

A Correlation between the New Jersey Core Curriculum Content Standards
and
Junior Achievement Programs
JA America Works

Description	Key Learning Objectives	Social Studies	Language Arts Literacy	Mathematics	Career Ed. & Consumer, Family, and Life Skills
<p>Session One: Who Am I? Immigrants flocked to the United States during the second half of the 19th century (1800s), bringing a variety of languages, customs, and cultural practices. Immigrants made many contributions to their new home, especially to its economy and workforce. Students learn more about these contributions and about the immigrants themselves through reviewing biographical summaries and identifying immigrant groups, based on clues provided in the text.</p>	<p>Objectives: The students will: -provide examples of immigrants' contributions to the U.S. economy during the 19th century -identify key information and characteristics related to select immigrant groups Concepts: competition, emigration, immigration, pull factor, push factor Skills: reading and interpreting data, working in groups</p>	<p>6.1.A 6.2.D, 6.2.E 6.4.B, 6.4.F 6.5.A, 6.5.B 6.6.D</p>	<p>3.1.A, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G, 3.1.H 3.2.C, D 3.3.A, 3.3.B, 3.3.C, 3.3.D 3.4.A, B</p>		<p>9.2.A.1, 2 9.2.B.2 9.2.C.1, 2, 3, 4, 6</p>
<p>Session Two: Roughing It Students recognize the significance agriculture played in the economic development of the United States through various examples provided during this session. Working in groups, students take the role of pioneers who moved across the American West to participate in the Homestead Act of 1862. Students learn there are opportunity costs in each decision they make.</p>	<p>Objectives: The students will: -give examples of how pioneers or settlers used their knowledge, skills, and experience to acquire a homestead and produce food for themselves and others -recognize the significant role agriculture played in the economic development of the United States during the 1800s -identify the risk factors as well as the costs and benefits involved in making a decision Concepts: benefit, cost, cost-benefit analysis, entrepreneurship, opportunity cost, risk Skills: decision-making; gathering, interpreting, and organizing information; oral and written communication; working in groups</p>	<p>6.1.A 6.4.F 6.5.A, 6.5.B 6.6.A, 6.6.B, 6.6.D</p>	<p>3.1.A, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G, 3.1.H 3.2.C, D 3.3.A, 3.3.B, 3.3.C, 3.3.D 3.4.A, B</p>		<p>9.2.A.1, 2 9.2.B.2 9.2.C.1, 2, 3, 4, 6 9.2.E.3</p>
<p>Session Three: Strike-It-Rich Students learn how natural resources played a significant role in the development of the United States economy. They also look at how supply and demand, job opportunities, entrepreneurship, and mining played a part in the rise and fall of boomtowns during the California Gold Rush.</p>	<p>Objectives: The students will: -identify examples of natural resources -describe the boomtown businesses that were needed to support the miners and mining industry Concepts: boomtown, demand, entrepreneurship, natural resources, opportunity cost, supply Skills: gathering information, math calculations, working in groups</p>	<p>6.1.A 6.4.F 6.5.A, 6.5.B 6.6.A, 6.6.B, 6.6.D</p>	<p>3.1.A, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G, 3.1.H 3.2.C, D 3.3.A, 3.3.B, 3.3.C, 3.3.D 3.4.A, B</p>	<p>4.1.A, 4.1.B 4.5.A, 4.5.C, 4.5.E</p>	<p>9.2.A.1, 2 9.2.B.2 9.2.C.1, 2, 3, 4, 6 9.2.E.3</p>

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<p>Session Four: In Pursuit of Progress Students learn about prevalent modes of transportation used in America during the 19th century. They also work in groups to identify the productive resources—natural, human, and capital—that were necessary for the expansion of transportation during that time period. They play a game that simulates competition between a railroad company and a canal company to construct a transportation route between two towns.</p>	<p>Objectives: The students will: -list several basic modes of transportation used in 19th-century America -identify the productive resources—natural, human, and capital—that influenced the development of transportation during the 19th century Concepts: capital resources, human resources, modes of transportation, natural resources, productive resources Skills: analyzing information, gathering and organizing information, oral communication, working in groups</p>	6.1.A 6.4.F 6.5.A, 6.5.B 6.6.A, 6.6.B, 6.6.D	3.1.A, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G, 3.1.H 3.2.C, D 3.3.A, 3.3.B, 3.3.C, 3.3.D 3.4.A, B		9.2.A.1 9.2.B.2 9.2.C.1, 2, 3, 4, 6
<p>Session Five: Communication Transformation Students learn how different means of communication developed in America during the 19th century. They are introduced to the telegraph, one prominent form of communication developed and used during that time that helped to expand commerce across the country. Students learn about and then use Morse Code to decipher messages in the same way Americans did during the 19th century.</p>	<p>Objectives: The students will: -explain how methods of communication developed in the 1800s helped expand commerce in the United States -explain how the invention of the telegraph expanded business opportunities across America Concepts: communication, innovation, technology, telegraphy Skills: decision-making, decoding messages, encoding messages, working in groups</p>	6.1.A 6.4.F 6.5.A, 6.5.B 6.6.B, 6.6.D	3.1.A, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G, 3.1.H 3.2.C, D 3.3.A, 3.3.B, 3.3.C, 3.3.D 3.4.A, B		9.2.A.1 9.2.B.2 9.2.C.1, 2, 3, 4, 6
<p>Session Six: Now What? Students learn how entrepreneurs bring innovative and affordable products to market. They learn how industrialization increases productivity.</p>	<p>Objectives: The students will: -describe how industrialization led to increased productivity during the 19th century -describe the role of entrepreneurs in bringing new products to market -create a plan for a new innovation Concepts: entrepreneurship, industrialization, innovation, invention, productivity, scarcity Skills: analyzing information, critical thinking skills, oral communication, planning, working in groups</p>	6.1.A 6.5.A, 6.5.B	3.1.A, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G, 3.1.H 3.2.C, D 3.3.A, 3.3.B, 3.3.C, 3.3.D 3.4.A, B		9.2.A.1 9.2.B.2 9.2.C.1, 2, 3, 4, 6