

**A Correlation:
JA BizTown
and
National Social Studies Framework**

Unit One: Financial Literacy

Unit Two: Community and Economy

Unit Three: Work Readiness

Unit Four: Business Management

Unit Five: Visit and Debrief

National Curriculum Standards for Social Studies

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	●		ELO		
Identify people, groups, and institutions that contribute to development			●		

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			ELO	●	●
Explore how membership in more than one groups is natural, but may cause internal conflicts or cooperation			ELO		
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				ELO	
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

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			●	●	●
Examine the influence of citizens and officials on policy decisions			●		●

ELO- Standard is supported by an extended learning opportunity.

**A Correlation:
JA BizTown
and
National Social Studies Framework**

Unit One: Financial Literacy

Unit Two: Community and Economy

Unit Three: Work Readiness

Unit Four: Business Management

Unit Five: Visit and Debrief

NCSS C3: College, Career, and Civic Life Standards

Civics

D2.Civ.2.3-5 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.		•	ELO		
D2.Civ.4.3-5 Explain how groups of people make rules to create responsibilities and protect freedoms.		•	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.8.3-5 Identify core civic virtues and democratic principles that guide government, society, and communities.		•	ELO		
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.	•	•	•	•	•
D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.			•		•
D2.Civ.13.3-5.Explain how policies are developed to address public problems.			ELO		

Economics

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.	•	•	ELO	•	•
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.		•	ELO	•	•
D2.Eco.7.3-5. Explain how profits influence sellers in markets.		•		•	•
D2.Eco.8.3-5. Identify examples of external benefits and costs.	•	•	•		•
D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.	•	•		•	•
D2.Eco.10.3-5. Explain what interest rates are.	•				
D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment.					
D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides.		•			
D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital.			•	•	•

ELO- Standard is supported by an extended learning opportunity.

Sept. 2018