Fifth Grade Standards

SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.
   a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to ration goods during WWII).
   b. Explain how price incentives affect people’s behavior and choices (such as decisions to participate in cattle trails because of increased beef prices).
   c. Describe how specialization improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20th century).
   d. Explain how voluntary exchange helps both buyers and sellers (such as how specialization leads to the need to exchange to get wants and needs).
   e. Describe how trade promotes economic activity (such as how the Panama Canal increases trade between countries).
   f. Give examples of technological advancements and their impact on business productivity during the continuing development of the United States (such as the development of the personal computer and the internet).

SS5E2 The student will describe the functions of four major sectors in the U.S. economy.
   a. Describe the household function in providing resources and consuming goods and services.
   b. Describe the private business function in producing goods and services.
   c. Describe the bank function in providing checking accounts, savings accounts, and loans.
   d. Describe the government function in taxation and providing certain goods and services.

SS5E3 The student will describe how consumers and businesses interact in the U.S. economy.
   a. Describe how competition, markets, and prices influence people’s behavior.
   b. Describe how people earn income by selling their labor to businesses.
   c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.
Economics’ Elementary Standards

**Fourth Grade Standards**

SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to North and South America).

b. Explain how price incentives affect people’s behavior and choices (such as colonial decisions about what crops to grow and products to produce).

c. Describe how specialization improves standards of living (such as the differences in the economies in the New England, Mid-Atlantic, and Southern colonies).

d. Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America).

e. Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies).

f. Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph).

SS4E2 The student will identify the elements of a personal budget and explain how personal spending and saving decisions are important.

**Third Grade Standards**

SS3E1 The student will describe the four types of productive resources:

a. Natural (land)

b. Human (labor)

c. Capital (capital goods)

d. Entrepreneurship (used to create goods and services)

SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.

SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

a. Describe the interdependence of consumers and producers of goods and services.

b. Describe how goods and services are allocated by price in the marketplace.

c. Explain that some things are made locally, some elsewhere in the country, and some in other countries.

d. Explain that most countries create their own currency for use as money.

SS3E4 The student will describe the costs and benefits of personal spending and saving choices.
Economics’ Elementary Standards

Second Grade Standards

SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.

SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come; first-served; personal characteristics; and others).

SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.

SS2E4 The student will describe the costs and benefits of personal spending and saving choices.

First Grade Standards

SS1E1 The student will identify goods that people make and services that people provide for each other.

SS1E2 The student will explain that people have to make choices about goods and services because of scarcity.

SS1E3 The student will describe how people are both producers and consumers.

SS1E4 The student will describe the costs and benefits of personal spending and saving choices.

Kindergarten Standards

SSKE1 The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher).

SSKE2 The student will explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries.

SSKE3 The student will explain how money is used to purchase goods and services.
   a. Distinguish goods from services.
   b. Identify various forms of U.S. money (coins, currency).

SSKE4 The student will explain that people must make choices because they cannot have everything they want.