


Correlation to CCSS, grades 3-5

		Being an Entrepreneur	Set a Goal				Make a Plan								Work the Plan					Achieve Your Dreams			
			Spending Goals	Saving Goals	Sharing Goals	Learning Goals	Business Partner	Site Selection	Your Product	Your Stand	Brand	Advertising	Business Plan	Budget	Finding an Investor	Visit Your Investor	Create a Stand	Purchase Your Supplies	Making Lemonade	Setting Up	Running Your Business	Business Results & Accounting	Reflections & Future Plans
Personal Financial Literacy	Set measurable short-term financial goals		●	●	●	●																	
	Give examples of entrepreneurs in the community	●																					
	List examples of financial decisions and their possible consequences		●	●	●	●							●	●								●	●
	Describe the advantages and disadvantages of using credit													●									●
	Give an example of an investment and explain how it can grow in value													●								●	●
	List the advantages of investing money with a financial institution			●																			●
	Define tax and explain the difference between sales and income taxes																●						●
	Describe how to allocate a weekly allowance among the financial goals of spending, saving, and sharing		●	●	●																		
Mathematics	Standards for mathematical practice		●	●	●	●			●	●			●	●			●		●		●		
	Add and/or subtract (3.NBT, 4.NBT, 5.NBT)				●				●				●	●			●		●		●		
	Multiply and/or divide (3.OA, 4.OA, 5.NBT)								●				●				●		●		●		
	Round whole numbers (3.NBT.1, 4.NBT.3)				●																		
	Represent and interpret data (3.MD.3)				●																		
	Convert measures within the same measurement system (4.MD.2, 5.MD.1)																●						
Reading	Key ideas and details (RI.1, 2, & 3)					●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
	Craft and structure (RI.4)	●	●	●	●	●	●	●	●	●	●	●	●	●			●				●		
	Integration of knowledge and ideas (RI.7)				●			●	●	●	●						●					●	
	Range of reading and level of text complexity (RI.10)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
Writing	Text type and purposes (W.1, 2, & 3)	●		●	●	●		●	●		●				●							●	
	Production and distribution of writing (W.4)	●	●	●	●	●		●	●		●		●		●							●	
	Research to build and present knowledge (W.8)	●	●					●	●			●	●										
	Range of writing (W.10)			●	●	●					●											●	
Speaking	Comprehension & collaboration (SL.1)		●		●	●	●	●		●				●	●		●			●		●	
	Presentation of knowledge and skills (SL.4)	●	●	●	●			●						●	●		●			●		●	
Language	Conventions of standard English (L.1 & 2)	●	●	●	●	●	●	●	●		●		●	●	●		●			●		●	
	Knowledge of language (L.3)	●	●	●	●	●	●	●	●		●		●	●	●		●	●		●		●	
	Vocabulary acquisition and use (L.4 & 6)	●	●	●	●	●	●	●	●		●		●	●			●					●	

