

Social Studies Standard Articulated by Grade Level Fourth Grade

Fourth Grade History Strands emphasize the history of Arizona and the Southwest from its earliest civilizations to modern times. Early civilizations in Central and South America and their encounters with Europeans, as well as events in the Middle Ages which spurred exploration of the New World, are also studied to provide the historical foundation for the exploration and settlement of the Southwest.

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>Concept 1: Research Skills for History PO 1. Use the following to interpret historical data: a. timelines – B.C.E. and B.C.; C.E. and A.D. b. graphs, tables, charts, and maps PO 2. Describe the difference between primary and secondary sources. PO 3. Locate information using both primary and secondary sources. PO 4. Describe how archaeological research adds to our understanding of the past.</p> <hr/> <p>Concept 2: Early Civilizations</p>	<p>Concept 1: Research Skills for History PO 1. Use the following to interpret historical data: a. timelines – B.C.E. and B.C.; C.E. and A.D. b. graphs, tables, charts, and maps PO 2. Describe the difference between primary and secondary sources. PO 3. Locate information using both primary and secondary sources. PO 4. Describe how archaeological research adds to our understanding of the past.</p> <hr/> <p>Concept 2: Early Civilizations</p>	<p>Concept 1: Foundations of Government PO 1. Describe state and national symbols and monuments that represent American democracy and values: a. Great Seal of the United States b. Arizona symbols (e.g., seal, flag) c. war memorials (e.g., Pearl Harbor- Arizona Memorial, WW II, Korean, and Vietnam Memorials) PO 2. Identify the rights and freedoms supported by the following documents: a. Preamble of the U.S.</p>	<p>Concept 1: The World in Spatial Terms PO 1. Use different types of maps to solve problems (i.e., road maps –distance, resource maps-products, historical maps- boundaries, thematic map- climates). PO 2. <i>Interpret political and physical maps using the following map elements:</i> a. <i>title</i> b. <i>compass rose (cardinal and intermediate directions)</i> c. <i>symbols</i> d. <i>legend</i> e. <i>scale</i> f. road map index g. grid (latitude and longitude)</p>	<p>Concept 1: Foundations of Economics PO 1. Explain the decision for a personal spending choice. PO 2. Identify that specialization improves standards of living (e.g., medical care, home building, agriculture). PO 3. Give examples of how voluntary exchanges of goods and services can be mutually beneficial (e.g., ice cream vendor receives money, child receives ice cream; doctor receives monetary benefit, patient receives care).</p>

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>(Note: Prehistoric tribes in Arizona were introduced in Grade 1.)</p> <p>PO 1. Describe the legacy and cultures of prehistoric people in the Americas:</p> <ol style="list-style-type: none"> characteristics of hunter-gatherer societies development of agriculture <p>PO 2. Describe the cultures and contributions of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam (e.g., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment).</p> <p>PO 3. Identify other groups (e.g., Patayan, Sinagua, Salado) residing in the Southwest during this period.</p> <p>PO 4. Identify the early civilizations (e.g., Maya, Aztec, Inca/Inka) that developed into empires in Central and South America.</p> <p>PO 5. Recognize the achievements and features (e.g., mathematics, astronomy,</p>	<p>No performance objectives at this grade.</p> <hr/> <p>Concept 3: World in Transition (Note: The Middle Ages are introduced to establish reasons for Spanish and Portuguese exploration. As soldiers returned from the Crusades, European countries began to trade with the Indies. Spain and Portugal sought trade routes they could control, leading to their exploration of the New World.)</p> <p>PO 1. Discuss life in Europe as it existed at the time of the Aztec and Incan/Inka empires in the Americas:</p> <ol style="list-style-type: none"> life in castles knights traveling to new places during the Crusades desire for new routes to the Indies 	<p>Constitution</p> <ol style="list-style-type: none"> Bill of Rights Statement of Natural Rights as found in the Declaration of Independence (We hold these truths to be self evident.....) <p>(Note: Aligns to State Statute)</p> <p>PO 3. Describe Arizona's transition from territory to statehood:</p> <ol style="list-style-type: none"> locations of capital founding people Arizona's constitution <p>PO 4. Describe the varied backgrounds of people living in Arizona:</p> <ol style="list-style-type: none"> shared principles, goals, customs and traditions diversity in one's school and community benefits and challenges of a diverse population. <hr/> <p>Concept 2: Structure</p>	<p>PO 3. Construct maps using symbols to represent human and physical features.</p> <p>PO 4. Construct charts and graphs to display geographic information.</p> <p>PO 5. Describe characteristics of human and physical features:</p> <ol style="list-style-type: none"> <i>physical</i> – (i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, dunes) <i>human</i> – (i.e., equator, four hemispheres, city, state, country, harbor, dams, territory, county) <p>PO 6. Locate physical and human features using maps, illustrations, images, or globes:</p> <ol style="list-style-type: none"> <i>physical</i> (i.e., river, lake, mountain range, coast, sea, desert, gulf, bay, strait) <i>human</i> (i.e., equator 	<p>Concept 2: Microeconomics</p> <p>PO 1. Explain how price incentives affect peoples' behavior and choices, such as colonial decisions about what crops to grow and which products to produce.</p> <p>PO 2. Describe why (e.g., schools, fire, police, libraries) state and local governments collect taxes.</p> <p>PO 3. Describe how education, skills, and career choices affect income.</p> <p>PO 4. Discuss how profit is an incentive to entrepreneurs.</p> <p>PO 5. Describe risks that are taken by entrepreneurs.</p> <p>PO 6. Identify the role of financial institutions in providing services (e.g., savings accounts, loans).</p>

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<p>architecture) of the Mayan, Aztec, and Incan/Inkan civilizations.</p> <hr/> <p>Concept 3: Exploration and Colonization (Note: Exploration was introduced in Grades K, 1, and 3.) PO 1. Describe the reasons for early Spanish exploration of Mexico and the Southwestern region of the United States by: a. Cabeza de Vaca b. Estevan c. Fray Marcos de Niza d. Francisco Vásques de Coronado PO 2. Describe the impact of Spanish colonization on the Southwest: a. establishment of missions and presidios b. lifestyle changes of native people c. contributions of Father Kino PO 3. Describe the location</p>	<p>Concept 4: Renaissance and Reformation No performance objectives at this grade.</p> <hr/> <p>Concept 5: Encounters and Exchange (Note: European Exploration was introduced in Grade 3.) PO 1. Describe the reasons (e.g., trade routes, gold) for Spanish and Portuguese explorations of the Americas. PO 2. Describe the impact of European explorers' encounters with the Aztec and Inca/Inka. Connect with: Strand 1 Concept 3</p> <hr/> <p>Concept 6: Age of Revolution No performance objectives at this grade.</p>	<p>of Government (Note: The three branches of government were introduced in Grade 3.) PO 1. Describe the three branches of state and national government: a. Executive b. Legislative c. Judicial PO 2. Describe different levels of government (e.g., local, tribal, state, national).</p> <hr/> <p>Concept 3: Functions of Government PO 1. Describe the responsibilities of state government (e.g., making laws, enforcing laws, collecting taxes). Connect with: Strand 5 Concept 2 PO 2. Describe the responsibilities (e.g., determining land use, enforcing laws, overlapping</p>	<p>four hemispheres, <i>city, state, country, roads, railroads</i>) PO 7. Locate physical and human features in Arizona using maps, illustrations, or images: a. physical (e.g., Grand Canyon, Mogollon Rim, Colorado River, Gila River, Salt River) b. human (e.g., Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam)</p> <hr/> <p>Concept 2: Places and Regions PO 1. Describe how the Southwest has distinct physical and cultural characteristics. PO 2. Describe ways in which Arizona has changed over time from statehood to today. PO 3. Locate the landform regions of Arizona (plateau, mountain, desert) on a map.</p>	<p>Concept 3: Macroeconomics No performance objectives at this grade.</p> <hr/> <p>Concept 4: Global Economics No performance objectives at this grade.</p> <hr/> <p>Concept 5: Personal Finance PO 1. Describe how interest is an incentive to saving money.</p>

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<p>and cultural characteristics of Native American tribes (e.g., O’odham, Apache, Hopi) during the Spanish period.</p> <hr/> <p>Concept 4: Revolution and New Nation No performance objectives at this grade.</p> <hr/> <p>Concept 5: Westward Expansion (Note: Westward expansion was introduced in Grade 2.) PO 1. Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution. PO 2. Describe the influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest. PO 3. Describe events that led to Arizona becoming a possession of the United</p>	<p>Concept 7: Age of Imperialism No performance objectives at this grade.</p> <hr/> <p>Concept 8: World at War No performance objectives at this grade.</p> <hr/> <p>Concept 9: Contemporary World <i>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i></p>	<p>responsibilities with state government) of the local government. PO 3. Describe the possible consequences of violating laws.</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 1. Discuss ways an individual can contribute to a school or community. PO 2. <i>Identify traits of character (e.g., responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance) that are important to the preservation and improvement of democracy.</i> PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, campaigning, civil and community service,</p>	<p>PO 4. Compare the landform regions of Arizona according to their physical features, plants, and animals. PO 5. Describe how regions and places (e.g., Grand Canyon, Colorado River, Casa Grande Ruin, Canyon de Chelly, Yucatan Peninsula) have distinct characteristics. (Connect to content studied.)</p> <hr/> <p>Concept 3: Physical Systems (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.) Connect with: Science Strand 3 Concept 1 Describe how natural events and human activities impact environments. Science Strand 4 Concept 3</p>	

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<p>States:</p> <ul style="list-style-type: none"> a. Mexican – American War b. Mexican Cession (Treaty of Guadalupe-Hidalgo) c. Gadsden Purchase <p>PO 4. Describe the impact of Native Americans, Hispanics, and newcomers from the United States and the world on the culture of Arizona (e.g., art, language, architecture, mining, ranching).</p> <p>PO 5. Describe the conflict of cultures that occurred between newcomers and Arizona Native Americans:</p> <ul style="list-style-type: none"> a. Indian Wars b. Navajo Long Walk c. formation of reservations <hr/> <p>Concept 6: Civil War and Reconstruction (Note: The Civil War was introduced in Grade 3.)</p> <p>PO 1. Describe events in Arizona during the Civil War:</p> <ul style="list-style-type: none"> a. Battle of Picacho Peak b. Battle of Apache Pass 		<p>volunteering, jury duty).</p> <hr/> <p>Concept 5: Government Systems of the World</p> <p>No performance objectives at this grade.</p>	<p>Describe uses, types, and conservation of natural resources.</p> <p>Science Strand 6 Concept 2 Understand processes acting on the earth (erosion, floods, earthquakes, volcanoes, forest fires) and evidence of their occurrence.</p> <p>Science Strand 6 Concept 3 Understand characteristics of weather conditions and climate.</p> <hr/> <p>Concept 4: Human Systems</p> <p>PO 1. Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities.</p> <p>PO 2. Describe how Mexico and Arizona are connected by the movement of people, goods, and ideas.</p> <p>PO 3. Describe how the</p>	

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<p>c. Arizona becomes a territory</p> <hr/> <p>Concept 7: Emergence of the Modern United States PO 1. Describe the economic development of Arizona: a. mining b. ranching c. farming and dams PO 2. Describe the advent of innovations in transportation (e.g., steamboats, freighting, stagecoaches, railroads) that helped Arizona’s growth and economy. PO 3. Identify key individuals and groups (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Manuelito, Cochise) related to Arizona territorial days and early statehood. PO 4. Recognize that Arizona changed from a territory to a state on February 14, 1912.</p>			<p>building of transportation routes (e.g., trails, stage routes, railroad) resulted in human settlement and economic development in Arizona. PO 4. Describe the cultural characteristics (e.g., food, clothing, housing, sports, customs, beliefs) of Arizona’s diverse population. PO 5. Describe the major economic activities and land use patterns (e.g., agricultural, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied. PO 6. Describe elements of culture in areas studied (e.g., Mexico, Central and South America).</p> <hr/> <p>Concept 5: Environment and Society PO 1. Describe human dependence on the physical</p>	

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<p>PO 5. Recognize the formation of Native American communities and reservations in Arizona (e.g., Gila River Reservation, Yaquis, Colorado River Indian Tribes).</p> <hr/> <p>Concept 8: Great Depression and World War II</p> <p>PO 1. Describe changes in the lives of U.S. and Arizona residents during the Great Depression:</p> <ol style="list-style-type: none"> a. poverty b. unemployment c. loss of homes or businesses d. migration. <p>PO 2. Describe the reasons (e.g., German and Japanese aggression) for the U.S. becoming involved in World War II.</p> <p>PO 3. Describe the impact of World War II on Arizona (e.g., economic boost, military bases, Native American and</p>			<p>environment and natural resources to satisfy basic needs.</p> <p>PO 2. Describe the impact of extreme natural events (e.g., fires, volcanoes, floods, droughts) on human and physical environments.</p> <p>PO 3. Describe the impact of human modifications (e.g., dams, mining, air conditioning, irrigation, agricultural) on the physical environment and ecosystems.</p> <hr/> <p>Concept 6: Geographic Applications</p> <p>PO 1. Describe the impact of geographic features (e.g., rivers, mountains, resources, deserts, climate) on migration and the location of human activities (e.g., exploration, mining, transportation routes, settlement patterns).</p> <p>PO 2. <i>Discuss geographic knowledge and skills related to current events.</i></p>	

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<p>Hispanic contributions, POW camps, relocation of Japanese Americans).</p> <p>PO 4. Describe how lives were affected during World War II (e.g., limited goods, women worked in factories, increased patriotism).</p> <hr/> <p>Concept 9: Postwar United States</p> <p>PO 1. Describe changes (e.g., population growth, economic growth, cultural diversity, civil rights) that took place in Arizona during the postwar era.</p> <hr/> <p>Concept 10: Contemporary United States</p> <p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>			<p>PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).</p>	

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<p>PO 2. Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 3. Describe the influence of key individuals (e.g., Sandra Day O'Connor, Carl Hayden, Ernest W. McFarland, Barry Goldwater, César Chavez, John McCain) in Arizona.</p> <p>PO 4. Discuss the contributions of diverse populations to Arizona.</p>				

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Concept Descriptors

Strand 1: American History

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Concept 2: Early Civilizations Pre 1500

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

Concept 3: Exploration and Colonization 1500s – 1700s

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

Concept 4: Revolution and New Nation 1700s – 1820

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.

Concept 5: Westward Expansion 1800 – 1860

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

Concept 6: Civil War and Reconstruction 1850 – 1877

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

Concept 7: Emergence of the Modern United States 1875 – 1929

Economic, social, and cultural changes transformed the U.S. into a world power.

Concept 8: Great Depression and World War II 1929 – 1945

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

Concept 9: Postwar United States 1945 – 1970s

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

Concept 10: Contemporary United States 1970s – Present

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Current events and issues continue to shape our nation and our involvement in the global community.

Strand 2: World History

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Concept 2: Early Civilizations

The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

Concept 3: World in Transition

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

Concept 4: Renaissance and Reformation

The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

Concept 5: Encounters and Exchange

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.

Concept 6: Age of Revolution

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

Concept 7: Age of Imperialism

Industrialized nations exerted political, economic, and social control over less developed areas of the world.

Concept 8: World at War

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

Concept 9: Contemporary World

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The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.

Strand 3: Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government

The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

Concept 2: Structure of Government

The United States structure of government is characterized by the separation and balance of powers.

Concept 3: Functions of Government

Laws and policies are developed to govern, protect, and promote the well-being of the people.

Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

Concept 5: Government Systems of the World

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

Strand 4: Geography

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

Concept 1: The World in Spatial Terms

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The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

Concept 2: Places and Regions

Places and regions have distinct physical and cultural characteristics.

Concept 3: Physical Systems

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

Concept 4: Human Systems

Human cultures, their nature, and distribution affect societies and the Earth.

Concept 5: Environment and Society

Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

Concept 6: Geographic Applications

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

Strand 5: Economics

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

Concept 1: Foundations of Economics

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

Concept 2: Microeconomics

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

italicized performance objectives - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

Social Studies Standard Articulated by Grade Level Fourth Grade

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

Concept 3: Macroeconomics

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

Concept 4: Global Economics

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

Concept 5: Personal Finance

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

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