**Social Studies Curriculum Framework**

***Economics***

The Curriculum Framework for Social Studies is an organizer to assist Local Education Agencies (LEAs) in writing curriculum. The framework is based upon the Academic Standards of Chapter 4 of PA School Code. The Academic Standards for Social Studies, adopted in 2002, and the Early Learning Standards, adopted in 2016, both went through the regulatory and review process. Updated voluntary Social Studies standards (2009) also cite concepts to be learned. These standards do not specifically cite content to be learned, but concepts to be assessed.

Pennsylvania relies on the locally elected school board to make decisions concerning the content of Social Studies to be taught in the classroom. Social Studies teachers are responsible for teaching “Plato to NATO”. The Academic Standards and the curriculum framework are designed to assist educators in focusing instruction of selected content so that students develop thinking skills to learn the concepts of civics and government, economics, geography, and history. Utilizing the framework will prepare students for adult life and learn the skills to be a responsible, involved citizen as is charged in Chapter 4 of the Pennsylvania School Code:

§ 4.11. Purpose of public education.

(a) This section and § 4.12 (relating to academic standards) describe the purpose of public education and its relationship with the academic standards.

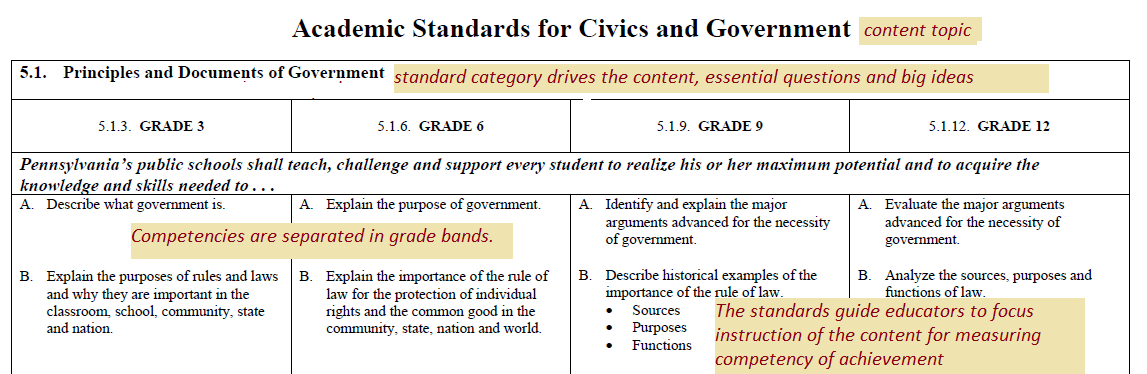
(b) Public education prepares students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved citizens.

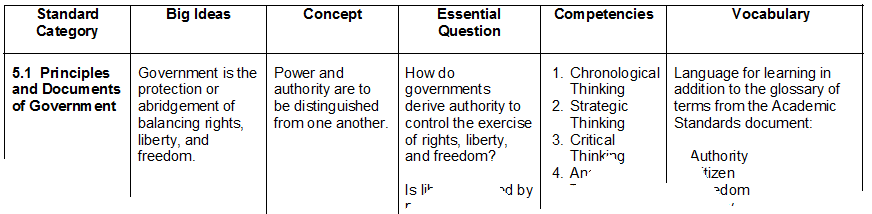
Prior to using the curriculum framework, educators should read the introduction in each Academic Standard document to gain an understanding of the holistic nature of Social Studies.

Assessment should focus on the concepts, using the Essential Questions and Big Ideas to guide assessment practices.

Every student has the right to having voice and choice, informed by knowledge of government, history, economics, and geography. Content as well as instruction should be designed to meet individual student needs.

**How to Read the Curriculum Framework and Use the Academic Standards**





Framework

**Big Ideas** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.

**Concepts**  Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

**Competencies**  Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level. Reference the Academic standard for specific competencies.

Refer to the Academic Standards for guidance in creating the competencies. The competencies of social studies are to develop the thinking skills to have students reach the big ideas and concepts of the Academic Standards. The Academic Standards for Social Studies are written to guide the educator to what the student has to know and be able to do in the standard category. Please reference the specific grade bands for the competencies for students to demonstrate the following:

1. Analytic Thinking – parts, break down complexity to useable information
2. Critical Thinking – “If- then”, rational, reasonable thinking, problem solving
3. Strategic Thinking – planning, what to do with the information
4. Chronological Thinking – Thinking across time and space (temporal)

**Essential Questions** Questions connected to the SAS framework specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

**Vocabulary** The vocabulary *for* learning is the concept vocabulary and not content vocabulary. Please add the concept vocabulary to the terms in the glossary of each Academic Standard for students to have a working vernacular to demonstrate their understanding.

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| **Economics**  **Long Term Transfer Goals**  *Transfer goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.* | |
| *Students will be able to independently use their learning to make economic choices which impact self and others in personal, local, state, national and international governments. These choices impact how students:*   1. Form a more perfect union 2. Establish justice 3. Insure domestic tranquility 4. Provide for the common defense 5. Promote the general welfare 6. Secure the blessings of liberty for future generations   “History records that the money changers have used every form of abuse, intrigue, deceit, and violent means possible to maintain their control over governments by controlling money and it's issuance.” ― [**James Madison**](https://www.goodreads.com/author/show/63859.James_Madison) | |
| **Big Ideas** | **Essential Questions** |
| A government’s influence in economic performance impacts the balance of freedom and liberty. | How do governments use economic tools to control freedom and liberty? |
| The tools of economic markets and the functions of government control the full exercise of freedom and liberty**.** | How does a government’s influence on economic performance impact the balance of freedom and liberty? |
| Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty. | How does unlimited wants with limited resources impact government? |
| The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty. | How does interdependence among nations affect the balance of freedom and liberty in its citizens? |
| The work and earnings in various markets impact the balance of freedom and liberty. | How does the distribution of wealth reflect the control of freedom and liberty? |

| **Economics Curriculum Framework** | | | | | |
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| **Economics**  **Standard Category** | **Big Idea** | **Concept** | **Essential Question** | **Competencies** | **Vocabulary** |
| **6.1 Economic systems** | A government’s influence in economic performance impacts the balance of freedom and liberty. | Governments organize to protect or determine what goods and services should be produced, exchanged and consumed. | How do governments use economic tools to control freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Economics  Freedom  Goods  Liberty  Services |
| **6.2 Markets and Functions of Governments** | The tools of economic markets and the functions of government control the full exercise of freedom and liberty**.** | The fluctuations of supply and demand influence the liberty and freedom of individuals and governments. | How does a government’s influence on economic performance impact the balance of freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Demand  Economic institutions  Flow of goods  Freedom  Liberty  Market  Price  Supply  Transaction |
| **6.3 Scarcity and Choice** | Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty. | Scarcity and choice affect the allocation of resources. | How does unlimited wants with limited resources impact government? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Choice  Costs  Distribution  Opportunity cost  Scarcity |
| **6.4 Economic Interdependence** | The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty. | Trading Ideas, goods, and services affect decisions and events in many areas. | How does interdependence among nations affect the balance of freedom and liberty in its citizens? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Capital  Distribution resources  Interdependence  Labor |
| **6.5 Work and Earnings** | The work and earnings in various markets impact the balance of freedom and liberty. | There are costs and benefits from all choices in society. | How does the distribution of wealth reflect the control of freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Benefits  Costs  Goods  Productivity  Services  Wealth |