

Social Studies Standard Articulated by Grade Level Fifth Grade

Fifth Grade History Strands emphasize American history from the earliest Native American cultures to the Civil War. The issues of exploration and rebellion as they occurred throughout the world are also studied in more depth.

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. Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people). PO 3. Describe the difference between primary and secondary sources. PO 4. Locate information using both primary and secondary sources. PO 5. Describe how archaeological research adds to our understanding of the past.</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. Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people). PO 3. Describe the difference between primary and secondary sources. PO 4. Locate information using both primary and secondary sources. PO 5. Describe how archaeological research adds to our understanding of the past.</p>	<p>Concept 1: Foundations of Government PO 1. Identify the democratic principles and ideals associated with the following documents: a. Mayflower Compact b. Declaration of Independence c. Articles of Confederation d. United States Constitution e. Bill of Rights Connect with: Strand 1 Concept 3 PO 2. Recognize the contributions and roles of the following individuals in creating the American government: a. John Adams b. Benjamin Franklin</p>	<p>Concept 1: The World in Spatial Terms PO 1. Interpret information from a variety of maps: a. contour b. population density c. natural resource d. historical maps PO 2. Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude. PO 3. Identify the location of significant geographic features from content studied on a physical or political map. PO 4. Locate physical and human features (e.g., <i>gulf, delta, isthmus, strait, bay, canyon</i>, swamp, peninsula, province, cape, tree line) in the United States and world on an appropriate type of</p>	<p>Concept 1: Foundations of Economics PO 1. Identify the opportunity costs (i.e., separation from family, indentured service) associated with expeditions to the New World. Connect with: Strand 1 Concept 3 Strand 2 Concept 5 Strand 4 Concept 2, 4 PO 2. Describe how specialization (e.g., division of labor) improved standards of living in the three colonial regions and the Pre-Civil War North and South. Connect with: Strand 1 Concept 6 PO 3. Identify how voluntary exchange helps</p>

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<p>Concept 2: Early Civilizations No performance objectives at this grade.</p> <hr/> <p>Concept 3: Exploration and Colonization (Note: The Colonial period was introduced in Grade 1. European exploration was introduced in Grade 3. Spanish exploration was taught in Grade 4.) PO 1. Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization. PO 2. Explain the reasons for the explorations of Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, and Hernan de Soto in the New World.</p>	<p>Concept 2: Early Civilizations No performance objectives at this grade.</p> <hr/> <p>Concept 3: World in Transition No performance objectives at this grade.</p> <hr/> <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 Grades 3 and 4.) PO 1. Describe the following effects of European exploration,</p>	<p>c. Alexander Hamilton d. Thomas Jefferson e. James Madison f. John Marshall g. George Washington Connect with: Strand 1 Concept 4 PO 3. Describe the struggle between the Federalists and the Anti-federalists over the ratification of the Constitution and the creation of the Bill of Rights. Connect with: Strand 1 Concept 4</p> <hr/> <p>Concept 2: Structure of Government PO 1. Describe the role of town meetings and representative assemblies in colonial government. PO 2. Describe how the Constitution is designed to limit central government, as in freedom from a</p>	<p>map. PO 5. Identify each state on a U.S. map. PO 6. Construct maps, charts, and graphs to display geographic information.</p> <hr/> <p>Concept 2: Places and Regions PO 1. Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors: a. three American colonial regions b. West, Midwest, Northeast, Southeast, Southwest c. North and South during the Civil War Connect with: Strand 1 Concept 3, 4, 5 PO 2. Describe the geographic characteristics of a state in the United States with the assistance of maps, the internet, atlases, and</p>	<p>both buyers and sellers as in colonial trade in North America. Connect with: Strand 1 Concept 3 Strand 2 Concept 5 PO 4. Interpret how trade promoted economic growth throughout U.S. history. Connect with: Strand 1 Concept 3 Strand 2 Concept 5 Strand 4 Concept 4</p> <hr/> <p>Concept 2: Microeconomics 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. Connect with: Strand 1 Concept 3 Strand 2 Concept 5, 8 PO 2. Describe how competition, markets, and</p>

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<p>PO 3. Explain the reasons (e.g., religious freedom, desire for land, economic opportunity, a new life) for colonization of America. Connect with: Strand 2 Concept 5 Strand 5 Concept 1</p> <p>PO 4. Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices. Connect with: Strand 5 Concept 1</p> <p>PO 5. Describe the geography, cultures, and economics of the Southern, Middle Atlantic, and New England Colonies. Connect with: Strand 4 Concept 2, 6, Strand 5 Concept 1</p> <p>PO 6. Identify contributions of individuals (e.g., John Smith, William Penn, Lord</p>	<p>trade, and colonization on other parts of the world:</p> <ol style="list-style-type: none"> a. sea routes to Asia b. colonies established and settled c. increased power of European countries d. trade established between Europe, Africa, and Americas e. introduction of disease and the resulting population decline of Indigenous people f. triangular trade <p>Connect with: Strand 1 Concept 3 Strand 3 Concept 2; Strand 4 Concept 2, 4, 5, 6 Strand 5 Concept 1</p> <p>PO 2. Describe ways in which Spain, France, and England competed for power: Connect with: Strand 1 Concept 3 Strand 3 Concept 2, 5 Strand 4 Concept 2 Strand 5 Concept 1</p>	<p>controlling monarchy. Connect with: Strand 1 Concept 3, 4</p> <hr/> <p>Concept 3: Functions of Government (Note: Students were introduced to how laws are made in Grade 3.)</p> <p>PO 1. Explain ways in which the powers of the federal government differed from the Articles of Confederation to the Constitution. Connect with: Strand 1 Concept 4</p> <p>PO 2. Identify the process by which a bill becomes a law.</p> <p>PO 3. Describe how the checks and balance system which established the three branches of the federal government works, as in Andrew Johnson's impeachment.</p>	<p>other reference materials.</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 Explain the impacts of natural hazards on habitats. Science Strand 6 Concept 2 Describe lunar cycles, Earth's revolution and rotation, and gravity. Science Strand 6 Concept 3 Describe the planets, other objects in the solar system, and exploration of the solar system.</p> <hr/> <p>Concept 4: Human</p>	<p>prices influence peoples' behavior. Connect with: Strand 1 Concept 4</p> <p>PO 3. Identify how people earn income by selling their labor to businesses or governments.</p> <p>PO 4. Describe ways in which entrepreneurs take risks to develop new goods and services.</p> <p>PO 5. Describe the function of private business in producing goods and services.</p> <p>PO 6. Discuss the function of banks in providing checking accounts, savings accounts, and loans.</p> <p>PO 7. Explain the function of government in providing certain goods and services through taxation. Connect with: Strand 1 Concept 4</p>

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<p>Baltimore, Roger Williams, Anne Hutchinson, James Ogelthorpe) who were important to the colonization of America.</p> <p>PO 7. Describe interactions (e.g., agricultural and cultural exchanges, alliances, conflicts) between Native Americans and European settlers.</p> <p>Connect with: Strand 2 Concept 5 Strand 4 Concept 5 Strand 5 Concept 1</p> <p>PO 8. Describe the causes and effects of triangular trade.</p> <p>Connect with: Strand 2 Concept 5 Strand 5 Concept 1</p> <hr/> <p>Concept 4: Revolution and New Nation (Note: Colonial America and the Revolutionary War were introduced in Grades</p>	<p>Concept 6: Age of Revolution (Note: Changing government by revolution was introduced in Grade 1. The American Revolution is taught in Grade 5, Strand 1. Connect to similar events around the world.)</p> <p>PO 1. Explain the rationale and characteristics of rebellion.</p> <p>PO 2. Explain the impact that revolution has on a society.</p> <p>PO 3. Compare the causes of the American Revolution to other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).</p> <p>PO 4. Compare the outcomes of the American Revolution to those of other revolutions around the world (e.g., France, Haiti,</p>	<p>PO 4. Explain the significance of the Dred Scott Decision.</p> <p>PO 5. Compare the arguments for states' rights versus the power of the federal government (e.g., the expansion of slavery, taxation).</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 1. Describe ways an individual can contribute to a school or community.</p> <p>PO 2. Describe the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.</p> <p>PO 3. Describe the importance of citizens being</p>	<p>Systems</p> <p>PO 1. Explain why and how boundaries change (e.g., Westward Expansion, Civil War, Mexican - American War).</p> <p>Connect with: Strand 1 Concept 5, 6</p> <p>PO 2. Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places.</p> <p>Connect with: Strand 1 Concept 5 Strand 2 Concept 5 Strand 5 Concept 1</p> <hr/> <p>Concept 5: Environment and Society</p> <p>PO 1. Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.</p> <p>Connect with: Strand 1 Concept 3, 6</p> <p>PO 2. Describe the impact</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</p> <p>PO 1. Explain how the following are used to purchase goods and services:</p> <ol style="list-style-type: none"> cash check money order debit card credit card

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<p>1 and 2.) PO 1. Describe the significance of the following events leading to the American Revolution</p> <ol style="list-style-type: none"> a. French and Indian War b. Proclamation of 1763 c. Tea Act d. Stamp Act e. Boston Massacre f. Intolerable Acts <p>Connect with: Strand 2 Concept 6 Strand 3 Concept 5 Strand 5 Concept 2</p> <p>PO 2. Describe the significance of the following events in the Revolutionary War:</p> <ol style="list-style-type: none"> a. Declaration of Independence b. the battles of Lexington and Concord, Saratoga c. aid from France d. surrender at Yorktown <p>Connect with: Strand 3 Concept 1</p> <p>PO 3. Identify the impact of the following individuals on</p>	<p>Mexico, South America, Russia).</p> <hr/> <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 PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). PO 2. Use various resources (e.g., newspapers, magazines, television, Internet, books,</p>	<p><i>actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</i></p> <hr/> <p>Concept 5: Government Systems of the World PO 1. Describe the characteristics of a monarchy and a republic. Connect with: Strand 1 Concept 3, 4 Strand 2 Concept 6</p>	<p>that natural events (e.g., floods, earthquakes, droughts) have on human and physical environments.</p> <hr/> <p>Concept 6: Geographic Applications PO 1. Describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest and the West. Connect with: Strand 1 Concept 3, 5, 6 PO 2. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events. PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g.,</p>	

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<p>the Revolutionary War: a. Benjamin Franklin b. Thomas Jefferson c. George Washington d. Patrick Henry e. Thomas Paine f. King George III Connect with: Strand 3 Concept 1 PO 4. Describe how one nation evolved from thirteen colonies through the following events: a. Constitutional Convention b. George Washington's presidency c. creation of political parties Connect with: Strand 3 Concept 2, 3, 5</p> <hr/> <p>Concept 5: Westward Expansion (Note: Westward expansion was introduced in Grades 2 and 4.) PO 1. Describe the following</p>	<p>maps) to discuss the connections between current events and historical events and issues from content studied in Strand 2.</p>		<p><i>shortage or abundance of natural resources).</i></p>	

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events of 19 th century presidencies of: a. Thomas Jefferson – Louisiana Purchase; explorations of Lewis and Clark b. James Madison – War of 1812 c. James Monroe – The Monroe Doctrine d. Andrew Jackson – Nationalism and Sectionalism; Trail of Tears e. James Polk – Mexican-American War; discovery of gold in California Connect with: Strand 3 Concept 3, Strand 4 Concept 4, 6 PO 2. Describe the different perspectives (e.g., Native Americans, settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny. Connect with: Strand 4 Concept 4, 6				

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<p>PO 3. Identify major westward migration routes of the 19th Century. Connect with: Strand 4 Concept 4, 6</p> <p>PO 4. Describe how manufacturing, textiles, transportation improvements, and other innovations of the Industrial Revolution contributed to U.S. growth and expansion. Connect with: Strand 4 Concept 4, 6</p> <p>PO 5. Describe the following individuals' role in the reform movement before the Civil War:</p> <ul style="list-style-type: none"> a. Frederick Douglass b. Harriet Tubman c. William Lloyd Garrison d. Sojourner Truth <hr/> <p>Concept 6: Civil War and Reconstruction (Note: The Civil War was introduced in Grade 3 and the Civil War in Arizona</p>				

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<p>was taught in Grade 4.) PO 1. Describe factors leading to the Civil War:</p> <ul style="list-style-type: none"> a. role of abolitionists and Underground Railroad b. sectionalism between North and South c. westward expansion <p>Connect with: Strand 3 Concept 3, 4; Strand 4 Concept 2, 4, 6; Strand 5 Concept 1</p> <p>PO 2. Identify the reasons why the following were important events of the Civil War:</p> <ul style="list-style-type: none"> a. firing on Ft. Sumter b. major battles c. delivery of the Emancipation Proclamation d. surrender at Appomattox <hr/> <p>Concept 7: Emergence of the Modern United States No performance objectives at this grade.</p>				

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<hr/> <p>Concept 8: Great Depression and World War II No performance objectives at this grade.</p> <hr/> <p>Concept 9: Postwar United States No performance objectives at this grade.</p> <hr/> <p>Concept 10: Contemporary United States <i>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i> PO 2. Discuss the connections between current and historical events and issues from content studied</p>				

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in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).				

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

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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

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

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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

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.

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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

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.

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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

Fifth Grade

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

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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