

JA Our City

Session Descriptions	Social Studies Standards	Essential Skills	Common Core ELA	Common Core 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>SS.3.3.1. Producers and consumers exchange goods and services in different ways.</p> <p>PFL 3.5.1 b. Identify activities that individuals can do to earn money to reach personal financial goals.</p>	<p>Recognize how members of a community rely on each other, considering personal contributions as applicable (Civic/Interpersonal Skills/Collaboration/Teamwork).</p> <p>Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, and issues (Civic/Interpersonal Skills/ Global/Cultural Awareness).</p> <p>Define the problem using a variety of strategies (Entrepreneurial Skills/Critical Thinking/Problem Solving).</p> <p>Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities (Entrepreneurial Skills/Risk Taking).</p> <p>Set goals and develop strategies to remain focused on learning goals (Personal Skills/Perseverance/Resilience).</p> <p>Recognize how members of a community rely on each other, considering personal contributions as applicable (Civic/Interpersonal Skills/ Collaboration/ Teamwork).</p> <p>Develop and utilize basic task and time management strategies effectively (Professional Skills/Task/Time Management).</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2 ^{ELO} W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1 SL.3.3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>

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<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>SS.3.3.1. Producers and consumers exchange goods and services in different ways.</p> <p>PFL 3.5.1 c. Differentiate the role of income and expenses when creating a budget. ^{ELO}</p>	<p>Recognize how members of a community rely on each other, considering personal contributions as applicable (Civic/Interpersonal Skills/Collaboration/Teamwork).</p> <p>Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, and issues (Civic/Interpersonal Skills/ Global/Cultural Awareness).</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>
<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>SS.3.1.2. People in the past influence the development and interaction of different communities or regions.</p> <p>SS.3.3.1. Producers and consumers exchange goods and services in different ways.</p> <p>PFL 3.5.1 b. Identify activities that individuals can do to earn money to reach personal financial goals.</p> <p>PFL 3.5.1 d. Create a plan with specific steps to reach a short-term financial goal.</p>	<p>Recognize how members of a community rely on each other, considering personal contributions as applicable (Civic/Interpersonal Skills/Collaboration/Teamwork).</p> <p>Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, and issues (Civic/Interpersonal Skills/ Global/Cultural Awareness).</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-2 4-8</p>

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<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>SS.3.3.1. Producers and consumers exchange goods and services in different ways.</p> <p>PFL 3.5.1 a. Give examples of short-term spending and savings goals.</p>	<p>Recognize how members of a community rely on each other, considering personal contributions as applicable (Civic/Interpersonal Skills/Collaboration/Teamwork).</p> <p>Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, and issues (Civic/Interpersonal Skills/ Global/Cultural Awareness).</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8 OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-8</p>
<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>SS.3.2.1. Use geographic tools to develop spatial thinking skills.</p> <p>SS.3.3.1. Producers and consumers exchange goods and services in different ways.</p> <p>PFL 3.5.1a. Give examples of short-term spending and savings goals.</p>	<p>Articulate the most effective options to access information needed for a specific purpose (Professional Skills/Information Literacy).</p> <p>Recognize how members of a community rely on each other, considering personal contributions as applicable (Civic/Interpersonal Skills/Collaboration/Teamwork).</p> <p>Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, and issues (Civic/Interpersonal Skills/ Global/Cultural Awareness).</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1,3,4</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

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