

**A Correlation:  
JA Our City<sup>®</sup>  
and  
National Social Studies Standards**

Session One: Earn, Save, Spend, and Donate

Session Two: Invisible Money

Session Three: How Do I Become an Entrepreneur?

Session Four: Money Choices Make the City Go Round

Session Five: Let's Build a City

**National Curriculum Standards for Social Studies**

**Production, Distribution, and Consumption**

Ask and find answers to questions about the production, distribution, and consumption of goods and services...		●	●	●	
Understand what people and communities gain and give up when they make a decision	●		●	●	
Examine and evaluate different methods for allocating scarce goods and services in the school and community			●	●	
Understand the characteristics and functions of money and its uses	●	●	●	●	
Understand the various organizations that help people achieve their individual economic goals	●		●	●	
Understand the characteristics of a market economy			●	●	
Understand how economic incentives affect people's behavior.				●	

**Individual Development and Identity**

Describe their personal characteristics, including interests, capabilities, and perceptions			●	●	
Evaluate how they can express their own identity and work productively with others			●		●
Identify people, groups, and institutions that contribute to development	●		●		●

**People, Places, and Environments**

Ask and find answers to geographic questions related to the school, community, state, region, and world					●
Understand concepts such as location, direction, distance, and scale					●
Understand factors influencing various ...patterns of human settlement, such as the availability of land and water, and places for people to live.					●
Investigate relationships among people, places, and environments ... through the use of atlases, data bases, charts, graphs, maps and geospatial technologies					●
Explore the theme of people, places, and environments and how it involves the study of location, place, and the interaction of people with their surroundings.					●

**Individuals, Groups and Institutions**

Ask and find answers to questions about individual, group and institutional influences	●		●	●	●
Explain the impact of families, religious institutions, government agencies, financial institutions and civic groups on their lives.	●		●	●	
Understand concepts such as : community, culture, role, competition, cooperation, rules, and norms	●		●		
Describe interactions between and among individuals, groups and institutions	●		●	●	●
Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good	●		●	●	●

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**NCSS C3: College, Career, and Civic Life Standards**

**Civics**

D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.			•	•	
D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.	•		•	•	•
D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.				•	•
D2.Civ.7.K-2. Apply civic virtues when participating in school settings.	•	•	•	•	•
D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.		•	•	•	•

**Economics**

D2.Eco.1.K-2. Explain how scarcity necessitates decision making.				•	
D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.		•		•	
D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services	•		•		
D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.		•	•	•	•
D2.Eco.5.K-2. Identify prices of products in a local market.		•		•	
D2.Eco.6.K-2. Explain how people earn income.	•		•	•	
D2.Eco.7.K-2. Describe examples of costs of production.			•		

**Geography**

D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.					•
D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.					•
D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.					•
D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.					•

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