p> <p>(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community;</p> <p>(B) Use a scale to determine the distance between places on maps and globes;</p> <p>(C) Identify create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system.</p> <p>113.14.5 Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:</p> <p>(A) identify ways of earning, spending, saving, and donating money.</p>	<p>1. A, B, C, D, E</p> <p>2. A, B</p> <p>3. A, B</p>	<p>6. C</p> <p>9. F</p>

JA Our Region

Session Details	Academic Standards	TEKS ELA	TEKS Math
<p>Session One: Be an Entrepreneur</p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses and identifying their own entrepreneurial traits.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the impact entrepreneurs have on a region ▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities 	<p>113.15.10 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:</p> <p>(A) describe how the free enterprise system works, including supply and demand;</p> <p>(B) identify examples of the benefits of the free enterprise system such as choice and opportunity</p> <p>113.15.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <p>(A) identify how people in different regions of Texas earn their living, past and present</p> <p>113.15.22 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>1. A, B, C, D</p> <p>3. A, B, C</p> <p>11. A</p>	<p>NA</p>

JA Our Region

Session Details	Academic Standards	TEKS ELA	TEKS Math
<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>113.15.8 Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p> <p>(B) explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities; and</p> <p>(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present.</p> <p>113.15.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <p>(A) identify how people in different regions of Texas earn their living, past and present;</p> <p>(B) explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities [in Texas]</p> <p>113.15.22 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>	<p>1. A, B, C, D</p> <p>3. A, B, C</p> <p>7. A,C, D,E, F</p> <p>11. A</p>	<p>NA</p>
<p>Session Three: Hot Dog Stand Game</p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Track the revenue and expenses of a business ▪ Identify the fundamental tasks required to run a business ▪ Explain the importance of keeping an accurate account of a business’s financial information 	<p>113.15.10 Economics. The student understands the characteristics and benefits of the free enterprise system [in Texas.]</p> <p>(A) describe how the free enterprise system works, including supply and demand</p> <p>(B) identify examples of the benefits of the free enterprise system such as choice and opportunity</p> <p>113.15.19 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.</p> <p>(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and map.</p> <p>113.15.21 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p>	<p>1. A, B, C, D</p> <p>3. A, B, C</p> <p>7. A,C, D,E, F</p>	<p>1. A, B, C, D, E</p> <p>10. B</p>

JA Our Region

Session Details	Academic Standards	TEKS ELA	TEKS Math
<p>Session Four: Entrepreneurs Solve Problems</p> <p>Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate the problem-solving process ▪ Identify the potential risks and rewards in making business decisions 	<p>113.15.10 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas.</p> <p>(A) describe how the free enterprise system works, including supply and demand</p> <p>113.15.22 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>	<p>1. A, B, C, D 3. A, B, C 7. A,C, D,E, F</p>	<p>NA</p>
<p>Session Five: Entrepreneurs Go Global</p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Apply the supply chain to a manufacturing example ▪ Explain how resource providers, businesses, and consumers are interdependent 	<p>113.15.10 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas.</p> <p>(A) describe how the free enterprise system works, including supply and demand</p> <p>113.14.22 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>	<p>1. A, B, C, D 3. A, B, C 7. A,C, D,E, F 11. A</p>	<p>NA</p>

JA Our Nation

Session Details	Academic Standards	TEKS ELA	TEKS Math
<p>Session One: Free to Choose Your Work or Business</p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the characteristics of a free market economy ▪ Explain how pricing guides economic decisions 	<p>113.16.10 Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States.</p> <p>(B) describe how the free enterprise system works in the United States; and</p> <p>(C) give examples of the benefits of the free enterprise system in the United States.</p> <p>113.16.11 Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system.</p> <p>(A) explain how supply and demand affects consumers in the United States</p>	<p>1. A, B, C, D</p> <p>3. A, B, C</p> <p>6. A, B, C, E, F, G, H</p> <p>7. A, B, C</p>	<p>1. A, D,F</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>113.16.22 Science, technology, and society. The student understands the impact of science and technology on society in the United States.</p> <p>(A) identify the accomplishments of notable individuals in the fields of science and technology ...</p> <p>(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program; and</p> <p>(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.</p> <p>113.16.26 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>1. A, B, C, D</p> <p>3. A, B, C</p> <p>6. A, B, C, E, F, G, H</p> <p>7. A, B, C</p>	<p>NA</p>

JA Our Nation

Session Details	Academic Standards	TEKS ELA	TEKS Math
<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>113.16.22. The student understands the impact of science and technology on society in the United States. The student is expected to:</p> <p>(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.</p> <p>113.16.23. Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p>(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p>	<p>1. A, B, C, D</p> <p>3. A, B, C</p> <p>7. A, B, C</p>	<p>10. A, B</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>113.16.25 Social studies skills. The student communicates in written, oral, and visual forms.</p> <p>(C) express ideas orally based on research and experiences</p>	<p>1. A, B, C, D</p> <p>3. A, B, C</p> <p>7. A, B, C</p>	<p>1. A, B, C, D</p> <p>3. A, B, E</p> <p>4. B</p>

JA Our Nation

Session Details	Academic Standards	TEKS ELA	TEKS Math
<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>113.16.21 Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States.</p> <p>(B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.</p> <p>113.16.24 Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</p>	<p>1. A, B, C, D</p> <p>3. A, B, C</p> <p>7. A, B, C</p>	NA
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify three basic ways businesses are organized. 	<p>113.16.12. Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p> <p>(D) The student is expected to describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.</p>	<p>1. A, B, C, D</p> <p>3. A, B, C</p>	NA

JA More than Money

Session Descriptions	Academic Standards	TEKS ELA	TEKS Math
<p>Session One: The Money Garden</p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the role of money in everyday life Explain the benefits of using a savings account 	<p>Grade 3</p> <p>113.14.5 Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:</p> <p>(A) identify ways of earning, spending, saving, and donating money</p>	<p>1. A, B, C, D</p> <p>3. A, B, C</p>	<p>1. A, B, C, D, E, F,</p> <p>Grade 3</p> <p>4.A, F</p> <p>Grade 4</p> <p>2. E</p> <p>4. A</p> <p>Grade 5</p> <p>10. C, D</p>
<p>Session Two: Create a Business</p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define business, goods, and services Identify businesses they would like to start that align with their personal interests and skills Appreciate their own roles as entrepreneurs in affecting their community and their world 	<p>Grade 4</p> <p>113.15.11 Economics. The student understands patterns of work and economic activities [in Texas].</p> <p>(A) identify how people in different regions of Texas earn their living, past and present</p> <p>113.15.22 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p> <p>Grade 5</p> <p>113.16.12 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p> <p>(A) compare how people in different regions of the United States earn a living, past and present.</p>	<p>1. A, B, C, D</p> <p>3. A, B, C</p> <p>7. A, B, C</p>	<p>1. A, B, C, D, E, F,</p> <p>Grade 3</p> <p>4.A, F</p> <p>Grade 4</p> <p>2. E</p> <p>4. A</p> <p>Grade 5</p> <p>10. C, D</p>
<p>Session Three: Build a Business</p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the basic steps for building a small business Develop a basic business plan 	<p>Grade 3</p> <p>113.14.6 Economics. The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:</p> <p>(C) explain how the cost of production and selling price affect profits</p> <p>Grade 4</p> <p>113.15.10 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:</p> <p>(B) identify examples of the benefits of the free enterprise system such as choice and opportunity</p>	<p>1. A, B, C, D</p> <p>3. A, B, C</p> <p>7. A, B, C</p>	<p>1. A, B, C, D, E, F,</p> <p>Grade 3</p> <p>9. F</p> <p>Grade 4</p> <p>2. E</p> <p>4. B</p> <p>Grade 5</p> <p>10. C, D</p>

JA More than Money

Session Descriptions	Academic Standards	TEKS ELA	TEKS Math
<p>Session Four: Run a Business</p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain why financial institutions lend money ▪ Explain decision making and the traits of trustworthy borrowers ▪ Record and track financial gains and losses 	<p>Grade 3</p> <p>113.14.6 Economics. The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:</p> <p>(C) explain how the cost of production and selling price affect profits</p> <p>Grade 5</p> <p>113.16.10 Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:</p> <p>(A) identify the development of the free enterprise system in colonial America and the United States;</p> <p>(B) describe how the free enterprise system works in the United States</p> <p>(C) give examples of the benefits of the free enterprise system in the United States</p>	<p>1. A, B, C, D</p> <p>3. A, B, C</p> <p>6. B, C, E</p> <p>7. A, B, C</p>	<p>1. A, B, C, D, E, F,</p> <p>Grade 3</p> <p>4.A, F</p> <p>9.D</p> <p>Grade 4</p> <p>2. E</p> <p>4. A</p> <p>10 E</p>
<p>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explore reasons why businesses import and export goods ▪ Describe the economic considerations related to selling in a global market ▪ define opportunity cost 	<p>Grade 3</p> <p>113.14.14 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p>(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>Grade 5</p> <p>113.16.12 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p> <p>(A) compare how people in different parts of the United States earn a living, past and present</p> <p>(B) identify and explain how geographic factors have influenced the location of economic activities in the United States</p>	<p>1. A, B, C, D</p> <p>3. A, B, C</p>	<p>NA</p>

JA More than Money

Session Descriptions	Academic Standards	TEKS ELA	TEKS Math
<p>Session Six: What’s the Catch?</p> <p>During the final session, students learn to recognize deceptive advertising and the importance of ethical business practices. Continuing to work as business teams, students conclude the program by playing Round Two of the Business Game.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize deceptive advertising. ▪ Apply money-management skills in a simulated business. ▪ Record and track financial gains and losses in a simulated environment. 	<p>Grade 3</p> <p>113.14.14 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology. The student is expected to:</p> <p>(A) gather information, including historical and current events and geographic data, about the community using a variety of resources;</p> <p>(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting</p> <p>Grade 4</p> <p>113.15.10 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:</p> <p>(A) describe how the free enterprise system works, including supply and demand</p> <p>Grade 5</p> <p>113.16.11 Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:</p> <p>(A) explain how supply and demand affects consumers in the United States</p>		

JA Career Exploration Fair

Session Descriptions	K- 2 Academic Standards	TEKS ELA
<p>Pre-JA Career Exploration Fair Session: A Job to Do!</p> <p>Students identify the jobs people have and the work people do to make their community a good place to live, work, and play. They will also prepare questions to ask the speakers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Examine the jobs of family members. ▪ Identify jobs within the community. 	<p>Kindergarten 113.11.6 Economics. The student understands the value of jobs. The student is expected to: (A) identify jobs in the home, school, and community</p> <p>Grade 1 113.12.17 Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to: (C) express ideas orally based on knowledge and experiences</p> <p>Grade 2 113.13.16 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (F) create written and visual material such as stories, maps, and graphic organizers to express ideas.</p> <p>Grade 3 113.14.16 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>1. A, B, C, 2. A, B, C, E 3. A, B</p>
<p>The Day of the Fair</p> <p>Students will visit six speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Observe speakers and the tools they use. ▪ Identify the variety of careers people have in the community and how each job requires specific skills. ▪ Express ideas and questions concerning the jobs people have. 	<p>Kindergarten 113.11.6 Economics. The student understands the value of jobs. The student is expected to: (A) identify jobs in the home, school, and community</p> <p>113.11.13 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>Grade 1 113.12.9 Economics. The student understands the value of work. The student is expected to: (A) describe the tools of various jobs and the characteristics of a job well performed; and (B) describe how various jobs contribute to the production of goods and services.</p> <p>Grade 2 113.13.15 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts.</p>	<p>1. A, B, C, 2. A, B, C, E 3. A, B 6. A, B, E, F</p>

JA Career Exploration Fair

Session Descriptions	K- 2 Academic Standards	TEKS ELA
<p>Post-JA Career Exploration Fair Activity: I Think I Want to Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Begin to identify a future career interest. 	<p>Kindergarten 113.11.6 Economics. The student understands the value of jobs. The student is expected to: (A) identify jobs in the home, school, and community</p> <p>Grade 2 113.13.15 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p>	<p>1. A, B, C, 2. A, B, C, E 3. A, B 6. A, B, E, F 11. A 12. C</p>

JA Career Exploration Fair

Session Descriptions	3-5 Academic Standards	Common Core ELA
<p>Pre-JA Career Exploration Fair Session: A Job for Everyone</p> <p>Students reflect on their interests and skills as they consider future careers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Analyze their interests and skills to learn how they fit in the classroom and the workplace. ▪ Construct new understandings connected to prior knowledge. 	<p>Grade 3</p> <p>113.14.2 History. The student understands common characteristics of communities, past and present. The student is expected to:</p> <p>(B) compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.</p> <p>113.14.14 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p>(A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>Grade 4</p> <p>113.15.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <p>(A) identify how people in different regions of Texas earn their living, past and present</p> <p>Grade 5</p> <p>113.16.12 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p> <p>(A) compare how people in different regions of the United States earn a living, past and present.</p>	<p>1. A, B, C, D, E 7. A, B, E, F, 11. A</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>Grade 3</p> <p>113.14.15 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(D) express ideas orally based on knowledge and experiences</p> <p>Grade 4</p> <p>113.15.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <p>(A) identify how people in different regions of Texas earn their living, past and present</p> <p>Grade 5</p> <p>113.16.23 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p>(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p>	<p>1. A, B, C, D, E 3. A, B 6. B 7. A, B, E, F, 11. A 13. A, B, C, E</p>

JA Career Exploration Fair

Session Descriptions	3-5 Academic Standards	Common Core ELA
<p>Post-JA Career Exploration Fair Activity: Someday I'll Be...</p> <p>Students reflect on their JA Career Exploration Fair experience.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Prepare a personal interest “resume.” ▪ Begin to identify a future career interest. 	<p>Grade 3 113.13.14 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: (A) gather information, including historical and current events and geographic data, about the community using a variety of resources</p> <p>Grade 4 113.14.21 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>Grade 5 113.15.23 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: (A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p>	<p>1. A, B, C, 2. A, B, C, E 3. A, B 6. A, B, E, F 11. A 12. C</p>

JA Career Speaker Series

Session Descriptions	Academic Standards	Common Core ELA
<p>Before the Event</p> <p>Students prepare questions for the speaker to answer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests ▪ Explain how the speaker’s job helps people in the community 	<p>Kindergarten</p> <p>113.11.6 Economics. The student understands the value of jobs. The student is expected to:</p> <p>(A) identify jobs in the home, school, and community</p> <p>Grade 1</p> <p>113.12.9 Economics. The student understands the value of work. The student is expected to:</p> <p>(A) describe the tools of various jobs and the characteristics of a job well performed; and</p> <p>(B) describe how various jobs contribute to the production of goods and services.</p> <p>113.12.11 Government. The student understands the role of authority figures and public officials. The student is expected to:</p> <p>(A) identify the responsibilities of authority figures in the home, school, and community; and</p> <p>(B) identify and describe the roles of public officials in the community, state, and nation.</p> <p>Grade 2</p> <p>113.13.15 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p>(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>Grade 3</p> <p>113.14.9 Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:</p> <p>(D) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.</p> <p>Grade 4</p> <p>113.15.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <p>(A) identify how people in different regions of Texas earn their living, past and present</p> <p>Grade 5</p> <p>113.16.12 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p> <p>(A) compare how people in different regions of the United States earn a living, past and present</p> <p>113.16.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(C) express ideas orally based on research and experiences; and</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.</p>	<p>Grades K-2</p> <p>1. A, B, C, D, E</p> <p>Grades 3-5</p> <p>1. A, B, C, D, E</p>

JA Career Speaker Series

Session Descriptions	Academic Standards	Common Core ELA
<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>Kindergarten 113.11.6 Economics. The student understands the value of jobs. The student is expected to: (A) identify jobs in the home, school, and community</p> <p>Grade 1 113.12.9 Economics. The student understands the value of work. The student is expected to: (A) describe the tools of various jobs and the characteristics of a job well performed</p> <p>113.12.11 Government. The student understands the role of authority figures and public officials. The student is expected to: (A) identify the responsibilities of authority figures in the home, school, and community; and (B) identify and describe the roles of public officials in the community, state, and nation.</p> <p>Grade 2 113.13.15 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts; and (B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.</p> <p>Grade 3 113.14.15 The student communicates in written, oral, and visual forms. The student is expected to: (D) express ideas orally based on knowledge and experiences; and (E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas</p> <p>Grade 4 113.15.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to: (A) identify how people in different regions of Texas earn their living, past and present</p> <p>Grade 5 113.16.12 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to: (A) compare how people in different regions of the United States earn a living, past and present</p>	<p>Grades K-2 1. A, B, C, D, E 7. A, B, E, F, 11. A</p> <p>Grades 3-5 1. A, B, C, D, E 7. B, D, E, F 11. A 13. A, B, C</p>

JA Career Speaker Series

Session Descriptions	Academic Standards	Common Core ELA
<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>Kindergarten 113.11.6 Economics. The student understands the value of jobs. The student is expected to: (A) identify jobs in the home, school, and community</p> <p>Grade 1 113.12.16 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>Grade 4 113.15.19 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>Grade 5 113.16.25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (C) express ideas orally based on research and experiences</p>	<p>Grades K-2 1. A, B, C, D, E 7. A, B, E, F, 11. A</p> <p>Grades 3-5 1. A, B, C, D, E 7. B, D, E, F 11. A 13. A, B, C</p>