



## **Social Studies Scope & Sequence: Grade 5 ≈**

### ***Economics Standards***

**Economics Anchor Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].**

Individuals, as well as families, communities, and societies as a whole, must make choices in their activities and consumption of goods and services because the resources available to satisfy wants are limited. The availability of these resources in a market economy is dependent on changes in technology, costs, demand, and government intervention. Making effective personal economic choices requires a comparison of the cost of a given resource with the benefits gained by its acquisition.

**1a→ Students will understand that prices in a market economy are determined by the interaction of supply and demand.**

**1b→ Students will understand that consumers and producers in a market economy make economic choices based on supply and demand.**

**Economics Anchor Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].**

Market economies are dependent on the creation and use of money to facilitate exchange. Such economies are therefore tied to the role of banks and financial institutions, the causes and effects of inflation, unemployment, and business cycles. Government actions such as taxation, spending, regulation, and fiscal policy also influence the operation of market economies. Understanding the interaction of these factors is essential to comprehending the function of market economies as a whole.

**2a→ Students will understand the role of banks and other financial institutions in the economy.**



**Economics Anchor Standard Three: Students will understand different types of economic systems and how they change [Economic systems].**

Methods of production, distribution, and exchange vary in different economic systems; alternative economic systems will have advantages and disadvantages when compared to each other. Economic systems may change over time, and in the modern world it is important to understand the process of change, especially when non-market economies are in transition to market economies. Such transitions present both opportunities and challenges for American citizens.

3a→ Students will identify different means of production, distribution, and exchange used within economic systems in different times and places.

**Economics Anchor Standard Four: Students will examine the patterns and results of international trade [International trade].**

Nations with different economic systems often specialize and become interdependent as a result of international trade. This trade is affected by national efforts to encourage or discourage the exchange of commodities, exchange rates, and the flow of international investment. As markets extend beyond political borders, it is essential for American citizens to develop an understanding of international trade in order to make effective choices in allocating their own resources.

4a→ Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.



## ***Geography Standards***

**Geography Anchor Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].**

A mental map is a person's internalized picture of a part of the Earth's surface. It helps make sense of the world by storing and recalling information about the patterns of the Earth's human and natural features. A well-developed mental map is a great asset in understanding local, national, and world events. Students need to develop mental maps which reflect the relative location and knowledge of major landforms and climatic zones, human settlements, political divisions, and economic activities at local, state, national, and world scales. Students also need to develop the ability to create, use, and interpret maps and other geo-graphics crucial to analyzing and solving geographic problems.

1a→ Students will demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements.

**Geography Anchor Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].**

The relationship between human needs and the natural environment is fundamental to life. Humans modify the environment in culturally distinctive ways as they respond to the resource opportunities and risks present in the physical world. To understand this relationship, students must know of the major processes which shape the world into distinctive physical environments, and gain awareness of the opportunities and limitations to human action presented by those environments.

2a→ Students will apply a knowledge of topography, climate, soils, and vegetation of Delaware and the United States to understand how human society alters, and is affected by, the physical environment.



**Geography Anchor Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].**

Cultural differences produce patterns of diversity in language, religion, economic activity, social custom, and political organization across the Earth's surface. Places reflect the culture of the inhabitants as well as the ways that culture has changed over time. Places also reflect the connections and flow of information, goods, and ideas with other places. Students who will live in an increasingly interconnected world need an understanding of the processes which produce distinctive places and how those places change over time.

3a→ Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.

**Geography Anchor Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].**

Regions are areas containing places with common characteristics. They are a major way we simplify a geographically-complex world. Regions can be used for analysis and synthesis. They have practical applications as in political administration or organizing economic behavior. Understanding regions and their use will allow students to better analyze and predict patterns and connections between and among people, places, and environments.

4a→ Students will apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural, and other types of regions.

Resource = from DE Recommended Curriculum    Resource = from TCI

<b>Geography→ Maps Standard 1a</b>	<b>Geography→ Environment Standard 2a</b>	<b>Geography→ People &amp; Places Standard 3a</b>	<b>Geography→ Regions Standard 4a</b>
<ol style="list-style-type: none"> <li>1. <b>Regions of Our Country:</b> The Four Core Social Sciences</li> <li>2. <b>Regions of Our Country:</b> Exploring Regions of the United States</li> <li>3. Mental Maps (Grade 4 DRC Schoology Group)</li> </ol>	<ol style="list-style-type: none"> <li>1. Ecosystems (Grade 5 DRC Schoology Group)</li> </ol>	<ol style="list-style-type: none"> <li>1. Thinking Geographically (Grade 5 DRC Schoology Group)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Regions of Our Country:</b> The Northeast</li> <li>2. <b>Regions of Our Country</b> Inquiry: Studying Your State Geography of your state</li> </ol>
<b>Economics→ Microeconomics Standard 1a &amp; 1b</b>	<b>Economics→ Macroeconomics Standard 2a</b>	<b>Economics→ Systems Standard 3a</b>	<b>Economics→ International Trade Standard 4a</b>
<ol style="list-style-type: none"> <li>1. How Many Should We Sell?</li> <li>2. How Many Will You Buy?</li> <li>3. Market Balance</li> <li>4. Souvenir Supply</li> <li>5. History of Cotton: An Economic Study of Supply &amp; Demand</li> </ol>	<ol style="list-style-type: none"> <li>1. Reason for Banks</li> </ol>	<p>Grade 4</p> <ol style="list-style-type: none"> <li>1. Advantages and disadvantages of different methods of production</li> <li>2. Raising productivity with technology</li> <li>3. Advantages and disadvantages of different methods of distribution</li> <li>4. Three types of economic systems</li> </ol>	<ol style="list-style-type: none"> <li>1. Thinking Economically</li> <li>2. Trading Connections</li> <li>3. Economics &amp; Population Demographics</li> </ol>

