

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

3rd Grade - Our City

Our City studies careers, the skills people need to work in those careers, and how businesses contribute to a city.

Description	Key Learning Objectives	Social Studies	Language Arts Literacy	Mathematics	Career Ed. & Consumer, Family, and Life Skills
<p>Activity One: Inside Cities</p> <p>Students recognize that a city is a place where people live, work, play, and go to school. They become aware of the importance of city planning to the economic development of a city.</p>	<p>Objectives: The students will: -define a city as a place where people live, work, play, and go to school -learn about the different zones used in city planning -identify the job of city planner Concepts: business, city, city planner, economic development, jobs, zones Skills: applying information, drawing, following directions, making observations, mapping information, teamwork</p>	<p>6.1.2, 6.1.4 6.4.2 6.5.2 6.6.3, 6.6.5 6.7.1, 6.7.2, 6.7.5 6.8.2, 6.8.3</p>	<p>3.1.A, 3.1.B, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G 3.2.C, 3.2.D 3.3.A, 3.3.B, 3.3.C, 3.3D 3.4.A, 3.4.B</p>	<p>4.1.A, 4.1.C 4.2.A, 4.2.B</p>	<p>9.1.A.1, 2 9.1.B.3 9.2.C.1, 2, 5</p>
<p>Activity Two: Building a City</p> <p>Students examine the role of a builder and become aware of how that job is interconnected with the job of the city planner.</p>	<p>Objectives: The students will: -understand the importance of the construction business to a city's economy -recognize the skills a builder needs -identify how the builder's job relates to the job of city planner Concepts: careers, jobs, skills, quality Skills: decision making, interpreting directions, mathematical interpretation and computation, teamwork, understanding and using scales</p>	<p>6.1.2, 6.1.4 6.4.2 6.5.2, 6.5.4, 6.5.5 6.6.3 6.7.1, 6.7.5 6.8.3</p>	<p>3.1.A, 3.1.B, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G 3.2.C, 3.3.D 3.3.A, 3.3.B, 3.3.C 3.4.A, 3.4.B</p>	<p>4.1.A, 4.1.B, 4.1.C 4.2.A, 4.2.B, 4.2.D, 4.2.E 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.2, 3 9.2.A.2 9.2.C.1, 2, 5</p>

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<p>Activity Three: Dining Out</p> <p>Students work in groups to make decisions about operating a restaurant while exploring the role of restaurant owner. They define the terms consumer, producer, and entrepreneur. Through discussion they are able to identify the difference between consumer and producer.</p>	<p>Objectives: The students will: -make group decisions necessary to start a restaurant -decide on a type of restaurant -discuss and select the best location for a restaurant -decide what to charge for meals -select an employee -promote the restaurant Concepts: consumer, producer, entrepreneur, interdependence Skills: compiling data, conducting research, following directions, developing ideas, decision making, reading and interpreting data, role playing</p>	<p>6.1.2 6.5.1, 6.5.3 6.6.1, 6.6.2, 6.6.3, 6.6.4 6.7.1, 6.7.2, 6.7.5 6.8.3</p>	<p>3.1.A, 3.1.B, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G 3.2.C, 3.2.D 3.3.A, 3.3.B, 3.3.C, 3.3.D 3.4.A, 3.4.B 3.5.A, 3.5.B</p>	<p>4.1.A, 4.1.B 4.4.A 4.5.A, 4.5.B, 4.5.C, 4.5.D, 4.5.E</p>	<p>9.1.A.1, 2 9.1.B.2, 3 9.2.A.1, 2, 3 9.2.B.4 9.2.C.1, 2, 3, 5 9.2.E.1, 3, 4</p>
<p>Activity Four: Making Headlines</p> <p>Students examine the purpose of a newspaper as a communication tool for people in a city, as well as the role of the reporter. They generate and organize article outlines for a class newspaper.</p>	<p>Objectives: The students will: -understand the importance of the newspaper as a communication tool -recognize the skills a reporter needs -generate article topics and develop article outlines Concepts: city, communication Skills: developing ideas, generating topics for writing, organizing writing, responding to oral and written presentations, teamwork</p>	<p>6.1.1 6.4.2, 6.4.3 6.6.3 6.8.4</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 3.3.A, 3.3.B, 3.3.C, 3.3.D 3.4.A, 3.4.B 3.5.A, 3.5.B</p>	<p><i>No math standards correlation</i></p>	<p>9.1.A.1, 2 9.1.B.3 9.2.C.1, 2, 5</p>
<p>Activity Five: You Can Bank on It</p> <p>Students become aware of why banks are important to a city as they role play simple bank transactions.</p>	<p>Objectives: The students will: -understand that one purpose of a bank is to keep money -complete a simple bank transaction -balance a checkbook Concepts: bank, check, checking account, deposit, money Skills: listening responsively, mathematical interpretation and computation, role playing, teamwork</p>	<p>6.1.2 6.4.2 6.5.4 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 3.2.C 3.3.A, 3.3.B, 3.3.C 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, 4.5.E</p>	<p>9.1.A.1 9.1.B.3 9.2.C.1, 2, 5 9.2.D.1, 4 9.2.E.1, 3</p>