

JA Our Community 2.0

Session Details	Social Studies Standards	Essential Skills	Common Core ELA and 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>SS.2.1.2 People of various cultures influence neighborhoods and communities over time.</p> <p>SS.2.2.1 Use geographic terms and tools describe spaces and places.</p>	<p>Recognize and describe cause-and-effect relationships and patterns in everyday experiences (Entrepreneurial Skills/Inquiry/Analysis).</p> <p>Identify and reflect upon personal connections to community systems (Civic/Interpersonal Skills/Civic Engagement).</p>	<p>ELA</p> <p>Reading RL.2.1 RI.2.1 RI.2.3-2.7 RF. 2.3-2.4</p> <p>Writing W. 2.1-2.2 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>
<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>SS.2.3.1 Resources are scarce, so individuals may not have access to the goods and services they want.</p>	<p>Demonstrate an understanding of cause and effect related to personal decisions (Civic/Interpersonal Skills/Character).</p> <p>Recognize that problems can be identified, and possible solutions can be created (Entrepreneurial Skills/Critical Thinking/Problem Solving).</p>	<p>ELA</p> <p>Reading RI.2.3-2.7 RF. 2.3-2.4</p> <p>Speaking and Listening SL. 2.2-2.3 SL. 2.6</p> <p>Language L.2.1-2.6</p> <p>MATH</p> <p>2.OA 1 2.md. 10</p>

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<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>SS.2.3.1 Resources are scarce, so individuals may not have access to the goods and services they want.</p> <p>SS.2.3.2 AND PFL 5.1 Investigate the costs and benefits to make informed financial decisions.</p> <p>SS. 2.3.2a. AND PFL 5.1a. Assess priorities when making financial decisions.</p> <p>SS. 2.3.2.c.. Differentiate the monetary value for a variety of goods and services.</p> <p>SS.2.3.2f. Use addition and subtraction within 100 to solve word problems about making financial decisions.</p> <p>PLF 2.5.1c. Recognize that different goods and services have different monetary values.</p> <p>PLF 2.5.1f. Solve simple financial word problems to aid in making financial decisions.</p>	<p>Demonstrate an understanding of cause and effect related to personal decisions (Civic/Interpersonal Skills/Character).</p> <p>Recognize that problems can be identified, and possible solutions can be created (Entrepreneurial Skills/Critical Thinking/Problem Solving).</p> <p>Identify key attributes of a variety of information products. (Professional Skills/Information Literacy).</p> <p>Find information through the use of technologies (Professional Skills/Use Information and Communications Technologies).</p> <p>Recognize that problems can be identified, and possible solutions can be created (Entrepreneurial Skills/Critical Thinking/Problem Solving).</p>	<p>ELA Reading RI.2.1 RI.2.3-.2.5 RI. 2.7 RF. 2.3-2.4</p> <p>Writing W.2.2 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p> <p>MATH 2.md.8</p>
<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>SS.2.4.1 Advocate for ideas to improve communities.</p> <p>PFL 2.5.1 e. Predict positive and negative consequences when making financial decisions.</p>	<p>Identify and reflect upon personal connections to community systems (Civic/Interpersonal Skills/Civic Engagement).</p> <p>Model positive behaviors for others (Professional Skills/Leadership).</p>	<p>ELA Reading RL.2.1 RL.2.6 RI.2.1 RI.2.3-.2.6 RI.2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W. 2.7-2.8</p> <p>Speaking and Listening SL. 2.1-2.4</p> <p>Language L.2.1-2.6</p>

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<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>SS.2.4.1 Advocate for ideas to improve communities.</p> <p>PFL 2.5.1 d. Acknowledge that financial priorities vary among people and communities for goods and services.</p> <p>PFL 2.5.1 e. Predict positive and negative consequences when making financial decisions.</p>	<p>Compare attitudes and beliefs as an individual to others (Civic/Interpersonal Skills/Global/Cultural Awareness).</p> <p>Appropriately express a range of emotions to communicate personal ideas/needs (Professional Skills/Self-Advocacy).</p>	<p>ELA</p> <p>Reading RL.2.1 RL.2.6 RI.2.1 RI 2.3-2.8 RF. 2.3-2.4</p> <p>Writing W. 2.1 W.2.8</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</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>N/A</p>	<p>N/A</p>	<p>ELA</p> <p>Reading RL.2.1 RI.2.1 RI 2.3-2.4 RI.2.7 RF. 2.3-2.4</p> <p>Writing W. 2.7</p> <p>Speaking and Listening SL. 2.1-2.4 SL. 2.6</p> <p>Language L.2.1-2.6</p>