

ELEMENTARY SOCIAL STUDIES | VERTICAL ARTICULATION OF PROJECTS & TOPICS

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<i>Unit 1 Project</i>	Classroom Map	Class Constitution	Interview a Community Helper	Local Town/Community Project	Create a Photo Journal	Informational Writing Unit
<i>Theme</i>	Geography	Civics & Government / History	Civics & Government	Civics & Government	Civics & Government	Government
<i>Unit 2 Project</i>	My Personal History Scrapbook	Nonfiction Book about Community Member	Students, in small groups, propose a new business that fulfills local needs and wants.	Group Continent Research Project	State Research Project And Informational Writing Unit	Problem Solving Organization
<i>Theme</i>	History	Civics & Government	Economics	Geography / History	History	Geography & History
<i>Unit 3 Project</i>	Important Community Members Poster	Me on the Map	Create a map of their town.	Market Day Project	Souvenir Suitcase to global location	Create a monthly budget based on a location they would like to live.
<i>Theme</i>	Civics & Government	Geography	Geography	Economics	Geography	Economics



Fifth Grade Social Studies

Unit 1: Who Makes the Rules?	
Vocabulary & Topics	Foundations of Government- introduced through nonfiction reading and exploration with iCivics Democracy- introduced through nonfiction reading passage Revolutionary War- who, what, where, when, why Articles of Confederation Shay's Rebellion Constitutional Convention The Constitution of the United States Three Branches of Government- explored in greater detail as it relates to the United States Roles of Responsibilities as Citizens- including voting in elections
Projects & Artifacts of Learning	Informational Writing Piece- students select a historical figure and conduct individual research
Resources	Various nonfiction reading passages Quick-Checks with nonfiction reading passages Notebook entries "Shhhh, We're Writing the Constitution"
Questions to Ask Your Child	<ul style="list-style-type: none">- Why did the Revolutionary War begin?- How does our government balance each other?- What are some responsibilities that United States Citizens have?

Fifth Grade Social Studies

Unit 2: Where am I?	
Vocabulary & Topics	<p>International Organizations: students read about the United Nations, NATO, The European Union, The Red Cross, The World Bank, etc. and explore their purpose and connections to the world.</p> <p>Global Trade: demonstrating the potential of international connections</p> <p>What defines culture?</p> <p>Cultural Traditions</p>
Projects & Artifacts of Learning	<p>Problem Proposal- How Kids Change the World</p> <p>Read Aloud Book Discussions and Writing Prompts</p> <p>Quick-checks on nonfiction reading passages</p>
Resources	<p>"Ada's Violin" by Susan Hood</p> <p>"Nim and the War Effort" by Milly Lee</p> <p>"Silent Music: A Story of Baghdad" by James Rumford</p> <p>"Let the Celebrations Begin: Story of Hope for the Liberation" by Margaret Wild</p> <p>"Sami and the Time of Troubles" Florence Parry Heide</p> <p>"Malala: A Brave Girl from Pakistan/Iqbal: A Brave Boy from Pakistan" by Jeanette Winter</p> <p>"Home to Medicine Mountain" by Chiori Santiago</p>
Questions to Ask Your Child	<ul style="list-style-type: none"> -How does the world work together to make it a better place? -How do different countries around the world get along? - How can you contribute to our global society?

Fifth Grade Social Studies

Unit 3: Where am I going?	
Vocabulary & Topics	<p>Careers: students will learn about a plethora of careers, that include college, trade school, vocational technical, or career tracks</p> <p>Budget: students will understand economic principles and how they can affect an individual's budget (economic literacy)</p> <p>Economic systems: students will compare and contrast various economic systems of the world</p> <p>Economics: budgets, spending, income, careers, credit, borrowing, savings</p>
Projects & Artifacts of Learning	<p>Budget Project</p> <p>Read aloud discussions and writing prompts</p> <p>Quick-checks on nonfiction reading passages</p>
Resources	<p>Various nonfiction reading passages</p> <p>Banzai Junior- workbook utilized to teach financial literacy</p> <p>"Striker Jones" by Maggie M. Larche</p>
Questions to Ask Your Child	<ul style="list-style-type: none"> - Where do you see yourself? - What career are you interested in? - Where do you want to live in the future?

UNIT 1 | Who makes the rules?

STAGE 1 | DESIRED RESULTS

<p>Civics and Government 5.1 Principles and Documents of Government 5.1.5.A. Understand the rule of law in protecting property rights, individual rights and the common good. 5.1.5.B. Describe the basic purposes of government in the classroom, school, community, state, and nation 5.1.5.C. Describe the principles and ideals shaping local state, and national government. • Liberty / Freedom • Democracy • Justice • Equality 5.1.5.D. Interpret key ideas about government found in significant documents: • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution 5.1.5.E. Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution. 5.1.5.F. Explain the significance of state symbols, national symbols, and national holidays.</p> <p>5.2 Rights and Responsibilities of Citizenship 5.2.5.A Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.</p>	<p>Transfer</p>	
	<p>The government impacts the laws we must abide by.</p>	
	<p>Meaning</p>	
	<p>Understandings: <i>-The citizens of the United States of America are given the democratic right to vote in elected officials that implement laws we must abide by.</i> <i>-There are three branches of the government that are responsible for creating and upholding laws.</i> <i>-There are various levels of government: federal, state, and local.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> Who creates laws?
<p>Acquisition</p>		
<p>Knowledge</p> <ul style="list-style-type: none"> I can understand the rule of law in protecting property rights, individual rights and the common good. I can describe the basic purposes of government in the classroom, school, community, state, and nation I can describe the principles and ideals shaping local, state, and national government. I can identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution. 	<p>Skills</p> <ul style="list-style-type: none"> I can interpret key ideas about the government found in significant documents. I can examine different ways conflicts can be resolved. I can distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. I can examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. 	

5.2.5.B. Identify behaviors that promote cooperation among individuals.
5.2.5.C. Explain why individuals become involved in leadership and public service.
5.2.5.D. Identify specific ways individuals participate in school and community activities.

5.3 How Government Works

5.3.5.A. Describe the responsibilities and powers of the three branches of government.
5.3.5.B. Describe how the elected representative bodies function in making local, state, and national laws.
5.3.5.C. Describe the role of local and state government officials.
5.3.5.D. Describe the primary duties of elected local, state, and national positions.
5.3.5.E. Identify the requirements to vote in local, state, and national elections.
5.3.5.F. Examine different ways conflicts can be resolved.
5.3.5.G. Describe how groups try to influence others.
5.3.5.H. Identify various sources of mass media.

5.4 How International Relationships Function

5.4.5.B. Describe the difference between nation and country.

C3 Civic and Political Institutions

D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and

- I can explain the significance of state symbols, national symbols, and national holidays.
- I can identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.
- I can identify behaviors that promote cooperation among individuals.
- I can explain why individuals become involved in leadership and public service.
- I can identify specific ways individuals participate in school and community activities.
- I can describe the responsibilities and powers of the three branches of government.
- I can describe how the elected representative bodies function in making local, state, and national laws.
- I can describe the role of local and state government officials.
- I can describe the primary duties of elected local, state, and national positions.
- I can identify the requirements to vote in local, state, and national elections.
- I can describe how groups try to influence others.
- I can identify various sources of mass media.

- I can apply civic virtues and democratic principles in school settings.
- I can use deliberative processes when making decisions or reaching judgments as a group.
- I can compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society
- I can illustrate historical and contemporary means of changing society.
- I can compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania.
- I can illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.
- I can differentiate how continuity and change in Pennsylvania history are formed and operate.
- I can examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.
- I can compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.

branches of government and in different times and places.

D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.

D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.

D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.

D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families

**C3 Participation and Deliberation:
Applying Civic Virtues and Democratic Principles**

D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.

D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities

D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

- I can describe the difference between nation and country.
- I can explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
- I can explain how groups of people make rules to create responsibilities and protect freedoms.
- I can explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
- I can describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families
- I can identify core civic virtues and democratic principles that guide government, society, and communities
- I can identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
- I can explain how rules and laws change society and how people change rules and laws.

- I can create and use a chronological sequence of related events to compare developments that happened at the same time.
- I can compare life in specific historical time periods to life today
- I can generate questions about individuals and groups who have shaped significant historical changes and continuities.

C3 Processes, Rules, and Laws

D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society

D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.

D2.Civ.13.3-5. Explain how policies are developed to address public problems

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

Economics**6.3 Functions of Government**

6.3.5.A. Describe the cost and benefits of government economic programs.

6.3.5.B. Describe factors that influence government's economic decision making.

6.3.5.C. Explore ways in which tax revenue is collected.

6.5 Income, Profit, and Wealth

6.5.5.D. Explain how positive and negative incentives affect individual choices.

History**8.2 Pennsylvania History**

8.2.5.A. Compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania.

8.2.5.B. Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.

- I can explain how policies are developed to address public problems
- I can describe the cost and benefits of government economic programs.
- I can describe factors that influence the government's economic decision making.
- I can explore ways in which tax revenue is collected.
- I can explain how positive and negative incentives affect individual choices.
- I can examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.
- I can explain why individuals and groups during the same historical period differed in their perspectives.
- I can explain connections among historical contexts and people's perspectives at the time.
- I can describe how people's perspectives shaped the historical sources they created.

8.2.5.C. Differentiate how continuity and change in Pennsylvania history are formed and operate. · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations

8.2.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs. · Ethnicity and race · Working conditions · Immigration · Military conflict · Economic stability

8.3 United States History

8.3.5.A. Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.

8.3.5.B. Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

8.3.5.C. Differentiate how continuity and change in U.S. history are formed and operate. · Belief systems and religions · Commerce and industry · Technology · Politics and government · Physical and human geography · Social organizations

8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. · Ethnicity and race · Working conditions · Immigration · Military conflict · Economic stability

C3 Change, Continuity, and Context

D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.

D2.His.2.3-5. Compare life in specific historical time periods to life today

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

C3 Perspectives

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.

D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.

UNIT 2 | Where am I?

STAGE 1 | DESIRED RESULTS

<p>Civics and Government 5.2 Rights and Responsibilities of Citizenship 5.2.5.B. Identify behaviors that promote cooperation among individuals.</p> <p>5.3 How Government Works 5.3.5.F. Examine different ways conflicts can be resolved. 5.3.5.G. Describe how groups try to influence others. 5.3.5.H. Identify various sources of mass media.</p> <p>5.4 How International Relationships Function 5.4.5.B. Describe the difference between nation and country.</p> <p>C3 Civic and Political Institutions D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families</p> <p>C3 Participation and Deliberation: Applying Civic Virtues and Democratic Principles D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.</p>	Transfer	
	<p><i>Where you live influences your way of life.</i></p>	
	Meaning	
	<p>Understandings:</p> <ul style="list-style-type: none"> Life and the way people live are impacted by where they live. The human characteristics of places and regions make that area unique. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What makes different cultures and regions unique? How do organizations help solve problems?
Acquisition		
<p>Knowledge</p> <ul style="list-style-type: none"> I can identify behaviors that promote cooperation among individuals. I can examine different ways conflicts can be resolved. I can describe how groups try to influence others. I can identify various sources of mass media. I can describe the difference between nation and country. I can describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families 	<p>Skills</p> <ul style="list-style-type: none"> I can use deliberative processes when making decisions or reaching judgments as a group. I can compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society I can illustrate historical and contemporary means of changing society. I can construct maps and other graphic representations of both familiar and unfamiliar places. I can use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. 	

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

C3 Processes, Rules, and Laws

D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society

D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.

D2.Civ.13.3-5. Explain how policies are developed to address public problems

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

Economics

6.4 Economic Interdependence

6.4.5.B. Explain the growth in international trade.

6.4.5.C. Explain how and where multinational corporations operate.

6.4.5.D. Identify various economic and noneconomic organizations that contribute to interaction among individuals and nations.

6.5 Income, Profit, and Wealth

6.5.5.A. Describe how the availability of goods and services is made possible by the work of members of the society.

6.5.5.D. Explain how positive and negative incentives affect individual choices.

C3 The Global Economy

- I can describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families
 - I can identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
 - I can explain how rules and laws change society and how people change rules and laws.
 - I can explain how policies are developed to address public problems
 - I can explain the growth in international trade.
 - I can explain how and where multinational corporations operate.
 - I can identify various economic and noneconomic organizations that contribute to interaction among individuals and nations.
 - I can describe how the availability of goods and services is made possible by the work of members of the society.
 - I can explain how positive and negative incentives affect individual choices.
 - I can explain how trade leads to increasing economic
- I can use maps of different scales to describe the locations of cultural and environmental characteristics.
 - I can compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society
 - I can illustrate historical and contemporary means of changing society.
 - I can construct maps and other graphic representations of both familiar and unfamiliar places.
 - I can use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
 - I can use maps of different scales to describe the locations of cultural and environmental characteristics.
 - I can analyze the effects of catastrophic environmental and technological events on human settlements and migration.
 - I can classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.
 - I can locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)
 - I can compare and contrast common characteristics of the social, political,

D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.
D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.

Geography

7.1 Basic Geographic Literacy

7.1.5.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7.1.5.B. Describe and locate places and regions as defined by physical and human features.

7.2 Physical Characteristics of Places and Regions

7.2.5.A. Describe the characteristics of places and regions.

7.2.5.B. Identify the basic physical processes that affect the physical characteristics of places and regions.

7.3 Human Characteristics of Places and Regions

7.3.5.A. Identify the human characteristics of places and regions using the following criteria: · Population · Culture · Settlement · Economic activities · Political activities

7.4 Interactions Between People and the Environment

interdependence among nations.

- I can explain the effects of increasing economic interdependence on different groups within participating nations.
- I can describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- I can describe and locate places and regions as defined by physical and human features.
- I can describe the characteristics of places and regions.
- I can identify the basic physical processes that affect the physical characteristics of places and regions.
- I can identify the human characteristics of places and regions using the following criteria:
- I can describe and explain the effects of the physical systems on people within regions.
- I can identify the effect of people on the physical systems within a community.
- I can identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

cultural, and economic groups in world history.

- I can illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history.
- I can create and use a chronological sequence of related events to compare developments that happened at the same time.
- I can compare life in specific historical time periods to life today
- I can generate questions about individuals and groups who have shaped significant historical changes and continuities.
- I can infer the intended audience and purpose of a historical source from information within the source itself.
- I can generate questions about multiple historical sources and their relationships to particular historical events and developments
- I can use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

7.4.5.A. Describe and explain the effects of the physical systems on people within regions.

7.4.5.B. Identify the effect of people on the physical systems within a community.

C3 Geographic Representations: Spatial Views of the World

D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.

D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.

C3 Human-Environment Interaction: Place, Regions , and Culture

D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.

C3 Human Population: Spatial Patterns and Movements

D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

History

8.1 Historical Analysis and Skills Development

- I can explain how rules and laws change society and how people change rules and laws.
- I can explain how policies are developed to address public problems
- I can explain the growth in international trade.
- I can explain how and where multinational corporations operate.
- I can identify various economic and noneconomic organizations that contribute to interaction among individuals and nations.
- I can describe how the availability of goods and services is made possible by the work of members of the society.
- I can explain how positive and negative incentives affect individual choices.
- I can explain how trade leads to increasing economic interdependence among nations.
- I can explain the effects of increasing economic interdependence on different groups within participating nations.
- I can describe how common geographic tools are used to organize and interpret information about people, places, and environment.

8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.

8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.

8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.
(Reference RWSL Standard 1.8.5 Research)

8.3 United States History

8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States. · Ethnicity and race · Working conditions · Immigration · Military conflict · Economic stability

8.4 World History

8.4.5.A. Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.

8.4.5.B.

Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history.

C3 Change, Continuity, and Context

D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.

- I can describe and locate places and regions as defined by physical and human features.
- I can describe the characteristics of places and regions.
- I can identify the basic physical processes that affect the physical characteristics of places and regions.
- I can identify the human characteristics of places and regions using criteria
- I can describe and explain the effects of the physical systems on people within regions.
- I can identify the effect of people on the physical systems within a community.
- I can explain how the cultural and environmental characteristics of places change over time.
- I can identify and explain the influences of economic features on continuity and change over time.
- I can examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.
- I can explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.2.3-5. Compare life in specific historical time periods to life today
D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

C3 Perspectives

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.
D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.
D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.

C3 Historical Sources and Evidence

D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.
D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments
D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

- I can explain connections among historical contexts and people's perspectives at the time.
- I can describe how people's perspectives shaped the historical sources they created.

UNIT 3 | Where am I going?

STAGE 1 | DESIRED RESULTS

Economics

6.1 Scarcity and Choice

6.1.5.A Explain how limited resources and unlimited wants cause scarcity.
 6.1.5.B. Explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good.
 6.1.5.C. Explain how people’s choices have different economic consequences.
 6.1.5.D. Demonstrate how availability of resources affects choices.

6.2 Markets and Economic Systems

6.2.5.A. Describe how goods and services are distributed.
 6.2.5.B. Identify how pricing influences sellers and consumers.
 6.2.5.C. Explain how advertising causes people to change their behavior in predictable ways.
 6.2.5.D. Identify factors that cause changes in price.
 6.2.5.E. Describe the impact of businesses opening and closing on Pennsylvania economy.
 6.2.5.F. Compare and contrast types of private economic institutions.
 6.2.5.G. Describe various economic systems. • Traditional • Market • Command

Transfer

Your career can drive your economic decisions.

Meaning

Understandings:

- The cost of living is affected by supply and demand.
- Daily economic decisions are made when purchasing goods and services needed to live.

Essential Questions:

- How does personal finance drive my decision-making?

Acquisition

Knowledge

- I can explain how limited resources and unlimited wants cause scarcity.
- I can explain ways in which people meet their basic needs and wants. Demonstrate the use of human and capital resources in the production of a specific good.
- I can explain how people’s choices have different economic consequences.
- I can demonstrate how availability of resources affects choices.
- I can describe how goods and services are distributed.

Skills

- I can compare and contrast types of private economic institutions.
- I can differentiate the requirements for different careers and occupations.
- I can compare the benefits and costs of individual choices.
- I can locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)

6.3 Functions of Government

6.3.5.A. Describe the cost and benefits of government economic programs.

6.3.5.B. Describe factors that influence government's economic decision making.

6.3.5.C. Explore ways in which tax revenue is collected.

6.4 Economic Interdependence

6.4.5.A. Explain why people specialize in the production of goods and services and divide labor.

6.4.5.B. Explain the growth in international trade.

6.4.5.C. Explain how and where multinational corporations operate.

6.4.5.D. Identify various economic and noneconomic organizations that contribute to interaction among individuals and nations.

6.5 Income, Profit, and Wealth

6.5.5.A. Describe how the availability of goods and services is made possible by the work of members of the society.

6.5.5.B. Differentiate the requirements for different careers and occupations.

6.5.5.D. Explain how positive and negative incentives affect individual choices.

6.5.5.E. Identify tangible and intangible assets.

6.5.5.F. Define entrepreneurship and its role in the local community.

6.5.5.G. Identify the costs and benefits of saving.

- I can identify how pricing influences sellers and consumers.
- I can explain how advertising causes people to change their behavior in predictable ways.
- I can identify factors that cause changes in price.
- I can describe the impact of businesses opening and closing on the Pennsylvania economy.
- I can describe various economic systems. • Traditional • Market • Command
- I can describe the cost and benefits of government economic programs.
- I can describe factors that influence the government's economic decision making.
- I can explore ways in which tax revenue is collected.
- I can explain why people specialize in the production of goods and services and divide labor.
- I can explain the growth in international trade.
- I can explain how and where multinational corporations operate.
- I can identify various economic and noneconomic organizations that contribute

6.5.5.H. Identify the costs and benefits of borrowing.

C3 Economic Decision Making

D2.Eco.1.3-5. Compare the benefits and costs of individual choices.

D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.

C3 The National Economy

D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital.

C3 The Global Economy

D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.

D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.

Geography

7.1 Basic Geographic Literacy

7.1.5.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

7.1.5.B. Describe and locate places and regions as defined by physical and human features.

7.2 Physical Characteristics of Places and Regions

7.2.5.A. Describe the characteristics of places and regions.

to interaction among individuals and nations.

- I can describe how the availability of goods and services is made possible by the work of members of the society
- I can explain how positive and negative incentives affect individual choices.
- I can identify tangible and intangible assets.
- I can define entrepreneurship and its role in the local community.
- I can identify the costs and benefits of saving.
- I can identify the costs and benefits of borrowing.
- I can describe the role of other financial institutions in an economy.
- I can describe ways people can increase productivity by using improved capital goods and improving their human capital.
- I can explain how trade leads to increasing economic interdependence among nations.
- I can explain the effects of increasing economic interdependence on different groups within participating nations.
- I can describe how common geographic tools are used to

7.3 Human Characteristics of Places and Regions

7.3.5.A. Identify the human characteristics of places and regions using the following criteria: · Population · Culture · Settlement · Economic activities · Political activities

History

8.1 Historical Analysis and Skills Development

8.1.5.A. Identify and explain the influences of economic features on continuity and change over time.

8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)

organize and interpret information about people, places, and environment.

- I can describe and locate places and regions as defined by physical and human features.
- I can describe the characteristics of places and regions.
- I can identify the human characteristics of places and regions using the following criteria: · Population · Culture · Settlement · Economic activities · Political activities
- I can identify and explain the influences of economic features on continuity and change over time.