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Grade 4 Social Studies Curriculum Map

September 2020

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>CEQ:</p> <ul style="list-style-type: none"> • WHAT IS A REGION? • HOW IS THE UNITED STATES ORGANIZED INTO REGIONS? • WHAT ARE THE UNIQUE CHARACTERISTICS THAT MAKE UP EACH REGION? • HOW DID THE UNITED STATES DEVELOP FROM NORTHEAST TO THE WEST? • WHAT COUNTRIES AND/OR BODIES OF WATER BORDER EACH REGION OF THE UNITED STATES? • HOW ARE DECISIONS AND CHOICES AFFECTED BY OPPORTUNITY COST AND SCARCITY? 	<p>Unit 1: Intro. of US Regions</p> <p>1. Identify and name the five major regions of the United States: NE, SE, MW, SW, and W Regions</p> <p>2. Identify and name the land and water borders of the United States: CANADA, MEXICO, Pacific Ocean, Atlantic Ocean, Gulf of Mexico</p>	<p>Unit 1: Intro. of US Regions</p> <p>LT1. I can name the continent the United States is located on.</p> <p>LT2. I can identify the locations of the 5 regions of the United States.</p> <p>LT3. I can label the two oceans, one gulf, and two countries bordering the United States.</p>	<p>Unit 1: Intro. of US Regions 4.3.2.4.2</p> <p><u>Benchmark</u>: Name and locate countries neighboring the United States and their major cities.</p>	<p>Unit 1: Intro. of US Regions</p> <p>CFA=US Regions and Borders</p> <p>CSA=The U.S. And Its Borders Test</p>	<p>Unit 1: Intro. of US Regions</p> <p>Textbook: Scott Foresman: <i>Regions</i>, 2011</p> <p>SF - Unit 1 Chapters 1, 2, & 3</p> <p>See shared Google documents for slides, video clips, and/or activities for this unit.</p> <p>SF - US Region Map</p> <p>Key Vocabulary: Region Landform Boundary</p> <p>Optional Constitution Day Activities</p>

<ul style="list-style-type: none">● WHY MAY IT BE IMPORTANT TO SAVE MONEY?● HOW DOES A MARKET ECONOMY ANSWER WHAT GETS PRODUCED, HOW IT IS PRODUCED, AND WHO RECEIVES IT? <p>UEQ:</p> <ul style="list-style-type: none">● <i>What are the five major regions of the United States?</i>● <i>What are the countries and bodies of water that border the United States?</i> <p>Unit 1: Intro. of US Regions 1. Five U.S. Regions 2. Land and Water U.S. Borders</p>					
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October/November 2020

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> • <i>What states make up the Northeast Region?</i> • <i>What are the main landforms of the Northeast Region?</i> • <i>Why did cities grow near harbors?</i> • <i>What are the three levels of government and the purpose of each level?</i> • <i>Who is responsible for running each level of government?</i> <p>Unit 2: Northeast Region</p> <ol style="list-style-type: none"> 1. ME, VT, NH, MA, CT, RI, NY, PA, MD, DE, NJ 2. Appalachian Mountains Range, Niagara Falls, Atlantic Ocean, Chesapeake Bay, Lake Erie, and Lake Ontario 3. Sea trade with Europe was important. 4. Resources, waterways, immigration, transportation, climate, and landforms 5. National - governs the entire country; State - governs the people of each state; Local - governs village, town, and city 6. National - President; State - 	<p>Unit 2: Northeast Region</p> <ol style="list-style-type: none"> 1. Match the level of government to its function. 2. Match the location of each state in the Northeast Region and also write each state's abbreviation. 3. Locate and/or name the landforms of the Northeast: Appalachian Mountains Range, Niagara Falls, Atlantic Ocean, Chesapeake Bay, Lake Erie, and Lake Ontario 4. Identify what affected the growth of major cities: Resources, waterways, immigration, transportation, and landforms 5. Identify the three levels of government and their purpose. 6. Name who is responsible for running each level of government. 	<p>Unit 2: Northeast Region</p> <p>LT1. I can locate the 11 states of the NW Region on a region map.</p> <p>LT2. I can label the 11 states with their abbreviations of the NW Region on a region map.</p> <p>LT3. I can name the main landforms of the NW Region.</p> <p>LT4. I can give the reason why New York City, NY; Boston, MA; and Philadelphia, PA became major cities in the NW Region.</p> <p>LT5. I can tell how the climate or resources of the NW Region decides how people earn a living.</p> <p>LT6. I can find the meaning of the key vocabulary (glacier, peninsula, sap, and bay) for the NW Region.</p> <p>LT7. I can match the levels of government with who runs each level.</p> <p>LT8. I can match the three levels of the government with their purpose.</p>	<p>Unit 2: Northeast Region 4.4.2.4.1</p> <p><u>Benchmark:</u> Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.</p> <p>4.3.2.3.1</p> <p><u>Benchmark:</u> Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.</p> <p>4.3.2.4.1</p> <p><u>Benchmark:</u> Name and locate states and territories, major cities and state capitals in the United States.</p> <p>4.1.4.7.2</p> <p><u>Benchmark:</u> Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in</p>	<p>Unit 2: Northeast Region</p> <p>IMMIGRATION: PROJECT (optional)</p> <p>Pillow Case activity and/or Ellis Island Simulation http://teacher.scholastic.com/activities/immigration/tour/</p> <p>ABBREVIATIONS & LOCATIONS:</p> <p>CFA=NE Region Formative Assessment CSA=NE Region Map Test</p> <p>LANDFORMS:</p> <p>CFA=NE Landform Formative Assessment CSA=NE Landform Assessment</p> <p>UNIT TEST:</p> <p>CFA=Strive for Success on NE Test CSA=Northeast Region Test</p>	<p>Northeast Region</p> <p><u>If Your Name Was Changed at Ellis Island-</u> (Read-a-loud packet)</p> <p>SF - NE Region Map SF - Unit 1 Chapter 2 Lesson 2 (p. 46-52) SF - Unit 2 Chapter 4 Lessons 1,2,3 (p. 104-119) SF - Unit 2 Chapter 5 Lessons 2,4 (p. 130-133 and 142-146)</p> <p>See shared Google documents for slides, video clips, and/or activities for this unit.</p> <p>Key Vocabulary: Glacier Peninsula Bay Democracy Constitution Federal State Local Immigrant Citizen Sap</p>

Governor; Local - Mayor			these roles and how they are selected.	
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December 2020/January 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> • <i>What states make up the Southeast Region?</i> • <i>What are the main landforms of the Southeast Region?</i> • <i>How is the economy affected by the climate and its resources?</i> <p>Unit 3: Southeast Region</p> <ol style="list-style-type: none"> 1. VA, WV, KY, NC, SC, TN, AR, LA, MS, AL, GA, FL 2. Appalachian Mountains, Atlantic Ocean, Gulf of Mexico, Ohio River, Mississippi River, Everglades, Coastal Plains, Piedmont, and Florida Keys 3. Longer growing season because of warmer temperatures and plentiful rainfall 4. Resources: rich soil, trees, coal 5. Economy: agriculture industry, lumber industry, coal mining 	<p>Southeast Region</p> <p>Match the location of each state in Southeast Region and also write each state's abbreviation.</p> <p>Locate and/or name the landforms of the Southeast: Appalachian Mountains, Atlantic Ocean, Gulf of Mexico, Ohio River, Mississippi River, Everglades, Coastal Plains, Piedmont, and Florida Keys</p> <p>Compare and contrast where agriculture resources are found based on SF map page 181.</p>	<p>Unit 3: Southeast Region</p> <p>LT1. I can locate the 12 states of the SE Region on a region map.</p> <p>LT2. I can label the 12 states with their abbreviations of the SE Region on a region map.</p> <p>LT3. I can name the main landforms of the SE Region.</p> <p>LT4. I can tell how the climate or resources of the SE Region decides how people earn a living.</p> <p>LT5. I can find the meaning of the key vocabulary (hurricane, endangered, species, extinct, plantation, Union, Confederate, Civil War, Reconstruction, civil rights, and segregate) for the SE Region.</p>	<p>Unit 3: Southeast Region</p> <p>4.3.2.3.1</p> <p><u>Benchmark:</u> Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.</p> <p>4.3.2.4.1</p> <p><u>Benchmark:</u> Name and locate states and territories, major cities and state capitals in the United States.</p>	<p>Southeast Region</p> <p>ABBREVIATIONS & LOCATIONS:</p> <p>CFA=Southeast Region Formative Assessment</p> <p>CSA=SE Region Map Test</p> <p>LANDFORMS:</p> <p>CFA=SE Landform Formative Assessment</p> <p>CSA=SE Landform Assessment</p> <p>UNIT TEST:</p> <p>CFA=Strive for Success on SE Test</p> <p>CSA=Southeast Region Test</p>	<p>Southeast Region</p> <p>SF - SE Region Map</p> <p>SF - Unit 3 Chapter 6 Lessons 1,2,3 (p. 166-138)</p> <p>SF - Unit 3 Chapter 7 Lessons 1,2,3 (p. 188-206)</p> <p>See shared Google documents for slides, video clips, and/or activities for this unit.</p> <p><u>The Underground Railroad: An Interactive History Adventure</u> and WS</p> <p><i>Optional read-aloud:</i> American Girl Series: <u>Meet Addy</u></p> <p>Key Vocabulary: Hurricane Endangered species Extinct Plantation</p>

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February/March 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> What states make up the Midwest Region? What are the main landforms of the Midwest Region? What affected the growth of major cities? How is the economy affected by the climate and its resources? <p>Unit 4: Midwest Region</p> <ol style="list-style-type: none"> ND, SD, NE, KS, MN, IA, MO, WI, IL, IN, MI, and OH Great Lakes (Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario), Mississippi River, Great Plains, Central Plains, and Badlands Duluth, MN; St. Louis, MO, WI; Chicago, IL; fur trade Rich soil improves 	<p>Midwest Region</p> <ol style="list-style-type: none"> Match the location of each state in the Midwest Region and also write each state's abbreviation. Locate and/or name the landforms of the Midwest: Great Lakes (Lake Superior, Lake Michigan, Lake Huron, Lake Erie), Mississippi River, Great Plains, Central Plains, and Badlands Discuss the impact of fur trade and transportation on the growth of major cities: Duluth, MN; Chicago, IL Compare and contrast the amount of rainfall in the Central Plains vs the Great Plains to determine what crops are grown in which area (pg 248, ws 57). 	<p>Unit 4: Midwest Region</p> <p>LT1. I can locate the 12 states of the MW Region on a region map. LT2. I can label the 12 states with their abbreviations of the MW Region on a region map. LT3. I can name the main landforms of the MW Region. LT4. I can give the reason why Duluth, MN; St. Louis, MO; and Chicago, IL became major cities in the MW Region. LT5. I can tell how the climate or resources of the MW Region decides how people earn a living. LT6. I can find the meaning of the key vocabulary (canal, barge, Badlands, erosion, prairie, irrigation, sod, and drought) for the MW Region.</p>	<p>Unit 4: Midwest Region 4.3.2.3.1 Benchmark: Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.</p> <p>4.3.2.4.1 Benchmark: Name and locate states and territories, major cities and state capitals in the United States.</p>	<p>Midwest Region</p> <p>ABBREVIATIONS & LOCATIONS: CFA=Midwest Region Formative Assessment CSA=MW Region Map Test</p> <p>LANDFORMS: CFA=MW Landform Formative Assessment CSA=MW Landform Assessment</p> <p>UNIT TEST: CFA=Strive for Success on MW Test CSA=Midwest Region Test</p>	<p>Midwest Region</p> <p>SF - MW Region Map SF - Unit 4 Chapter 8 Lessons 1,2,3 (p. 232-249) SF - Unit 4 Chapter 9 Lessons 1,2,3,4 (p. 256-282)</p> <p>See shared Google documents for slides, video clips, and/or activities for this unit.</p> <p>The Dust Bowl: An Interactive History Adventure and WS</p> <p>Key Vocabulary: Canal Barge Badlands Erosion Prairie Irrigation</p>

<p>agriculture and the climate determines what crops are grown in which area.</p>					<p>Sod Drought</p>
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April 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> • <i>What states make up the Southwest Region?</i> • <i>What are the main landforms of the Southwest Region?</i> • <i>How is the economy affected by its resources?</i> <p>Unit 5: Southwest Region</p> <ol style="list-style-type: none"> 1. AZ, NM, TX, and OK 2. Grand Canyon, Rocky Mountains, Gulf of Mexico, Rio Grande, and Sonoran Desert 3. Oil, Technology (electronic, aviation, space industries), and Ranching (cattle drives and beef market) 	<p>Unit 5: Southwest Region</p> <ol style="list-style-type: none"> 1. Match the location of each state in the Southwest Region and also write each state's abbreviation. 2. Locate and/or name the landforms of the Southwest: Grand Canyon, Rocky Mountains, Gulf of Mexico, Rio Grande, and Sonoran Desert 3. Identify the job opportunities related to its resources of oil, technology, and ranching. 	<p>Unit 5: Southwest Region</p> <p>LT1. I can locate the 4 states of the SW Region on a region map. LT2. I can label the 4 states with their abbreviations of the SW Region on a region map. LT3. I can name the main landforms of the SW Region. LT4. I can tell how the climate or resources of the SW Region decides how people earn a living. LT5. I can find the meaning of the key vocabulary (arid, missionary, adobe, pueblo, refinery, and savanna) for the SW Region.</p>	<p>Unit 3: Southwest Region</p> <p>4.3.2.3.1 <u>Benchmark:</u> Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.</p> <p>4.3.2.4.1 <u>Benchmark:</u> Name and locate states and territories, major cities and state capitals in the United States.</p>	<p>Unit 5: Southwest Region</p> <p><u>ABBREVIATIONS & LOCATIONS:</u> CFA=Southwest Region Formative Assessment CSA=SW Region Map Test</p> <p><u>LANDFORMS:</u> CFA=SW Landform Formative Assessment CSA=SW Landform Assessment</p> <p><u>UNIT TEST:</u> CFA=Strive for Success on SW Test CSA=Southwest Region Test</p>	<p>Unit 5: Southwest Region</p> <p>SF - SW Region Map</p> <p>SF - Unit 5 Chapter 10 Lessons 1,2,3 (p. 300-317)</p> <p>SF - Unit 5 Chapter 11 Lessons 1,2,3 (p. 324-343)</p> <p>See shared Google documents for slides, video clips, and/or activities for this unit.</p> <p>Key Vocabulary: Arid Missionary Adobe Pueblo</p>

<p>UEQ:</p> <ul style="list-style-type: none"> • <i>What states make up the West Region?</i> • <i>What are the main landforms of the West Region?</i> • <i>What affected the growth of major cities?</i> • <i>How is the economy affected by the climate and its resources?</i> <p>Unit 6: West Region</p> <ol style="list-style-type: none"> 1. WA, CA, NV, OR, ID, UT, MT, WY, CO 2. Pacific Ocean, Rocky Mountains, Yellowstone National Park, Mount McKinley (Denali), Death Valley, Great Basin, and Great Salt Lake 3. Los Angeles, CA (climate for filming movies); Seattle, WA (technology); Salt Lake City, UT (mining and tourism); San Francisco, CA (missions and port) 4. Tourism, mining, computer software, entertainment (movies), international trade, agriculture 	<p>Unit 6: West Region</p> <p>Match the location of each state in the Southwest Region and also write each state's abbreviation.</p> <p>Locate and/or name the landforms of the Southwest: Pacific Ocean, Rocky Mountains, Yellowstone National Park, Mount McKinley (Denali), Death Valley, Great Basin, and Great Salt Lake</p> <p>Compare and contrast tundra and desert (Use Venn Diagram).</p> <p>Discuss the advantages and disadvantages of the Gold Rush (Boom Towns and Ghost Towns).</p> <p>Identify the major city and/or state with the resource it provides.</p>	<p>Unit 6: West Region</p> <p>LT1. I can locate the 11 states of the W Region on a region map.</p> <p>LT2. I can label the 11 states with their abbreviations of the W Region on a region map.</p> <p>LT3. I can name the main landforms of the W Region.</p> <p>LT4. I can give the reason why Los Angeles, CA; Seattle, WA; Salt Lake City, UT; and San Francisco, CA became major cities in the W Region.</p> <p>LT5. I can tell how the climate or resources of the W Region decides how people earn a living.</p> <p>LT6. I can find the meaning of the key vocabulary (geyser, volcano, tundra, livestock, and prospector) for the W Region.</p>	<p>Unit 6: West Region</p> <p>4.3.2.3.1 <u>Benchmark:</u> Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.</p> <p>4.3.2.4.1 <u>Benchmark:</u> Name and locate states and territories, major cities and state capitals in the United States.</p>	<p>Unit 6: West Region ABBREVIATIONS & LOCATIONS: CFA=West Region Formative Assessment CSA=W Region Map Test</p> <p>LANDFORMS: CFA=W Landform Formative Assessment CSA=W Landform Assessment</p> <p>UNIT TEST: CFA=Strive for Success on W Test CSA=West Region Test SF - W Region Map</p>	<p>Refinery Savanna</p> <p>Unit 6: West Region SF - Unit 6 Chapter 12 Lessons 1,2,3 (p. 368-388)</p> <p>SF - Unit 6 Chapter 13 Lessons 1,2,3 (p. 394-415)</p> <p>See shared Google documents for slides, video clips, and/or activities for this unit.</p> <p><u>The California Gold Rush: An Interactive History Adventure</u> and WS</p> <p>Key vocabulary: Geyser Volcano Tundra Livestock Prospector</p>
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May 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> • <i>What states make up the West Region?</i> • <i>What are the main landforms of the West Region?</i> • <i>What affected the growth of major cities?</i> • <i>How is the economy affected by the climate and its resources?</i> <p>Unit 6: West Region</p> <ol style="list-style-type: none"> 1. WA, CA, NV, OR, ID, UT, MT, WY, CO 2. Pacific Ocean, Rocky Mountains, Yellowstone National Park, Mount McKinley (Denali), Death Valley, Great Basin, and Great Salt Lake 3. Los Angeles, CA (climate for filming movies); Seattle, WA (technology); Salt Lake City, UT (mining and tourism); San Francisco, CA (missions and port) 4. Tourism, mining, computer software, entertainment (movies), international trade, 	<p>Unit 6: West Region</p> <p>Match the location of each state in the Southwest Region and also write each state's abbreviation.</p> <p>Locate and/or name the landforms of the Southwest: Pacific Ocean, Rocky Mountains, Yellowstone National Park, Mount McKinley (Denali), Death Valley, Great Basin, and Great Salt Lake</p> <p>Compare and contrast tundra and desert (Use Venn Diagram).</p> <p>Discuss the advantages and disadvantages of the Gold Rush (Boom Towns and Ghost Towns).</p> <p>Identify the major city and/or state with the resource it provides.</p>	<p>Unit 6: West Region</p> <p>LT1. I can locate the 11 states of the W Region on a region map.</p> <p>LT2. I can label the 11 states with their abbreviations of the W Region on a region map.</p> <p>LT3. I can name the main landforms of the W Region.</p> <p>LT4. I can give the reason why Los Angeles, CA; Seattle, WA; Salt Lake City, UT; and San Francisco, CA became major cities in the W Region.</p> <p>LT5. I can tell how the climate or resources of the W Region decides how people earn a living.</p> <p>LT6. I can find the meaning of the key vocabulary (geyser, volcano, tundra, livestock, and prospector) for the W Region.</p>	<p>Unit 6: West Region</p> <p>4.3.2.3.1 <u>Benchmark:</u> Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.</p> <p>4.3.2.4.1 <u>Benchmark:</u> Name and locate states and territories, major cities and state capitals in the United States.</p>	<p>Unit 6: West Region</p> <p><u>ABBREVIATIONS & LOCATIONS:</u> CFA=West Region Formative Assessment CSA=W Region Map Test</p> <p><u>LANDFORMS:</u> CFA=W Landform Formative Assessment CSA=W Landform Assessment</p> <p><u>UNIT TEST:</u> CFA=Strive for Success on W Test CSA=West Region Test SF - W Region Map</p>	<p>Unit 6: West Region</p> <p>SF - Unit 6 Chapter 12 Lessons 1,2,3 (p. 368-388)</p> <p>SF - Unit 6 Chapter 13 Lessons 1,2,3 (p. 394-415)</p> <p>See shared Google documents for slides, video clips, and/or activities for this unit.</p> <p><u>The California Gold Rush: An Interactive History Adventure</u> and WS</p> <p>Key vocabulary: Geyser Volcano Tundra Livestock Prospector</p>

agriculture					
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June 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> • <i>What is scarcity?</i> • <i>How are decisions and choices affected by opportunity cost and scarcity?</i> • <i>What is income?</i> • <i>Why may it be important to save money?</i> • <i>What are the differences between producers/consumers and goods/services?</i> • <i>How does a market economy answer what gets produced, how it is produced, and who receives it?</i> <p>Economics 1. Scarcity is when there is very little left of a good or product. 2. People cannot have everything they want. So they</p>	<p>Economics</p> <p>Discuss or apply a reasoned decision-making process or chart to make a choice of buying a new game.</p> <p>Debate the pros and cons of saving money.</p> <p>Identify when or how a student may become a producer and also when they act as a consumer.</p>	<p>Economics</p> <p>LT1. I can tell what scarcity means.</p> <p>LT2. I can tell the difference between producer/consumer & goods/services.</p> <p>LT3. I can explain why it is important to save money.</p> <p>LT4. I can tell the meaning of the key vocabulary (product, service, need, want, producer, consumer, economy, profit, demand, supply, and opportunity cost) for Economics.</p>	<p>Economics</p> <p>4.2.1.1.1 <u>Benchmark:</u> Apply a reasoned decision-making process to make a choice.</p>	<p>Economics</p> <p>UNIT TEST: CFA=Strive for Success on the Economics Test CSA=Economics Test</p> <p>Optional projects: present a business or product in an infomercial style, create a powerpoint or Google slides, create a song or rap on content, etc.</p>	<p>Economics</p> <p>SF - Unit 1 Chapter 3 Lesson 2 (p. 72-79)</p> <p>DVD (23 minutes video): "Economics for Children: What is Economics?" 23 min.</p> <p>Financial Fitness for Life: Exercise 4.1 story "The Grasshopper and the Ant: A Fable About Saving"</p> <p>Economic Slides for interactive review</p> <p>Economic Teacher's Guide (includes read-aloud stories for comprehension questions, etc.)</p> <p>Economic Student</p>

<p>must weigh their decisions on what to buy. They need to base their decisions on what they may be giving up by buying what they choose (opportunity cost) and what is or isn't available (scarcity).</p> <p>3. Income is the amount of money a person earns or that a business takes in from the sales of goods, products, or services.</p> <p>4. People save money for many reasons: to buy something special, to have money on hand for unexpected expenses and/or unexpected opportunities, and then for the low risk-takers to have more money to invest, etc.</p> <p>5. Producers make goods or products while consumers buy goods, products, or services. Goods are items made to be sold and services are things workers provide for people who don't have that skill.</p> <p>6. Our free enterprise system allows all businesses to produce and sell whatever they want.</p>				<p>Packet with comprehension questions from edHelper.com economic-related stories of "The Little Red Hen Learns About Economics," "Scarcity," and "Three Different Choices" along with "The Grasshopper and the Ant: A Fable About Saving"</p> <p>Scott Foresman Level Readers (complete Cause and Effect WS with appropriate student level)</p> <p>Below Level: Our Economy</p> <p>On Level: The Economy and How It Works</p> <p>Above Level: The American Economy</p> <p>Key vocabulary: Product Service Need Want Producer Consumer Economy</p>
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