

JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<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:</p> <p>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>E 3 (K-2) – 1a. Students demonstrate an understanding of the interdependence created by economic decisions by identifying how the classroom community members exchange and consume resources.</p>	<p>Reading Literature RL.2.1 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Geometry G.2.2</p> <p>Mathematical Practices 4</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:</p> <p>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>Social Studies</p> <p>E 2 (K-2) – 1c. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by describing how people can earn income by exchanging the use of their labor (physical or mental work) for wages or salaries.</p> <p>Financial Literacy</p> <p>1. People have many different types of jobs from which to choose. Different jobs require people to have different skills.</p> <p>2. People earn an income when they are hired by an employer to work at a job.</p>	<p>Reading Foundations RF.2.3-4</p> <p>Writing W.2.2</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7</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:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Locate businesses and identify government careers. ▪ Explain how taxation supports government services. 	<p>Social Studies</p> <p>C&G 1 (K-2) – 1c. Students demonstrate an understanding of origins, forms, and purposes of government by exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community.</p> <p>Financial Literacy</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.2.1 RI.2.4 -5 RI.7</p> <p>Reading Foundations RF.2.3-4</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Mathematical Practices 1-2 4-5 8</p>

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<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:</p> <p>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>C&G 4 (K-2) –1a Students demonstrate an understanding of political systems and political processes by identifying forms of civic participation (e.g., voting, conducting a survey).</p> <p>C&G 4 (K-2) – 2a Students demonstrate their participation in political processes by experiencing a variety of forms of participation.</p>	<p>Reading Foundations RF.2.3</p> <p>Writing W.2.2 W.2.7-8</p> <p>Speaking and Listening SL.2.1-6</p> <p>Language L.2.1</p>	<p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 2 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:</p> <p>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>Social Studies</p> <p>E 2 (K-2) – 1a. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by identifying the ways in which people exchange goods and services (e.g., barter, money, commodity money).</p> <p>E 3 (K-2) – 1b. Students demonstrate an understanding of the interdependence created by economic decisions by recognizing the purposes of money and how it can be used (e.g., personal savings, personal spending).</p> <p>Financial Literacy</p> <p>1. Income is saved, spent on goods and services, or used to pay taxes.</p> <p>2. When people save money, they give up the opportunity to spend that money to buy things now in order to buy things later.</p> <p>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.</p>	<p>Reading Literature RL.2.1 RL.2.4 RL.2.7</p> <p>Reading for Information RI.2.1 RI.2.3 -5 RI.7</p> <p>Reading Foundations RF.2.3</p> <p>Speaking and Listening SL.2.1-4</p> <p>Language L.2.1-6</p>	<p>Operations and Algebraic Thinking OA.2.1</p> <p>Numbers Base Ten NBT.2.1-2 NBT.2.5</p> <p>Measurement and Data MD.2.7 MD.2.9</p> <p>Mathematical Practices 1-2 5-7</p>