

# NCTM

## Correlation to National Standards

### Bring Standards to Life with BizWorld - NCTM Standards

| National Council of Teachers of Mathematics (NCTM) Standards   | BizWiz Session Numbers |   |   |   |   |   |   |
|--|------------------------|---|---|---|---|---|---|
|  | 1                      | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>Numbers and Operations:</b>   |                        |   |   |   |   |   |   |
| Understand numbers, ways of representing numbers, relationships among numbers, and number systems.                   | ✓                      |   | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understand meanings of operations and how they relate to one another.  | ✓                      |   | ✓ | ✓ | ✓ | ✓ | ✓ |
| Compute fluently and make reasonable estimates.  | ✓                      |   |   | ✓ | ✓ | ✓ | ✓ |
| <b>Data Analysis and Probability:</b>  |                        |   |   |   |   |   |   |
| Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. |                        |   | ✓ |   |   |   |   |
| Develop and evaluate inferences and predictions that are based on data.  |                        |   |   | ✓ | ✓ |   |   |
| Understand and apply basic concepts of probability.  |                        |   |   | ✓ | ✓ |   |   |
| <b>Problem Solving:</b>  |                        |   |   |   |   |   |   |
| Build new mathematical knowledge through problem solving.  | ✓                      |   |   | ✓ | ✓ | ✓ | ✓ |
| Solve problems that arise in mathematics and other contexts.   | ✓                      |   |   | ✓ | ✓ | ✓ | ✓ |
| Apply and adapt a variety of appropriate strategies to solve problems.   | ✓                      |   |   | ✓ | ✓ | ✓ | ✓ |
| <b>Connections:</b>  |                        |   |   |   |   |   |   |
| Recognize and use connections among mathematical ideas.  | ✓                      |   |   |   |   |   | ✓ |
| <b>Representation:</b>   |                        |   |   |   |   |   |   |
| Create and use representations to organize, record, and communicate mathematical ideas.                              | ✓                      |   |   | ✓ | ✓ | ✓ | ✓ |
| Use representations to model and interpret physical, social, and mathematical phenomena.                             |                        |   |   | ✓ |   |   |   |

# NCEE

## Correlation to National Standards

### Bring Standards to Life with BizWorld - NCEE Standards

| National Council on Economic Education (NCEE) Standards   | BizWiz Session Numbers |   |   |   |   |   |   |
|---|------------------------|---|---|---|---|---|---|
|   | 1                      | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>Scarcity:</b>  |                        |   |   |   |   |   |   |
| Productive resources are limited. Therefore, people can not have all the goods and services they want; as a result, they must choose some things and give up others.  |                        |   |   | ✓ | ✓ | ✓ |   |
| <b>Marginal Cost/Benefit:</b>   |                        |   |   |   |   |   |   |
| Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are "all or nothing" decisions. |                        |   |   | ✓ | ✓ | ✓ |   |
| <b>Role of Incentives:</b>  |                        |   |   |   |   |   |   |
| People respond predictable to positive and negative incentives.   |                        |   |   |   | ✓ | ✓ |   |
| <b>Gain from Trade:</b>   |                        |   |   |   |   |   |   |
| Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and usually among individuals or organizations in different nations.       |                        |   |   | ✓ | ✓ | ✓ |   |
| <b>Specialization and Trade:</b>  |                        |   |   |   |   |   |   |
| When individuals, regions, and nations specialize in what they can product at the lowest cost and then trade with others, both production and consumption increase.   |                        |   |   | ✓ | ✓ | ✓ |   |
| <b>Markets-Price and Quantity Determination:</b>  |                        |   |   |   |   |   |   |
| Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.  |                        |   |   | ✓ | ✓ | ✓ |   |
| <b>Role of Price in Market System:</b>  |                        |   |   |   |   |   |   |
| Price sends signals and provides incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.   |                        |   |   | ✓ | ✓ | ✓ |   |

| National Council on Economic Education (NCEE) Standards   | BizWiz Session Numbers |   |   |   |   |   |   |
|---|------------------------|---|---|---|---|---|---|
|   | 1                      | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>Role of Money:</b>   |                        |   |   |   |   |   |   |
| Money makes it easier to trade, borrow, save, invest and compare the value of goods and services.   |                        |   |   | ✓ | ✓ | ✓ |   |
| <b>Role of Interest Rates:</b>  |                        |   |   |   |   |   |   |
| Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, which affects the allocation of scarce resources between present and future uses.                 |                        |   |   |   | ✓ | ✓ |   |
| <b>Role of Resources in Determining Income:</b>   |                        |   |   |   |   |   |   |
| Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.   |                        |   |   |   | ✓ | ✓ |   |
| <b>Profit and the Entrepreneur:</b>   |                        |   |   |   |   |   |   |
| Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure. |                        |   |   |   | ✓ | ✓ |   |
| <b>Growth:</b>  |                        |   |   |   |   |   |   |
| Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.  |                        |   |   |   | ✓ | ✓ |   |

# Correlation to National Standards

## Bring Standards to Life with BizWorld - NCSS Standards

| National Council for the Social Studies (NCSS) Standards  | BizWiz Session Numbers |   |   |   |   |   |   |
|---|------------------------|---|---|---|---|---|---|
|   | 1                      | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>Individual Development and Identity:</b>   |                        |   |   |   |   |   |   |
| Include experiences that delve in to a student's personal connections to the rest of the world.   | ✓                      | ✓ | ✓ |   |   |   | ✓ |
| Work independently and cooperatively to accomplish goals.   | ✓                      |   |   | ✓ | ✓ | ✓ | ✓ |
| <b>Individuals, Groups, and Institutions:</b>   |                        |   |   |   |   |   |   |
| Include experiences that study the interactions of different levels.  |                        |   |   |   | ✓ | ✓ |   |
| Show how groups and institutions work to meet individual needs and promote the common good and identify examples of where they fail to do so.         |                        |   |   |   | ✓ | ✓ |   |
| <b>Power, Authority, and Governance:</b>  |                        |   |   |   |   |   |   |
| Include experiences that provide for the study of how people create and exchange structures of power.   |                        |   |   | ✓ | ✓ | ✓ |   |
| <b>Production, Distribution, and Consumption:</b>   |                        |   |   |   |   |   |   |
| Include experiences that provide for the study of how people organize the production, distribution and consumption of goods and services.             |                        |   |   |   |   |   |   |
| Give examples that show how scarcity and choice govern our economic decisions.  |                        |   |   |   | ✓ | ✓ |   |
| Distinguish between needs and wants.  |                        |   |   |   | ✓ | ✓ |   |
| Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services. |                        |   |   |   | ✓ | ✓ |   |
| Explain and demonstrate the role of money in everyday life.   | ✓                      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Describe the relationship of supply and demand.   |                        |   |   |   | ✓ | ✓ |   |
| Describe the role of specialization and exchange in the economic process.   |                        |   |   |   | ✓ | ✓ |   |

# Correlation to National Standards

## Bring Standards to Life with BizWorld - NCTE Standards

| The National Council of Teachers of English (NCTE) Standards  | BizWiz Session Numbers |   |   |   |   |   |   |
|---|------------------------|---|---|---|---|---|---|
|   | 1                      | 2 | 3 | 4 | 5 | 6 | 7 |
| Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). |                        |   | ✓ | ✓ | ✓ |   |   |
| Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.   |                        | ✓ | ✓ | ✓ |   |   |   |
| Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.  |                        |   |   |   | ✓ | ✓ |   |
| Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.   |                        |   |   | ✓ |   |   |   |
| Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.   |                        |   |   | ✓ | ✓ | ✓ |   |
| Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).  |                        | ✓ | ✓ | ✓ | ✓ | ✓ |   |