

**A Correlation Between
New Jersey Core Curriculum Content Standards
and
Junior Achievement Programs**

2nd Grade - Our Community

Our Community explores the interdependent roles of workers in a community, the work they perform, and how communities work.

Description	Key Learning Objectives	Social Studies	Language Arts Literacy	Mathematics	Career Ed. & Consumer, Family, and Life Skills
<p>Activity One: How Does a Community Work? Students study a poster illustrating a community to identify typical jobs. They develop an awareness of how people live and work together in a community.</p>	<p>Objectives: The students will: -identify a variety of jobs in the community -recognize how people live and work together in a community -become aware of a wide range of job opportunities Concepts: community, interdependence, job, wants and needs Skills: decision making, following directions, making observations, matching</p>	<p>6.1.2 6.4.2 6.5.2 6.6.3 6.7.1</p>	<p>3.1.A, 3.1.B, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G 3.2.A, 3.2.B, 3.2.C, 3.2.D, 3.2.E 3.3.A, 3.3.B, 3.3.C, 3.3.D 3.4.A, 3.4.B</p>	<p>4.2.A 4.4.A</p>	<p>9.1.A.1 9.1.B.2, 3 9.2.B.4 9.2.C.1, 2, 3, 5 9.2.D.1</p>
<p>Activity Two: Sweet “O” Donuts Students, individually and in teams, use different production strategies to simulate producing donuts.</p>	<p>Objectives: The students will: -define production -compare unit and assembly line production methods -explain that different strategies are used to produce different types of products Concepts: defect, production/ productivity, quality, specialization and division of labor Skills: following directions, interpreting data, making observations, making predictions, role playing, teamwork</p>	<p>6.6.3</p>	<p>3.1.A, 3.1.B, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G 3.3.A, 3.3.B, 3.3.C, 3.3.D 3.4.A, 3.4.B</p>	<p>4.1.A, 4.1.B 4.2.A, 4.2.D 4.4.A, 4.4.D 4.5.A, 4.5.B, 4.5.C, 4.5.D, 4.5.E</p>	<p>9.1.A.1, 2, 3 9.1.B.1, 2, 3 9.2.C.1, 2, 5</p>

Description	Key Learning Objectives	Social Studies	Language Arts Literacy	Mathematics	Career Ed. & Consumer, Family, and Life Skills
<p>Activity Three: The Role of Government Students learn about the economic role of government in a community by identifying services that government provides to its citizens. The students also recognize that government must collect taxes from everyone to pay for these services.</p>	<p>Objectives: The students will: -recognize government jobs in the community -understand why taxation is necessary Concepts: government, taxes, goods, services, benefits Skills: critical thinking, following directions, making observations, matching, role playing</p>	<p>6.1.2 6.4.2 6.5.2 6.6.1, 6.6.3</p>	<p>3.1.A, 3.1.B, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G 3.3.A, 3.3.B, 3.3.C, 3.3.D 3.4.A, 3.4.B</p>	<p>4.1.A, 4.1.B 4.5.A, 4.5.B, 4.5.C, 4.5.D</p>	<p>9.1.A.1 9.2.C.1, 2, 5 9.2.D.4 9.2.E.1</p>
<p>Activity Four: A New Business Students determine the best use for the empty store on the How Does a Community Work poster. The step-by-step decision-making process helps students understand how group decisions are made.</p>	<p>Objectives: The students will: -define choices -use a decision-making model -recognize the need to make informed decisions -take personal responsibility for decisions Concepts: business, choices, resources, trade-offs, vote, ballot Skills: decision making, identifying choices, developing ideas, listening responsively, problem solving, teamwork</p>	<p>6.1.2 6.4.3 6.5.2</p>	<p>3.1.A, 3.1.B, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G 3.2.A, 3.2.B, 3.2.C, 3.2.D, 3.2.E 3.3.A, 3.3.B, 3.3.C, 3.3.D 3.4.A, 3.4.B</p>	<p>4.1.A, 4.1.B 4.4.A, 4.4.C 4.5.A, 4.5.B, 4.5.C, 4.5.D, 4.5.E</p>	<p>9.1.B.3 9.2.A.1, 2, 3, 4 9.2.B.4 9.2.C.1, 2, 5 9.2.D.1, 2 9.2.E.3</p>
<p>Activity Five: Money Moves Students learn about an economy's circular flow of money.</p>	<p>Objectives: The students will: -identify circumstances of money being exchanged for goods or services -recognize how money flows through a community's economy Concepts: bank, economic institutions, circular flow of money, goods, money, services, skills Skills: listening responsively, developing ideas, role playing, making observations, following directions</p>	<p>6.1.2 6.4.2 6.5.2 6.6.1, 6.6.3</p>	<p>3.1.A, 3.1.B, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G 3.3.A, 3.3.B, 3.3.C, 3.3.D 3.4.A, 3.4.B</p>	<p>4.1.A</p>	<p>9.2.C.1, 2, 5 9.2.E.1, 3</p>