

A Correlation: JA Our Nation and National Social Studies Framework

Session One: Free to Choose Your Work or Business

Session Two: Innovation Nation

Session Three: Career Quest

Session Four: Get and Keep the Job!

Session Five: Global Connections

Session Six: Business Organization

National Curriculum Standards for Social Studies

People, Places, and Environments

| | | | | | | |
|--|--|--|--|--|---|--|
| Ask and find answers to geographic questions related to the school, community, state, region, and world | | | | | ● | |
| 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. | | | | | ● | |
| 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. | | | | | ● | |
| Understand physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals. | | | | | ● | |

Individual Development and Identity

| | | | | | | |
|---|--|---|---|---|--|--|
| Ask and find answers to questions about how individual identity forms and changes | | | ● | ● | | |
| Describe their personal characteristics, including interests, capabilities, and perceptions | | | ● | ● | | |
| Explore factors that contribute to personal identity, such as physical attributes, gender, race and culture | | | | ● | | |
| Evaluate how they can express their own identity and work productively with others | | ● | ● | ● | | |
| Identify people, groups, and institutions that contribute to development | | ● | ● | | | |

Individuals, Groups and Institutions

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|---|--|---|---|---|---|---|
| Ask and find answers to questions about individual, group and institutional influences | | ● | ● | ● | ● | |
| Describe interactions between and among individuals, groups and institutions | | ● | ● | ● | ● | ● |
| Explore how membership in more than one groups is natural, but may cause internal conflicts or cooperation | | | | | | ● |
| Provide examples of the role of institutions in furthering both continuity and change | | | | | | ● |
| Show how groups and institutions work to meet individual needs and promote or fail to promote the common good | | ● | ● | ● | | ● |
| Understand characteristics that distinguish individuals | | ● | ● | | | |

Production, Distribution , and Consumption

| | | | | | | |
|--|---|---|---|--|---|---|
| Understand how people and communities deal with scarcity of resources | | ● | | | ● | |
| 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. | ● | | | | | ● |

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Global Connections

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|---|--|--|--|---|--|
| Ask and find answers to questions about the connections we have to other people and places around the globe | | | | • | |
| Identify examples of global connections in their community, state, or region | | | | • | |
| Use maps and databases to look for global patterns, trends, and connections | | | | • | |
| Give examples, of conflict and cooperation among individuals, groups, and nations in different parts of the world | | | | • | |
| Examine the ways in which technology affects global connections | | | | • | |

Civic Ideals and Practices

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|---|---|---|--|---|---|
| Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond | | • | | | • |
| Identify and exercise the rights and responsibilities of citizens | • | | | • | |
| Analyze how specific policies or citizen behaviors reflect ideals and practices consistent with democratic ideals | | | | • | • |

ELO- Standard is supported by an extended learning opportunity.

Sept. 2018

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NCSS C3: College, Career, and Civic Life Standards

Civics

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|--|-----|---|---|---|--|---|
| D2.Civ.2.3-5 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. | | ● | | ● | | |
| D2.Civ.5.3-5 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. | ELO | | | | | ● |
| D2.Civ.6.3-5 Describe ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families.. | | ● | ● | ● | | ● |
| D2.Civ.7.3-5 Apply civic virtues and democratic principles in school settings. | | ● | ● | | | ● |
| D2.Civ.9.3-5 Use a deliberative process when making decisions or reaching judgments in a group. | | ● | | | | |
| D2.Civ.10.3-5 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view. | | | ● | ● | | |
| D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. | | | | | | ● |

Economics

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|---|---|---|---|---|---|---|
| D2.Eco.1.3-5. Compare the benefits and costs of individual choices. | ● | ● | ● | | ● | ● |
| D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make. | ● | | | ● | | |
| D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. | | ● | | | ● | |
| D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade. | | ● | ● | | ● | |
| D2.Eco.5.3-5. Explain the role of money in making exchange easier. | ● | | | | | |
| D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes. | | | | | | ● |
| D2.Eco.7.3-5. Explain how profits influence sellers in markets. | ● | | | | | |
| D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital. | | | | ● | | ● |
| D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. | | | | | ● | |
| D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations. | | | | | ● | |

Geography

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|--|--|--|--|--|-----|--|
| D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. | | | | | ● | |
| D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. | | | | | ● | |
| D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. | | | | | ELO | |
| D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places. | | | | | ELO | |

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