



Arizona Academic Standards Correlation

JA Our City

| Session Descriptions | Social Studies Standards | 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: The students will be able to:</p> <ul style="list-style-type: none"> Describe the four choices we have with money. Define deposits and withdrawals. | <p>Economics</p> <p>A financially literate individual understands how to manage income, spending, and investment.</p> <p>3.E1.2 Identify various forms of earning income [in the state of Arizona.]</p> <p>3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.</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> |
| <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: The students will be able to:</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>3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p> <p>3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.</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> |



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| <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: The students will be able to:</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>3.E1.2 Identify various forms of earning income [in the state of Arizona.]</p> <p>3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.</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> |
| <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: The students will be able to:</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>3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.</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: The students will be able to:</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>The use of geographic representations and tools helps individuals understand their world.</p> <p>3.G1.1 Use and construct maps and graphs [to represent changes in Arizona over time.]</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> |