

A Correlation Between JA Economics for Success® and Common Core Math (6-8)

Session One: Mirror, Mirror— Students make choices to understand the concept of self-knowledge.

Session Two: Choose Your Success—Students play the Choose Your Success Game.

Session Three: Keeping Your Balance—Students observe how different jobs provide different monthly salaries.

Session Four: Savvy Shopper— Students examine how consumers pay for goods and services.

Session Five: Keeping Score— Students examine how a credit score is determined.

Session Six: What's the Risk— Students demonstrate that life involves risk and that insurance helps to reduce the financial consequences of loss or injury.

Common Core Math (6-8)						
Ratios and Proportional Relationships 6.RP						
6.RP.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak. For every vote candidate A received, candidate C received nearly three votes.		X	X	X		
6.RP.2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar. We paid \$75 for 15 hamburgers, which is a rate of \$5 per		X	X	X		
6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.		X	X	X		
The Number System 6.NS						
6.NS.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?		X	X	X	X	X
6.NS.2. Fluently divide multi-digit numbers using the standard algorithm.		X	X	X	X	X
6.NS.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the		X	X	X	X	X
Ratios and Proportional Relationships 7.RP						
7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $1/2$ mile in each $1/4$ hour, compute the unit rate as the complex fraction $1/2 \div 1/4$ miles per hour, equivalently 2 miles per hour.		X	X	X		
7.RP.2. Recognize and represent proportional relationships between quantities.		X	X	X		
7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.		X	X	X		

The Number System 7.NS		X	X	X	X	X
7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.		X	X	X	X	X
7.NS.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.		X	X	X	X	X
7.NS.3. Solve real-world and mathematical problems involving the four operations with rational numbers.1		X	X	X	X	X