

# JA Our City

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: Earn, Save, Spend, and Donate</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the four choices we have with money.</li> <li>▪ Define deposits and withdrawals.</li> </ul>	<p><b>Social Studies</b></p> <p>E 3 (3-4) –1a. Students demonstrate an understanding of the interdependence created by economic decisions by comparing how individuals, institutions, and governments interact within an economy (e.g. entrepreneurs start new businesses; individuals save money in banks, government redistributes money through taxing and spending).</p> <p>E 3 (3-4) –1b. Students demonstrate an understanding of the interdependence created by economic decisions by describing how money makes it easier to trade, borrow, or save, and compare the value of goods and services.</p> <p><b>Financial Literacy</b></p> <ol style="list-style-type: none"> <li>1. Income is saved, spent on goods and services, or used to pay taxes.</li> <li>2. When people save money, they give up the opportunity to spend that money to buy things now in order to buy things later.</li> </ol>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2<sup>ELO</sup> W.3.7 -8<sup>ELO</sup></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>
<p><b>Session Two: Invisible Money</b></p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define goods and services.</li> <li>▪ Explain how people spend money.</li> <li>▪ Recognize methods of payment and whether they are readily visible or invisible.</li> </ul>	<p><b>Social Studies</b></p> <p>E 2 (3-4) –1a. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</p> <p><b>Financial Literacy</b></p> <ol style="list-style-type: none"> <li>1. Income is saved, spent on goods and services, or used to pay taxes.</li> <li>2. When people save money, they give up the opportunity to spend that money to buy things now in order to buy things later.</li> <li>3. People can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.</li> </ol>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8<sup>ELO</sup></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><b>Session Three: How Do I Become an Entrepreneur?</b></p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, producer, and consumer.</li> <li>▪ Explain the need for a business plan.</li> <li>▪ Discuss the ways in which entrepreneurs help a city.</li> </ul>	<p><b>Social Studies</b></p> <p>E 2 (3-4) –1a. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</p> <p><b>Financial Literacy</b></p> <ol style="list-style-type: none"> <li>7. Entrepreneurs are people who start new businesses. Starting a business is risky for entrepreneurs because they do not know if their new businesses will be successful and earn a profit.</li> </ol>	<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>

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

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<p><b>Session Four: Money Choices Make the City Go Round</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the importance of money in everyday life.</li> <li>▪ Describe how money flows through a city’s economy.</li> <li>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</li> </ul>	<p><b>Social Studies</b></p> <p>E 3 (3-4) –1a. Students demonstrate an understanding of the interdependence created by economic decisions by comparing how individuals, institutions, and governments interact within an economy.</p> <p>E 3 (3-4) –1b. Students demonstrate an understanding of the interdependence created by economic decisions by describing how money makes it easier to trade, borrow, or save, and compare the value of goods and services.</p> <p><b>Financial Literacy</b></p> <p>1 Income is saved, spent on goods and services, or used to pay taxes.</p> <p>9. Income earned from working and most other sources of income are taxed. The revenue from these taxes is used to pay for government-provided goods and services.</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><b>Session Five: Let’s Build a City</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe how personal choices make a city a good place to live, work, play, and go to school.</li> </ul>	<p>E 1 (3-4) –1c. Students demonstrate an understanding of basic economic concepts-by explaining how positive and negative incentives influence behavior and choices (e.g., costs vs. benefits received).</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>