



empowering young people to
own their economic success®

**A Correlation:
South Carolina
Academic Standards and
Junior Achievement
Elementary School Programs**

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Academic Standards

Junior Achievement USA®
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Overview

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

In this document, Junior Achievement programs are correlated to the South Carolina College and Career Ready Standards for Social Studies, English Language Arts and Math for grades K-5.

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

JA Elementary School 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 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.

For *JA BizTown*, refer to the Capstone Correlations Report.

JA Ourselves

Session Details	South Carolina Social Studies	SCCCR ELA Standards	SCCCR Math Standards
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify personal interests ▪ Consider the factors that determine their choices ▪ Define money 	<p>K-1.3 Identify his or her personal connections to places, including home, school, neighborhood, and city or town.</p> <p>Social Studies Literacy</p> <ul style="list-style-type: none"> • Identify cause-and-effect relationships. • Interpret information from a variety of social studies resources. • Understand that people make choices based on the scarcity of resources. 	<p>K.I.1.1 K.RL.10.1 K.W.1.1 K.W.2.1 K.W.5 K.C.1.1-5 K.C.2.1</p>	<p>Mathematical Process Standards</p> <p>4.a-b</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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the difference between needs and wants ▪ Create a simple chart 	<p>K-4.4 Recognize that families of the past have made choices to fulfill their wants and needs and that families do so in the present.</p> <p>Social Studies Literacy</p> <ul style="list-style-type: none"> • Distinguish between wants and needs and between consumers and producers. 	<p>K.I.2.1 K.I.3.2 K.RL.2.1 K.RL.10.6 K.C.1.1-5 K.C.2.1</p>	<p>K.NS.4 K.NS.5 K.NS.6 K.MDA.3 K.MDA.4</p> <p>Mathematical Process Standards</p> <p>1.a-d 2.a-b 3.a-d 4.a-d 5.a</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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the role of money in society ▪ Identify jobs they can do to earn money 	<p>K-2.2 Summarize the roles of authority figures in a child's life, including those of parents and teachers.</p> <p>Social Studies Literacy</p> <ul style="list-style-type: none"> • Explain the use of barter and money in exchange for goods and services. • Explain the importance of jobs in the fulfillment of personal and social goals. • Recognize geographic models as representations of spatial relationships. 	<p>K.I.3.1 K.RL.1.1-3 K.RL.5.1-2 K.W.1.1 K.W.2.1 K.W.5 K.C.1.1-5 K.C.2.1</p>	<p>K.NS.1 K.NS.4 K.NS.5 K.NS.6</p> <p>Mathematical Process Standards</p> <p>1.a-d 2.a-b 3.a-d 4.a-d 5.a</p>

JA Ourselves

Session Details	South Carolina Social Studies	SCCCR ELA Standards	SCCCR Math Standards
<p>Session Four: A Penny Saved</p> <p>Students are introduced to the concept of saving.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the importance of saving money ▪ Identify a savings goal <p>Identify a place where people save money</p>	<p>K-1.1 Identify the location of his or her home, school, neighborhood, and city or town on a map.</p> <p>Social Studies Literacy</p> <ul style="list-style-type: none"> • Find and describe the locations and conditions of places. • Practice responsible citizenship within his or her school, community, and state. 	<p>K.C.1.1-5 K.C.2.1</p>	<p>K.NS.1 K.NS.3 K.NS.4 K.NS.5 K.NS.6 K.ATO.1 K.ATO.2</p> <p>Mathematical Process Standards</p> <p>1.a-d 2.a-b 3.a-d 4.a-d 5.a 6.a-d 7.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>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving ▪ Organize a chronological sequence of events 	<p>K-2.4 Explain how following rules and obeying authority figures reflect qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism.</p> <p>Social Studies Literacy</p> <ul style="list-style-type: none"> • Use a wide range of idea creation techniques. • Share thoughts and ideas willingly. • Work in teams to learn collaboratively. 	<p>K.RL.5.1-2 K.RL.7.1-2 K.RL.8.1 K.W.1.1 K.W.2.1 K.W.5</p>	<p>Mathematical Process Standards</p> <p>7.a-c</p>

JA Our Families

Session Descriptions	South Carolina Social Studies	SCCCR ELA Standards	SCCCR Math Standards
<p>Session One: All Kinds of Families</p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Begin to understand the similarities and differences between families ▪ Recognize the importance of businesses in neighborhoods 	<p>Standard 1-1 The student will demonstrate an understanding of how families interact with their environment both locally and globally.</p> <p>1-1.1 Identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols.</p> <p>1-3.2 Identify ways that all citizens can serve the common good, including serving as public officials and participating in the election process.</p> <p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Recognize maps, mental maps, and geographic models as representations of spatial relationships. • Identify his or her place in the family, school, and community. 	<p>1 RL.1. 1 RL.2. 1 RL.3. 1 RL.4. 1.RL.6 1. RL.8 1.RL.10 1.W.1 1.W.2 1.W.3 1.C.1 1.C.2</p>	<p>Mathematical Practices Grade 1 8.</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>The students will be able to:</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>Standard 1-4 The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.</p> <p>1-4.4 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain.</p>	<p>1.RL.6 1.RL.8 1.RL.10 1.RI.4 1.RI.5 1.RI.9 1.RI.12 1.C.1 1.C.2</p>	<p>1.MDA.4</p>
<p>Session Three: Businesses All Around the Neighborhood</p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, goods, and services ▪ Interpret map symbols ▪ Identify the goods or services businesses provide 	<p>1-1.1 Identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols.</p> <p>1-4.1 Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.</p> <p>1-4.3 Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.</p> <p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Recognize maps, mental maps, and geographic models as representations of spatial relationships. • Find and describe the locations and conditions of places. 	<p>1.RL.6 1.RL.8 1.RL.10 1. RI. 4 1. RI. 5 1.RI.9 1.RI.12 1.W.1 1.W.2 1.W.3 1.W.4 1.C.1 1.C.2</p>	<p>1.MDA.4</p> <p>Mathematical Practices Grade 1 1 2 5 6 7 8</p>

JA Our Families

Session Descriptions	South Carolina Social Studies	SCCCR ELA Standards	SCCCR Math Standards
<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>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the jobs people do ▪ Analyze their own skills to determine ways they can support family members 	<p>1-4.1 Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.</p> <p>1-4.2 Compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living.</p>	<p>1.RL.6 1. RL.8 1.RL.10 1.RI.5 1RI.7 1.W.2 1.W.4 1.C.1 1.C.2</p>	<p>Mathematical Practices Grade 1 2 4 5 7 8</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>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>1-4.3 Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.</p>	<p>1.RL.6 1.RL.8. 1.R.5 1.RI.7 1.C.1 1.C.2</p>	<p>1.NSBT.4 1.MDA.4 Mathematical Practices Grade 1 2 4 7 8</p>

JA Our Community

Session Descriptions	South Carolina Social Studies	SCCCR ELA Standards	SCCCR Math Standards
<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: The 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>2-3.1 Summarize the role of community workers who provide goods and services.</p> <p>2-3.2 Explain how people’s choices about what to buy will determine what goods and services are produced.</p> <p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Recognize maps, mental maps, and geographic models as representations of spatial relationships. • Find and describe the locations and conditions of places. 	<p>2.RL.1 2.RL.2 2.RL.3 2.RL.4 2.RL.5 2.C.1 2.C.2</p>	<p>Mathematical Practices</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: The 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>2-3.1 Summarize the role of community workers who provide goods and services.</p> <p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Identify cause-and-effect relationships. • Understand that people make choices based on the scarcity of resources. • Explain the importance of jobs in the fulfillment of personal and social goals. 	<p>2.W.2 2.C.1 2.C.2 2.C.3</p>	<p>2.NSBT.3 2.NSBT.5 2.NSBT.7 2.ATO.1 2.MDA.9^{ELO}</p> <p>Mathematical Practices</p> <p>1. 2. 4. 6.</p>
<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: The students will:</p> <ul style="list-style-type: none"> ▪ Locate businesses and identify government careers. ▪ Explain how taxation supports government services. 	<p>2-2.1 Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes.</p> <p>2-2.3 Identify the roles of leaders and officials in government, including law enforcement and public safety officials.</p>	<p>2.RI.1 2.RI.2 2.RI.3 2.RI.4 2.RI.5 2RI.6 2.RI.9 2.RI.12 2.C.1 2.C.2</p>	<p>2.MDA.7 2.MDA.7^{ELO}</p> <p>Mathematical Practices Grade</p> <p>1. 2. 4.</p>

JA Our Community

Session Descriptions	South Carolina Social Studies	SCCCR ELA Standards	SCCCR Math Standards
<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: The 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>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Identify political, social, and economic institutions that affect the student, the school, and the community. • Practice responsible citizenship within his or her school, community, and state. 	<p>2.W.2 2.W.3 2.W.5 2.C.1 2.C.2 2.C.3</p>	<p>2.NSBT.3 2.MDA.10</p> <p>Mathematical Practices 4.</p>
<p>Session Five: Money Moves in a Community</p> <p>Students learn about money and how it moves through a community.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify coins and money terms. ▪ Describe how money flows through a community’s economy. 	<p>2-3.3 Explain ways that people may obtain goods and services that they do not produce, including the use of barter and money.</p> <p>2-3.4 Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing.</p>	<p>2.RI.1 2.RI.2 2.RI.3 2.RI.4 2.RI.5 2RI.6 2.RI.9 2.RI.12 2.C.1 2.C.2</p>	<p>2.MDA.7</p> <p>Mathematical Practices 1 2. 4..</p>

JA Our City

Session Descriptions	South Carolina Social Studies	SCCCR ELA Standards	SCCCR Math Standards
<p>Session One: Earn, Save, Spend, and Donate</p> <p>Students develop an awareness of the four choices they have with money: earn, save, spend, and donate. In the session, students watch and discuss Cha-Ching's "Money Choices" music video and play a board game to reinforce the importance of balancing the choices consumers have with money.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the four choices we have with money. ▪ Define deposits and withdrawals. 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Understand that people make choices based on the scarcity of resources. 	<p>3.RI.1 3.RI.2 3.RI.3 3.RI.4 3.RI.5 3.RI.9 3.C.1 3.C.2</p>	<p>3.MDA.3 3.NSBT.2^{ELO} Mathematical Practices 4. 5. 6.. ELO 7.</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. In the session, students watch and discuss Cha-Ching's "Invisible Money" music video and examine the Many Ways to Pay! Poster..</p> <p>Objectives: The students will be able to:</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>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Identify cause-and-effect relationships. • Interpret information from a variety of social studies resources.* 	<p>3.RI.1 3.RI.2 3.RI.3 3.RI.4 3.RI.9 3.C.1 3.C.2</p>	<p>3.NSBT.2^{ELO} Mathematical Practices 4. 5.</p>
<p>Session Three: How Do I Become an Entrepreneur?</p> <p>Students develop an understanding of entrepreneurship and are introduced to the idea that entrepreneurs promote a healthy economy within a city. In the session, students watch and discuss Cha-Ching's "Entrepreneur" music video, and become business owners, creating business plans for a restaurant of their choosing.</p> <p>Objectives: The students will be able to:</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>NA</p>	<p>3.RI.1 3.RI.2 3.RI.3 3.RI.4 3.RI.5 3.RI.9 3.W.4 3.C.1 3.C.2</p>	<p>3.NSBT.2 Mathematical Practices 2. 4. 5. 6.</p>

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

JA Our City

Session Descriptions	South Carolina Social Studies	SCCCR ELA Standards	SCCCR Math Standards
<p>Session Four: Money Choices Make the City Go Round</p> <p>Students examine the importance of money as it travels back and forth between consumers, businesses, and the city government. In the session, students watch and discuss Cha-Ching's "When You Get Money" music video and role-play how money moves in a city.</p> <p>Objectives: The students will be able to:</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. 	NA	3.RI.1 3.RI.2 3.RI.3 3.RI.4 3.RI.9 3.C.1 3.C.2	Mathematical Practices 4. 5.
<p>Session Five: Let's Build a City</p> <p>A city thrives when all three sectors of the economy earn, save, spend, and donate. In the session, students watch and discuss Cha-Ching's "Cha-Cha Choices" music video and design and construct a pop-up business to place on the City Map.</p> <p>Objectives: The students will be able to:</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>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Interpret information from a variety of social studies resources.* • Recognize maps, mental maps, and geographic models as representations of spatial relationships. • Find and describe the location and condition of places. 	3.RI.1 3.RI.2 3.RI.3 3.RI.4 3.RI.9 3.C.1 3.C.2	3.MDA.4 ^{ELO} Mathematical Practices Grade 4. 5.

JA Our Region

Session Details	South Carolina Social Studies	SCCCR ELA Standards	SCCCR Math Standards
<p>Session One: Be an Entrepreneur Students explore well-known businesses by matching entrepreneurs to their businesses, and identifying their own entrepreneurial traits.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize the impact entrepreneurs have on a region ▪ Apply traits that are common to successful entrepreneurs to their own skills and abilities 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Identify and explain cause-and-effect relationships. Explain the importance of jobs in the fulfillment of personal and social goals. <p>Guidance Curriculum Standards for Student Development</p> <ul style="list-style-type: none"> • Explore career interests and related occupations • Explore nontraditional career choices • Explore personal skills and talents 	<p>4.RI.5.1 4.RI.7.1 4.RI.9.1 4.C.1.1 4.C.1.2</p>	<p>Mathematical Process Standards 1-2 4-7</p>
<p>Session Two: Resources–Tools for Entrepreneurs Students are introduced to resources and, working in teams, use this information to create new businesses.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define natural, human, and capital resources ▪ Describe how products and services use resources 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Identify the locations of places, the conditions at places, and the connections between places. • Create maps, mental maps, and geographic models to represent spatial relationships. • Interpret visual information to deepen his or her understanding. • Cite details from a text to support conclusions made from that text. 	<p>4.RI.1.1 4.RI.2.1 4.RI.3.2 4.RI.4.2 4.RI.5.1 4.RI.8.2 4.W.2.1.e 4.C.1.1 4.C.1.2</p>	<p>Mathematical Process Standards 1-2 4-8</p>
<p>Session Three: Hot Dog Stand Game 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>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Track the revenue and expenses of a business ▪ Identify the fundamental tasks required to run a business ▪ Explain the importance of keeping an accurate account of a business’s financial information 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Utilize different types of media to synthesize social studies information from a variety of social studies resources. <p>Guidance Curriculum Standards for Student Development</p> <ul style="list-style-type: none"> • Identify and describe skills learned in school that are applied at home and in the community • Demonstrate cooperative work habits in a group • Demonstrate being a positive team member 	<p>4.RI.7.1 4.RI.9.5 4.C.1.1 4.C.1.2 4.C.1.4</p>	<p>4.NSBT.4 4.NSBT.5</p> <p>Mathematical Process Standards 1-7</p>

JA Our Region

Session Details	South Carolina Social Studies	SCCCR ELA Standards	SCCCR Math Standards
<p>Session Four: Entrepreneurs Solve Problems 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>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate the problem-solving process ▪ Identify the potential risks and rewards in making business decisions 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Identify multiple points of view or biases and ask questions that clarify those opinions. <p>Guidance Curriculum Standards for Student Development</p> <ul style="list-style-type: none"> • Demonstrate the use of decision-making problem-solving, and goal-setting skills • Identify possible solutions to a problem • Develop effective coping skills for dealing with problems 	<p>4.RI.5.1 4.RI.12.1 4.W.2.1.e 4.C.1.1 4.C.1.2 4.C.1.5</p>	<p>Mathematical Process Standards 1-2 4 6-7</p>
<p>Session Five: Entrepreneurs Go Global Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Apply the supply chain to a manufacturing example ▪ Explain how resource providers, businesses, and consumers are interdependent 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Understand that people make choices based on the scarcity of resources. • Identify and explain cause-and-effect relationships. • Interpret visual information to deepen his or her understanding. 	<p>4.RI.7.1 4.RI.8.2 4.RI.9.1</p>	<p>NA</p>

JA Our Nation

Session Details	South Carolina Social Studies	SCCCR ELA Standards	SCCCR Math Standards
<p>Session One: Free to Choose Your Work or Business</p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the characteristics of a free market economy ▪ Explain how pricing guides economic decisions 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Illustrate the fact that some choices provide greater benefits than others. • Explain the opportunity cost involved in the allocation of scarce productive resources. 	<p>5.RI.1-4 5.RI.5.1 5.RI.6.1 5.RI.9.1 5.C.1.1-2 5.C.1.4 5.C.2.1</p>	<p>Mathematical Process Standards 1-2 4-7</p>
<p>Session Two: Innovation Nation</p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p>Objectives:</p> <p>The students will be able to:</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>NA</p>	<p>5.RI.1-4 5.RI.5.1 5.RI.6.1 5.RI.9.1 5.W.2.1.c 5.W.6.1 5.C.1.1-2 5.C.1.4 5.C.2.1</p>	<p>Mathematical Process Standards 1-2 4-8</p>
<p>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Examine career groupings and the skills necessary for a variety of careers. 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Explain his or her relationship to others in American society and culture. • Demonstrate responsible citizenship within local, state, and national communities. 	<p>5.RI.1-4 5.RI.5.1 5.RI.6.1 5.RI.9.1 5.C.1.1-2 5.C.1.4 5.C.2.1</p>	<p>5.NSBT.6^{ELO}</p> <p>Mathematical Process Standards 1-7</p>

JA Our Nation

Session Details	South Carolina Social Studies	SCCCR ELA Standards	SCCCR Math Standards
<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>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the soft skills wanted by today’s employers 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Identify and describe cause-and-effect relationships. • Identify multiple points of view or biases and ask questions that clarify those opinions. 	<p>5.RI.1-4 5.RI.5.1 5.RI.6.1 5.RI.9.1 5.W.2.1.c 5.W.6.1 5.C.1.1-2 5.C.1.4 5.C.2.1</p>	<p>5.NSBT.6^{ELO}</p> <p>Mathematical Process Standards</p> <p>1-2 4 6-7</p>
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss why businesses specialize and trade ▪ Define opportunity cost 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Create maps, mental maps, and geographic models to represent spatial relationships. • Illustrate the fact that some choices provide greater benefits than others. • Identify the locations of places, the conditions at places, and the connections between places. 	<p>5.RI.1-4 5.RI.5.1 5.RI.6.1 5.RI.8.2 5.RI.9.1 5.C.1.1-2 5.C.1.4 5.C.2.1</p>	<p>NA</p>
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify three basic ways businesses are organized. 	<p>NA</p>	<p>NA</p>	<p>NA</p>

JA More than Money

Session Descriptions	South Carolina Social Studies	SCCCR ELA Standards	SCCCR Math Standards
<p>Session One: The Money Garden</p> <p>Students explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the role of money in everyday life ▪ Explain the benefits of using a savings account 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Understand that people make choices based on the scarcity of resources. • Identify and explain cause-and-effect relationships. • Interpret visual information to deepen his or her understanding. 	<p>RI.1-4 RI.9.1 RI.12.1 C.1.1-2 C.1.4 C.2.1</p>	<p>3.NSBT.2 3.ATO.8 4.NSBT.1 4.NSBT.4 4.NSBT.6 5.NSBT.1 5.NSBT.7</p>
<p>Session Two: Create a Business</p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define business, goods, and services ▪ Identify businesses they would like to start that align with their personal interests and skills ▪ Appreciate their own roles as entrepreneurs in affecting their community and their world 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Explain his or her relationship to others in American society and culture. • Demonstrate responsible citizenship within local, state, and national communities. 	<p>C.1.1-2 C.1.4 C.2.1</p>	<p>3.NSBT.2 3.ATO.8 4.NSBT.1 4.NSBT.4 5.NSBT.1 5.NSBT.7</p>
<p>Session Three: Build a Business</p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the basic steps for building a small business ▪ Develop a basic business plan 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Illustrate the fact that some choices provide greater benefits than others. • Explain the opportunity cost involved in the allocation of scarce productive resources. 	<p>RI.1-4 RI.9.1 RI.12.1 W.2.1.b C.1.1-2</p>	<p>3.NSBT.2 3.ATO.8 4.NSBT.4 5.NSBT.7</p>

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

JA More than Money

Session Descriptions	South Carolina Social Studies	SCCCR ELA Standards	SCCCR Math Standards
<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>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain why financial institutions lend money ▪ Explain decision making and the traits of trustworthy borrowers ▪ Record and track financial gains and losses 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Identify and describe cause-and-effect relationships. • Identify multiple points of view or biases and ask questions that clarify those opinions. 	<p>RI.1-4 RI.9.1 RI.12.1 C.1.1-2 C.1.4 C.2.1</p>	<p>3.NSBT.2 3.ATO.8 4.NSBT.1 4.NSBT.4 5.NSBT.1 5.NSBT.7</p>
<p>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explore reasons why businesses import and export goods ▪ Describe the economic considerations related to selling in a global market ▪ Define opportunity cost 	<p>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Identify and describe cause-and-effect relationships. • Identify multiple points of view or biases and ask questions that clarify those opinions. 	<p>RI.1-4 RI.5.1 W.3.1 C.1.1-2 C.1.4 C.2.1</p>	<p>NA</p>