

## E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

### Enduring Understanding

- ▶ Can make decisions about how to use resources to benefit oneself and others.

### Components

By the end of Kindergarten, students will:

- E1.K.1 Explain the difference between a need and a want.
- E1.K.2 Explain why people have to make choices between needs and wants.

By the end of 1st grade, students will:

- E1.1.1 Identify differences between natural, human, and capital resources.
- E1.1.2 Explain how and why families make choices between wants and needs.
- E1.1.3 Evaluate the outcomes of choices.
- E1.1.4 Explore the different resources that families use to access what they want and need.

By the end of 2nd grade, students will:

- E1.2.1 Explain how and why members of a community make choices among products and services that have costs and benefits.
- E1.2.2 Define scarcity and explain how it necessitates decision-making.
- E1.2.3 Identify the costs and benefits of making various personal decisions on the community.

### Sample Questions

- (Kindergarten) What is the difference between a want and a need?
- (Kindergarten) How do wants and needs affect my decisions?
- (Grade 1) How do families meet their wants and needs?
- (Grade 1) What are the resources that families use to get what they want and need?
- (Grade 1) What are the costs and benefits of family choices?
- (Grade 2) What are the costs and benefits of personal choices?
- (Grade 2) How does scarcity impact my decision-making?

### *Since Time Immemorial Connections*

#### Elementary Curriculum

- E1.K.1-2: Pathways 1, 2, and 3
- E1.1.1-4: Pathways 1 (3), 2 (1-4), and 3 (1,4)
- E1.2.1-3: Pathways 1, 2 (3), and 3 (1,3)

## E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

### Enduring Understanding

- ▶ Can make decisions about how to use resources to benefit oneself and others.

### Components

By the end of 3rd grade, students will:

E1.3.1 Identify the costs and benefits of individual choices.

E1.3.2 Identify positive and negative incentives that influence the decisions people make.

E1.3.3 Describe how individual choices are influenced by various cultural norms.

By the end of 4th grade, students will:

E1.4.1 Analyze and explain the costs and benefits of people's decisions to move and relocate to meet their needs and wants.

E1.4.2 Compare the costs and benefits of individual choices.

E1.4.3 Compare positive and negative incentives that influence the decisions people make.

By the end of 5th grade, students will:

E1.5.1 Analyze and explain the benefits of the decisions that colonists made to meet their wants and needs.

E1.5.2 Explain how people have to make choices between wants and needs, and evaluate the outcomes or consequences of those choices.

E1.5.3 Evaluate the costs and benefits of individual choices.

E1.5.4 Evaluate positive and negative incentives to individuals and communities that influence the decisions people make.

### Sample Questions

- (Grade 3) How do you make choices between your wants and needs? How do the needs of others influence your choices?
- (Grade 3) How does culture influence the choices people make?
- (Grade 4) What are economic conditions that would cause people to relocate to or within Washington state?
- (Grade 4) Why might people want to purchase land near rivers in Washington state?
- (Grade 5) What are examples of positive and negative results of economic decisions during the colonial period?
- (Grade 5) How can we make economic decisions to maximize the well-being of individuals and society?

### *Since Time Immemorial Connections*

#### Elementary Curriculum

E1.3.2-3: Pathway 2

E1.4.3: Washington State History: Units 2 and 3

E1.5.2 and 4: U.S. History: Unit 3

## E2: Understands the components of an economic system.

### Enduring Understanding:

- Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services.

### Components

By the end of Kindergarten, students will:

- E2.K.1 Identify consumers and producers.
- E2.K.2 List and provide examples of goods and services.

By the end of 1st grade, students will:

- E2.1.1 Demonstrate how sharing and bartering are basic economic systems.
- E2.1.2 Give examples of how people earn income.
- E2.1.3 Describe how consumers spend money or use markets (banks, goods and services).
- E2.1.4 Explain why people save money.

By the end of 2nd grade, students will:

- E2.2.1 Identify the skills and knowledge required to produce certain goods and services.
- E2.2.2 Describe the goods and services that people in the local community produce and those that are produced in other communities.

### Sample Questions

- (Kindergarten) What do consumers do? What do producers do? What is a good? What is a service?
- (Grade 1) What are different jobs in our classroom?
- (Grade 1) How do we share the work in our classroom?
- (Grade 1) What are different ways people earn money?
- (Grade 1) Why do people save money?
- (Grade 1) What makes a good trade?
- (Grade 2) What goods and services are produced locally and how do they support our community?

### *Since Time Immemorial Connections*

#### Elementary Curriculum

- E2.K.1-2: Pathways 1, 2, and 3
- E2.1.1-4: Pathways 1, 2, and 3
- E2.2.1-2: Pathways 1, 2, and 3

## E2: Understands the components of an economic system.

### Enduring Understanding:

- Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services.

### Components

By the end of 3rd grade, students will:

- E2.3.1 Recognize how the economic systems of groups are influenced by community and cultural laws, values, and customs.
- E2.3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
- E2.3.3 Explain why individuals and businesses specialize and trade.
- E2.3.4 Explain the role of money in making exchange easier.
- E2.3.5 Explain how profits influence sellers in markets.
- E2.3.6 Identify examples of external benefits (acquired relationships) and costs (things given up).
- E2.3.7 Describe the role of financial institutions in an economy.

By the end of 4th grade, students will:

- E2.4.1 Compare different historic economic systems in Washington state tribes.
- E2.4.2 Identify the basic elements of Washington state's economic system, including agriculture, businesses, industry, natural resources, and labor.
- E2.4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services in Washington state.
- E2.4.4 Explain why individuals and businesses specialize and trade in Washington state.
- E2.4.5 Explain the relationship between investment in human capital, productivity, and future incomes.

By the end of 5th grade, students will:

- E2.5.1 Describe how colonial American economic systems worked.

### Sample Questions

- (Grade 3) Why don't we just trade items instead of using money?
- (Grade 3) What does it mean to sell an item for a profit?
- (Grade 4) How did economies of the Northwest function prior to statehood, including the historic economic systems of Washington state tribes?
- (Grade 4) What were the economic effects of the Oregon Trail on tribes living in the Pacific Northwest?
- (Grade 5) How did the economy of each colony affect its population and labor practices?
- (Grade 5) How did the demand for specific agricultural goods lead to southern colonies' dependence on enslaved labor?

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**Components**

E2.5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

E2.5.3 Explain why individuals and businesses specialize and trade.

E2.5.4 Explain the relationship between investment in human capital, productivity, and future incomes.

**Sample Questions**

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*Since Time Immemorial Connections*

Elementary Curriculum

E2.3.1-2: Pathways 2 and 3

E2.4.1 and 3: Washington State History: Units 1, 2, and 3

E2.5.2: U.S. History: Unit 3

### E3: Understands the government's role in the economy.

#### Enduring Understanding

- ▶ Knows that the government has a role in the economy.

#### Components

By the end of Kindergarten, students will:

E3.K.1 Identify public and private providers of goods and services.

By the end of 1st grade, students will:

E3.1.1 Examine the difference between public and private providers of goods and services.

E3.1.2 Explain the purpose for public and private providers of goods and services.

By the end of 2nd grade, students will:

E3.2.1 Identify examples of the goods and services that governments provide.

E3.2.2 Identify cost and benefits of publicly owned services.

#### Sample Questions

- (Kindergarten) What are public, community-based, and private organizations that families use?
- (Grade 1) How are public, community-based, and private organizations in a community different?
- (Grade 2) How does the government (e.g., local, state, federal, tribal) help to support our schools and parks?
- (Grade 2) Why does the government provide certain goods and services?

#### *Since Time Immemorial Connections*

##### Elementary Curriculum

E3.K.1: Pathways 1, 2, and 3

E3.1.1-2: Pathways 1, 2, and 3

E3.2.1-2: Pathways 1, 2, and 3

### E3: Understands the government's role in the economy.

#### Enduring Understanding

- Knows that the government has a role in the economy.

#### Components

By the end of 3rd grade, students will:

E3.3.1 Describe how local taxation supports one's community.

E3.3.2 Explain the ways in which the government pays for the goods and services it provides.

By the end of 4th grade, students will:

E3.4.1 Describe how people and businesses support Washington state government through taxation.

E3.4.2 Explain the meaning of inflation, deflation, and unemployment.

E3.4.3 Describe ways government can improve productivity by using capital goods and human capital.

By the end of 5th grade, students will:

E3.5.1 Describe the impact of the British government on the economy of the American colonies.

E3.5.2 Explain ways the British used taxation policies to pay for goods and services they provided.

E3.5.3 Explain what interest rates are.

#### Sample Questions

- (Grade 3) How do local or tribal governments pay for services they provide for their communities?
- (Grade 3) What resources are in our community and state to trade?
- (Grade 4) Where does the money from taxes go? What would happen if there were no taxes?
- (Grade 4) How does the geography, available natural resources, climate, and the available labor force affect the economic opportunities available in rural and urban Washington state?
- (Grade 5) Why was it difficult for the American colonies to pay back the cost of the French and Indian War?
- (Grade 5) How did British taxation policies influence the economy of the American colonies?

#### *Since Time Immemorial Connections*

Elementary Curriculum

E3.4.2: Washington State History: Units 2 and 3

## E4: Understands the economic issues and problems that all societies face.

### Enduring Understanding

- ▶ Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions.

### Components

By the end of Kindergarten, students will:

E4.K.1 Describe goods that are produced in local geographic regions.

By the end of 1st grade, students will:

E4.1.1 Explain that people need to trade for products that are not found in their geographic region.

E4.1.2 Describe why people in one country trade goods and services with people in other countries.

E4.1.3 Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.

By the end of 2nd grade, students will:

E4.2.1 Clarify that there are factors that lead to trading with one group over another (e.g. seasons, prices, distance, etc.)

### Sample Questions

- (Kindergarten) How do seasons affect the goods produced in our region?
- (Kindergarten) What goods are produced in our region?
- (Grade 1) Why do we buy and sell goods that are produced in our community?
- (Grade 2) How do we choose between two similar goods from different regions?
- (Grade 2) How do people acquire what they need?
- (Grade 2) What are examples of production, distribution, and consumption of goods and services in the community?

### *Since Time Immemorial Connections*

#### Elementary Curriculum

E4.K.1: Pathways 1 (1), 2 (1), and 3 (1)

E4.1.1-3: Pathways 1, 2 (1,2), and 3

E4.2.1: Pathways 1, 2, and 3



## E4: Understands the economic issues and problems that all societies face.

### Enduring Understanding

- ▶ Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions.

### Components

By the end of 3rd grade, students will:

- E4.3.1 Identify the positive and negative impacts of trade among and between cultural groups.
- E4.3.2 Explain how trade leads to increasing economic interdependence among cultural groups.
- E4.3.3 Explain the effects of increasing economic interdependence on different groups within participating cultural groups.

By the end of 4th Grade, students will:

- E4.4.1 Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in the Pacific Northwest.
- E4.4.2 Explain the economic issues that different communities within the Pacific Northwest faced.
- E4.4.3 Explain how trade led to increasing economic interdependence among groups within the Pacific Northwest.

By the end of 5th Grade, students will:

- E4.5.1 Explain how trade leads to increasing economic interdependence among nations.
- E4.5.2 Explain the effects of increasing economic interdependence on different groups within participating nations.
- E4.5.3 Describe ways people can increase productivity by using improved capital goods and improving their human capital.

### Sample Questions

- (Grade 3) How does culture impact trade decisions?
- (Grade 3) What are the costs and benefits of interdependence among nations?
- (Grade 4) How are resources managed by tribal and non-tribal people of the Pacific Northwest?
- (Grade 4) What Pacific Northwest resources are traded?
- (Grade 5) What types of problems did the United States face that required interdependence with other nations?
- (Grade 5) How did dependence on other nations affect groups of people within the United States?

### *Since Time Immemorial Connections*

#### Elementary Curriculum

- E4.3.1-3: Pathways 2 and 3
- E4.4.1-3: Washington State History: Units 1, 2, and 3
- E4.5.1-3: U.S. History: Units 1 and 2