

# A Correlation: JA Our Community Blended and National Social Studies Framework

Session One: Communities at Work

Session Two: People at Work

Session Three: Money at Work

Session Four: Votes' Count

Session Five: Making Choices

Session Six: Crack the Code

## National Curriculum Standards for Social Studies: Framework for Teaching, Learning, and Assessment

### 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	●		●	●		●
Understand concepts such as location, direction, distance, and scale	●		●			●
Understand physical and human characteristics of the school, community, state or region, and the interactions of people in these places with the environment	●		●	●	●	●
Understand factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs	●			●		

### Individuals, Groups and Institutions

Ask and find answers to questions about individual, group and institutional influences	●			●	●	
Describe interactions between and among individuals, groups and institutions	●	●	●	●	●	●
Identify and describe examples of tensions between and among individuals, groups, and institutions				●	●	
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 concepts such as community, culture, role, competition, cooperation, rules, and norms	●			●	●	
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...	●		●		●	●
Analyze the differences between wants and needs	●	●	●		●	
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.						
Differentiate the goods and services produced in the market and those produced by the government				●	●	

### Civic Ideals and Practices

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				●		
Evaluate positions about an issue based on the evidence and arguments provided, and describe the pros, cons, and consequences of holding a specific position				●	●	
Develop a position on a school or local issue, and defend it with evidence				●		

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

**Civics**

D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.				●	●	●
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.5.K-2 Explain what governments are and some of their functions				●	●	
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.8.K-2 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.				●		●
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.	●	●	●			●
D2.Civ.10.K-2 Compare personal point of view with others' perspectives				●		
D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.			●	●	●	●
D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.				●	●	
D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.						●

**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.		●			●	
D2.Eco.9.K-2 Describe the role of banks in an economy			●			
D2.Eco.10.K-2. Explain why people save.			ELO			
D2.Eco.12.K-2 Describe examples of the goods and services that governments provide				●	●	
D2.Eco.13.K-2. Describe examples of capital goods and human capital.						
D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries.						
D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.						

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**Geography**

	ELO					
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.4.K-2 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region						
D2.Geo.5.K-2 Describe how human activities affect the cultural and environmental characteristics of places or regions				●		●
D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places	●			●		●
D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.			●			●
D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.	●		●			●
D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.	●		●	●		●

**Communicating and Critiquing Conclusions**

D4.1.K-2. Construct an argument with reasons.				●	●	
D4.2.K-2. Construct explanations using correct sequence and relevant information.			●	●	●	●
D4.4.K-2. Ask and answer questions about arguments.				●	●	
D4.5.K-2. Ask and answer questions about explanations.			●	●		
D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.				●	●	●
D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.				●		
D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on, and take action in, their classrooms.				●	●	