# Arkansas Academic Standards Correlation
## JA Our City

| Session Descriptions | Social Studies Standards | Common Core ELA | Common Core Math |
|---|---|---|---|
| **Session One: Earn, Save, Spend, and Donate**<br><br>Knowing we have four choices with money helps people reach personal goals and dreams and helps keep cities alive and healthy.<br><br>**Objectives:**<br>The students will be able to:<br>▪ Describe the four choices we have with money.<br>▪ Define deposits and withdrawals. | E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.<br><br>E.6.3.1 Explain functions and characteristics of money in the United States.<br><br>E.6.3.2 Explain functions of banks (e.g., saving, checking, loans, investments) | Reading for Information<br>RI.3.4-5<br><br>Reading Foundations<br>RF.3.3-4<br><br>Writing<br>W.3.2 $^{ELO}$<br>W.3.7 -8$^{ELO}$<br><br>Speaking and Listening<br>SL.3.1<br>SL.3.3<br>SL.3.6<br><br>Language<br>L.3.1<br>L.3.3<br>L.3.4 | Measurement and Data<br>MD.3.4<br>MD.3.5<br>MD.3.6<br><br>Mathematical Practices<br>1-8 |
| **Session Two: Invisible Money**<br><br>Students learn about the different forms of money and how people use them to pay for goods and services.<br><br>**Objectives:**<br>The students will be able to:<br>▪ Define goods and services.<br>▪ Explain how people spend money.<br>▪ Recognize methods of payment and whether they are readily visible or invisible. | E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.<br><br>E.6.3.2 Explain functions of banks (e.g., saving, checking, loans, investments)<br><br>E.6.3.3 Explain the difference between public and private goods and services | Reading for Information<br>RI.3.1-5<br><br>Reading Foundations<br>RF.3.3-4<br><br>Writing<br>W.3.7 -8$^{ELO}$<br><br>Speaking and Listening<br>SL.3.1-4<br>SL.3.6<br><br>Language<br>L.3.1<br>L.3.3-4 | Operations and Algebraic Thinking<br>OA.3.8<br>OA.3.9<br><br>Mathematical Practices<br>1-8 |

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| **Session Three: How Do I Become an Entrepreneur?**<br><br>When entrepreneurs create businesses, they help keep cities alive and healthy.<br><br>**Objectives:**<br>The students will be able to:<br>▪ Define entrepreneur, producer, and consumer.<br>▪ Explain the need for a business plan.<br>▪ Discuss the ways in which entrepreneurs help a city. | E.5.3.2 Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services [in Arkansas.] | Reading for Information RI.3.1-5<br>Reading Foundations RF.3.3-4<br>Speaking and Listening SL.3.1-3 SL.3.6<br>Language L.3.1<br>L.3.3-4 | Operations and Algebraic Thinking OA.3.8<br>Numbers Base Ten NBT.3.2<br>Mathematical Practices 1-2<br>4-8 |
| **Session Four: Money Choices Make the City Go Round**<br><br>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.<br><br>**Objectives:**<br>The students will be able to:<br>▪ Demonstrate the importance of money in everyday life.<br>▪ Describe how money flows through a city's economy.<br>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides. | E.5.3.3 Analyze economic factors in a market | Reading for Information RI.3.1 RI.3.3-6<br>Reading Foundations RF.3.3-4<br>Speaking and Listening SL.3.1-3 SL.3.6<br>Language L.3.1 L.3.3 L.3.4 | Operations in Algebra OA.3.8 OA.3.9<br>Numbers Base Ten NBT.3.2<br>Mathematical Practices 1-8 |
| **Session Five: Let's Build a City**<br><br>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.<br><br>**Objectives:**<br>The students will be able to:<br>▪ Describe how personal choices make a city a good place to live, work, play, and go to school. | E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.<br>G.8.3.1 Use maps to describe the spatial organization of the community using relative location, distance, direction, and scale.<br>G.8.3.2 Use thematic maps (e.g., climate, political, physical) and other geographic representations to describe physical and human characteristics of a variety of places [in Arkansas and the interactions that shape them.] | Reading for Information RI.3.1 RI.3.3-6<br>Reading Foundations RF.3.3-4<br>Writing W.3.2<br>Speaking and Listening SL.3.1-3 SL.3.6<br>Language L.3.1,3,4 | Operations in Algebra OA.3.8<br>Numbers Base Ten NBT.3.2<br>Mathematical Practices 1-7 |