



# Michigan Academic Standards Correlation

## JA Our City

Session Descriptions	Michigan Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Session One: Earn, Save, Spend and Donate</b></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><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the four choices we have with money</li> <li>Define deposits and withdrawals</li> </ul>	<p>3-G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within [Michigan] and explain reasons for the movements.</p> <p>3-E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed [in Michigan].</p> <p>3-E1.0.2 Identify incentives that influence economic decision people make [in Michigan].</p>	<p>Reading for Information RI.3.3-5 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2<sup>ELO</sup> W.3.7 -8<sup>ELO</sup></p> <p>Speaking &amp; Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations and Algebraic Thinking OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Measurement and Data MD.3.5 MD.3.6</p>
<p><b>Session Two: Invisible Money</b></p> <p>Students learn about the different forms of money and how people use them to pay for goods and services.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>Define goods and services.</li> <li>Explain how people spend money.</li> <li>Recognize methods of payment and whether they are readily visible or invisible.</li> </ul>	<p>3-G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within [Michigan] and explain reasons for the movements.</p> <p>3 – E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed [in Michigan].</p>	<p>Reading for Information RI.3.4 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking &amp; Listening SL.3.1<sup>ELO</sup> SL.3.2-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Numbers Base Ten NBT.3.2<sup>ELO</sup></p> <p>Mathematical Practices 1-8</p>



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<p><b>Session Three: How Do I Become an Entrepreneur?</b></p> <p>When entrepreneurs create businesses, they help keep cities alive and healthy.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur, producer, and consumer.</li> <li>▪ Explain the need for a business plan.</li> <li>▪ Discuss the ways in which entrepreneurs help a city.</li> </ul>	<p>3-E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed [in Michigan].</p> <p>3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services [in Michigan].</p>	<p>Reading for Information RI.3.3.5 RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2-3 <sup>ELO</sup> W.3.4</p> <p>Speaking &amp; Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Mathematical Practices 1-2 4-8</p>
<p><b>Session Four: Money Choices Make the City Go Round</b></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><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the importance of money in everyday life.</li> <li>▪ Describe how money flows through a city’s economy.</li> <li>▪ Explain taxes and how the city government uses the money to pay for the goods and services it provides.</li> </ul>	<p>3-G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within [Michigan] and explain reasons for the movements.</p> <p>3-C3.0.1 Distinguish between the roles of state and local government.</p> <p>3-C3.0.2 Identify services provided by the state government and describe how they are funded.</p>	<p>Reading for Information RI.3.4 RI.3.5<sup>ELO</sup> RI.3.7</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking &amp; Listening SL.3.2-3 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><b>Session Five: Let’s Build a City</b></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><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe how personal choices make a city a good place to live, work, play, and go to school.</li> </ul>	<p>3-G1.01 Use cardinal directions, scale, and key or legend to describe the relative location and characteristics of major places in the immediate environment.</p> <p>3-G1.0.2 Use thematic maps to identify and describe the physical and human characteristics [of Michigan].</p> <p>3-G4.0.2 Describe major kinds of economic activity [in Michigan] today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities</p> <p>3-E1.0.5 Explain the role of business development [in Michigan’s] economic future.</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2</p> <p>Speaking &amp; Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1,3,4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-7</p>



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