

PreK

I can identify myself as belonging to a family, group and community.

Know	Understand	Do

I can understand the sounds, sights, and smells of places I know and places I do not know and the cultures of people in those places.

Know	Understand	Do
	<u>Spatial Significance</u> What makes a place important <u>Patterns and Trends</u> A place has physical and environmental characteristics. <u>Interrelationships</u> Humans are connected to their environments.	

I can describe the jobs people do to support themselves and society.

Know	Understand	Do
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**5 ECONOMIC REASONING
PROPOSITIONS (E.R.P.S)**

**ECONOMIC REASONING
PROPOSITION #1:**

People choose, and individual choices are the source of social outcomes. Scarcity necessitates choices: not all of our desires can be satisfied. People make these choices based on their perceptions of the expected costs and benefits of the alternatives.

**ECONOMIC REASONING
PROPOSITION #2:**

Choices impose costs; people receive benefits and incur costs when they make decisions. The cost of a choice is the value of the next-best alternative foregone, measurable in time or money or some alternative activity given up.

**ECONOMIC REASONING
PROPOSITION #3:**

People respond to incentives in predictable ways. Choices are influenced by incentives, the rewards

that encourage and the punishments that discourage actions. When incentives change, behavior changes in predictable ways.

**ECONOMIC REASONING
PROPOSITION #4:**

Institutions are the “rules of the game” that influence choices.

Laws, customs, moral principles, superstitions, and cultural values influence people’s choices. These basic institutions controlling behavior set out and establish the incentive structure and the basic design of the economic system.

**ECONOMIC REASONING
PROPOSITION #5:**

Understanding based on knowledge and evidence imparts value to opinions.

Opinions matter and are of equal value at the ballot box. But on matters of rational deliberation, the value of an opinion is determined by the knowledge and evidence on which it is based. Statements of opinion should initiate

	the quest for economic understanding, not end it.	
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I can talk about time and connect the past with the present.		
Know	Understand	Do

Kindergarten

I can write questions that help me gather information so that I can identify and demonstrate ways that I can be a good citizen in my classroom, my school or my greater community.		
Know	Understand	Do

I can use different kinds of sources to help me explain how the changes of the seasons affect our lives.		
Know	Understand	Do
	<u>Spatial Significance</u> importance of a place or region. It	

connections that exist between the geographical location and physical characteristics of a location,

analyzing the unique relationships that exist in and between the natural and human environments in a particular place.

Patterns and Trends

recognizing characteristics that are similar and that repeat themselves in a natural or human environment (patterns)

characteristics or traits that exhibit a consistent tendency in a particular setting over a period of time (trends). The characteristics may be spatial, social, economic, physical, or environmental.

Interrelationships

connections within and between natural and human environments.

interconnected parts of an environment or environments work together to form a system.

	relationships that exist within a system and then critically analyzing the relationships between systems in order to determine the impact they have on one another is a key component of this concept. <u>Geographic Perspective</u> considers the environmental, economic, political, and/or social implications of the issues, events, developments, and/or phenomena . In order to solve problems, make decisions or judgments, or formulate plans of action effectively, you need to develop your ability to examine issues from multiple perspectives.	
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I can describe how goods and services are produced by my local community by collecting evidence from sources.		
Know	Understand	Do
	People choose, and individual choices are the source of social outcomes. Scarcity necessitates	

choices: not all of our desires can be satisfied. People make these choices based on their perceptions of the expected costs and benefits of the alternatives.

**ECONOMIC REASONING
PROPOSITION #2:**

Choices impose costs; people receive benefits and incur costs when they make decisions. The cost of a choice is the value of the next-best alternative foregone, measurable in time or money or some alternative activity given up.

**ECONOMIC REASONING
PROPOSITION #3:**

People respond to incentives in predictable ways. Choices are influenced by incentives, the rewards that encourage and the punishments that discourage actions. When incentives change, behavior changes in predictable ways.

**ECONOMIC REASONING
PROPOSITION #4:**

	Institutions are the “rules of the game” that influence choices. Laws, customs, moral principles, superstitions, and cultural values influence people’s choices. These basic institutions controlling behavior set out and establish the incentive structure and the basic design of the economic system. ECONOMIC REASONING PROPOSITION #5: Understanding based on knowledge and evidence imparts value to opinions. Opinions matter and are of equal value at the ballot box. But on matters of rational deliberation, the value of an opinion is determined by the knowledge and evidence on which it is based. Statements of opinion should initiate the quest for economic understanding, not end it.	
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I can ask questions and use facts to help me tell or show some ways that life is different and/or the same now than it was before I was born.

Know	Understand	Do

First Grade

I can write a question that helps me gather relevant facts and information about how all people play important roles in a community, so that I can express an opinion that addresses the driving questions and use specific evidence from a source to explain my thinking.

Know	Understand	Do

I can write a question that helps me gather relevant facts and information about the cultural and environmental characteristics of specific places so that I can write informative texts.

Know	Understand	Do

I can identify facts and concepts and gather relevant information arguing the benefits and costs of making various personal decisions in order to present a summary using print, oral, or digital technologies.

Know	Understand	Do

I can write a question that helps me evaluate relevant facts and information about comparing life in the past to life today so that I can *write an opinion piece*.

Know	Understand	Do

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Second Grade

I can write questions that help me identify facts, gather information and work with my community in order to make a decision about how our community will work together to accomplish a common task.

Know	Understand	Do

I can create a summary by choosing or gathering information from relevant sources that will help me explain how weather, climate or other environmental characteristics affect people's lives.

Know	Understand	Do

I can construct an opinion using sources and factual reasons about the goods and services needed to make something.

Know	Understand	Do

I can write questions and gather facts that help me construct an explanation comparing life in the past to life today.

Know	Understand	Do

Third Grade

I can select sources and use evidence that supports an explanation of *strategies I could use in my community to make rules and protect freedoms.*

Know	Understand	Do

I can write questions that help me gather relevant information so that I can explain to others how cultural or environmental characteristics affect the distribution and movement of people, goods, and ideas.

Know	Understand	Do

I can use evidence from the sources to develop an explanation about the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

Know	Understand	Do

I can write a question that helps me find evidence so that I can compare and explain related events that lead to developments that happened at the same time.

Know	Understand	Do

Fourth Grade

I can select sources and use evidence that supports *strategies I could use in my community to make rules and protect freedoms.*

Know	Understand	Do

I can construct compelling questions and gather information from multiple sources to present a summary of arguments and explanations on how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Know	Understand	Do

I can select sources and use evidence to develop claims to construct explanations to identify examples of the various resources that are used to produce goods and services.

Know	Understand	Do

I can write a question that helps me find evidence so that I can compare and explain related events that lead to developments that happened at the same time.

Know	Understand	Do

Fifth Grade

I can select sources and use evidence that supports *strategies I could use in my community, to make rules and protect freedoms.*

Know	Understand	Do

I can construct questions and gather relevant information from multiple sources to explain and present arguments about how human settlements and movements relate to the locations and use of various natural resources.

Know	Understand	Do

I can select sources and use evidence to develop an opinion supported with reasons describing the benefits or costs of exploration and economic development.

Know	Understand	Do

I can write a question that helps me find evidence so that I can compare and explain related events that lead to developments that happened at the same time.

Know	Understand	Do

Sixth Grade

I can decide on and use relevant information from multiple sources and points of view that helps me *distinguish the powers and responsibilities of citizens, groups or organizations and present that comparison to the public.*

Know	Understand	Do
Responsibility - The duty to meet commitments and respect rules. Turning in homework, meeting the deadlines, doing chores Justice - Upholding what is fair and just and right. Sometimes this is defined by law and other times by what is moral.	Human dignity: The concept that all people have inherent value, fundamental rights, and deserve access to resources. Social justice: The concept that every individual should have the rights and opportunities to benefit equitably from available resources and contribute equally to societal structures. Civic identity: A sense of self that values active participation in societies—local, national, and global—with commitment and responsibility to work with others towards public purposes. Driving Questions What responsibilities does a citizen of each kind of community have? Do all members of each community have the same responsibilities, or ought there be significant differences, for example, between elders and children, or between leaders and other members?	

I can use sources with multiple points of views to construct explanations about how cultural patterns and economic decisions affect the daily lives of people.		
Know	Understand	Do

Spatial Significance

analyzing the unique relationships that exist in and between the natural and human environments in a particular place.

Patterns and Trends

characteristics or traits that exhibit a consistent tendency in a particular setting over a period of time (trends). The characteristics may be spatial, social, economic, physical, or environmental.

Interrelationships

relationships that exist within a system and then critically analyzing the relationships between systems in order to determine the impact they have on one another is a key component of this concept.

Geographic Perspective

considers the environmental, economic, political, and/or social implications of the issues, events,

	developments, and/or phenomena	
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I can ask questions to investigate the reasons or rationale of those who make economic decisions; how those decisions impact the well-being of individuals, businesses, and society, and take action to address related problems.

Know	Understand	Do
	People choose, and individual choices are the source of social outcomes. Scarcity necessitates choices: not all of our desires can be satisfied. People make these choices based on their perceptions of the expected costs and benefits of the alternatives. Choices impose costs; people receive benefits and incur costs when they make decisions. The cost of a choice is the value of the next-best alternative foregone, measurable in time or money or some alternative activity given up. People respond to incentives in predictable ways. Choices are influenced by incentives, the rewards	

	that encourage and the punishments that discourage actions. When incentives change, behavior changes in predictable ways. Institutions are the “rules of the game” that influence choices. Laws, customs, moral principles, superstitions, and cultural values influence people’s choices. These basic institutions controlling behavior set out and establish the incentive structure and the basic design of the economic system.	
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I can write a compelling question(s) that helps me gather relevant information from multiple, reputable sources so that I can develop a claim and argue how and why people’s perspectives have changed over time.		
Know	Understand	Do
	Continuity & Change	

	(1) Change is continuous and always present; (2) change affects people in different ways; and (3) change can be recorded and become a record of the past" Driving Questions What came before and what came after? How did this change affect this place or these people? Why do somethings change faster than others? Empathy & Moral Judgement Historians ask questions, discuss, and speculate about the reasons for people's behavior, attitudes, and values in other times and other places. Driving Questions How did people in the past see the world differently from us? What were the arguments people had in the past about important issues of the day?	
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