

Diocese of Joliet:  
Standards for Social Science:  
Economics  
Grades K-8

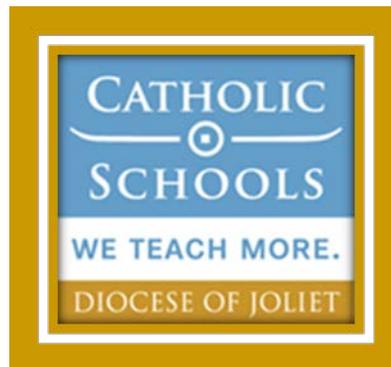
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# *Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Joliet*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Joliet are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life, and culture and to form students as disciples of Jesus.



# DIOCESE OF JOLIET

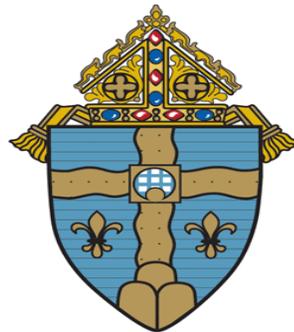
## CATHOLIC SCHOOL

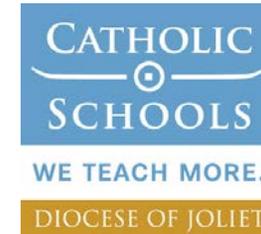
### STANDARDS FOR SOCIAL SSCIENCE

Social Science is the study of society and the relationship of individual members within society which we use to uncover the truth of our connection with one another through time and across geographic barriers. This study also helps to discover the deeper truth of each one's relationship with God.

A curriculum that is open to the intercultural perspective presents the students with a study of civilizations that were previously unknown to them, or were remote from them, but which now are brought to their attention, as well as being brought much "closer" thanks to globalization and modern means of communication, crossing barriers of space and ideological defenses. Teaching that aims to help students understand the reality in which they live cannot ignore the aspect of encounter. On the contrary, teaching has the duty to favor dialogue, as well as cultural and spiritual exchanges.

*Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love, #68*





## ***Affective Goals for Social Science, Economics:***

### **Catholic Identity for Social Science**

*Students will use Social Science:*

***To understand that as Christians we are called to be compassionate and advocate for the just treatment of all people, especially those marginalized by society.***

- A. To characterize, as members of the Catholic Church, the moral choices of stewardship as related to the different aspects of economic systems, acknowledging the importance of community and the common good.
- B. To display a deeper compassion for the division between rich and poor, realizing the impact that economic choices have on all members of society; to recognize the preferential option for the poor and marginalized.
- C. To influence the economic principles of the community so that the poor and vulnerable are served and the rights of the worker are recognized.
- D. To differentiate between WANT and NEED while adhering to the principles of human dignity.
- E. To ensure various government policies and decisions are in keeping with Catholic social teaching with regard to human dignity and the common good.

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 15: Understand economic systems with an emphasis on the United States.

Standard 15A: Understand how different economic systems operate in exchange, production, distribution and consumption of goods and services.

CATHOLIC IDENTITY

Goal 15: Understand moral aspects of the economic systems of the United States.

Standard 15A: Understand the moral consequences of how different economic systems operate in exchange, production, distribution and consumption of goods and services.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Identify community workers and <u>Church workers</u>; tell about the services they provide.</p>	<p>1. Identify goods and services. 2. Describe a choice they have made and explain why they had to make a choice. 3. Suggest a way in which a scarce item could be distributed (e.g., one jump rope, 3 children); <u>explain why God wants all people to be treated fairly.</u> 4. Describe jobs they do at home; <u>tell how these responsibilities serve God.</u> 5. Identify workers they see at school, <u>in the parish</u> and in the community.</p>	<p>1. List and categorize goods and services families consume. 2. Explain how a family makes an economic or <u>moral</u> choice. 3. Identify jobs students might do to earn pay. 4. Match workers in the community to the goods and services they produce. 5. <u>Discuss the meaning and importance of stewardship.</u></p>	<p>1. Explain why a choice must be made, given an example of a limited resource and a list of alternative uses for the resource. 2. <u>Explain how the choices we make can be influenced by our Catholic beliefs rather than economics.</u> 3. Analyze the advantages and disadvantages of distributing a good or service in different ways. 4. List jobs people do to earn wages. 5. Identify producers of goods and services in the community. 6. List the sources of money in their life, and identify money they receive for work.</p>	<p>1. Identify the resources (human, natural, capital) used in the production of goods and services. 2. Identify alternative uses for a given a set of resources. 3. Define labor (i.e., human resource used to produce goods and services). 4. Explain how wages or salaries (the price of labor) act as incentives for people to provide labor. 5. Distinguish between "unemployed" and "non-employed" persons in the economy. 6. Identify skills and knowledge needed for a job. 7. <u>Discuss how to treat workers with dignity and to insure non-discrimination.</u></p>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 15: Understand economic systems with an emphasis on the United States.

Standard 15A: Understand how different economic systems operate in exchange, production, distribution and consumption of goods and services.

CATHOLIC IDENTITY

Goal 15: Understand moral aspects of the economic systems of the United States.

Standard 15A: Understand the moral consequences of how different economic systems operate in exchange, production, distribution and consumption of goods and services.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> <li>1. Explain how a market economy answers the three basic economic questions:                             <ol style="list-style-type: none"> <li>a. What to produce?</li> <li>b. How to produce?</li> <li>c. For whom to produce?</li> </ol> </li> <li>2. Identify the productive resources people sell to earn income.</li> <li>3. Identify human resources in their community and the goods and services they produce.</li> <li>4. Analyze the relationship between what they learn in school and the skills they need for a job.</li> <li>5. <u>Discuss the moral obligation of companies and government to treat workers fairly.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Define productivity.</li> <li>2. Demonstrate how productivity increases through the use of technology.</li> <li>3. Demonstrate how education and training improve skills and increase productivity.</li> <li>4. Explain that in a market economy, producers make the goods and services consumers want.</li> <li>5. <u>Describe the role of the Church in protecting the dignity of workers.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain that consumer demand determines what producers will produce in a market economy.</li> <li>2. Explain the relationship between productive resources households sell to businesses and the goods and services businesses sell to households. Include the payments received.</li> <li>3. Identify times when students or adults are consumers and when students or adults are producers.</li> <li>4. <u>Discuss the relationship between productivity and wages based on the Church's teaching about dignity and rights of the worker.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the price of productive resources in a market economy would influence producer decisions about how, how much, and to what to produce.</li> <li>2. Analyze the relationship between productivity and wages.</li> <li>3. Demonstrate the circular flow of interaction among households, businesses and government in the economy.</li> <li>4. Describe the role of financial institutions in the economy.</li> <li>5. Identify the causes of unemployment.</li> <li>6. Define GDP (Gross Domestic Product).</li> <li>7. <u>Analyze the relationship between productivity and wages based on the Church's teaching about dignity and rights of the worker.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 15: Understand economic systems, with an emphasis on the United States.  
 Standard 15B: Understand that scarcity necessitates choices by consumers.

CATHOLIC IDENTITY

Goal 15: *Understand moral aspects of the economic systems of the United States.*

Standard 15B: *Understand that scarcity necessitates consumer choices which have moral implications.*

*As a result of their schooling students will be able to...*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. <u>Tell why God wants us to help others.</u>	1. Identify a choice students have made when buying a good or service. 2. List goods they want and label them as "wants." 3. Make a choice between two items and tell what was given up. 4. <u>Tell why God wants us to help provide for the needs of others.</u>	1. Describe times when students or families have been consumers. 2. Identify a choice students have made based on wants and needs. 3. Identify ways in which scarce items might be distributed in the classroom, <u>Church</u> , and/or community (e.g., 10 cookies for 20 children).	1. Match a list of wants with an example of a good, service, or leisure activity that satisfies each wants. 2. Identify a consumer choice made by families and explain why a choice had to be made; <u>explain the choice based on moral responsibilities.</u> 3. Choose from among three or more items and identify the opportunity cost as the next best alternative.	1. Identify criteria they use when making consumer choices. 2. Identify the cost of a recent consumer choice they have made. 3. <u>Identify criteria aligned with Catholic values that students use when making consumer choices (e.g., clothing, music, games).</u>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 15: Understand economic systems, with an emphasis on the United States.  
 Standard 15B: Understand that scarcity necessitates choices by consumers.

CATHOLIC IDENTITY

Goal 15: *Understand moral aspects of the economic systems of the United States.*

Standard 15B: *Understand that scarcity necessitates consumer choices which have moral implications.*

*As a result of their schooling students will be able to...*

Grade 5	Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> <li>1. Apply the concept of opportunity cost to choices in the classroom.</li> <li>2. Identify factors that affect consumer choices (e.g., prices of goods and services; quality; income; preferences/tastes)</li> <li>3. Describe how a large increase or decrease in the price of a good or service would affect how much of that item would be purchased.</li> <li>4. Explain why consumers will buy more goods and services at lower prices and fewer at higher prices.</li> <li>5. Define prices as what consumers pay when buying goods or services and what sellers receive when selling goods or services.</li> <li>6. <u>Describe the obligation to share resources with all of God's people.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain that a market exists whenever buyers and sellers exchange goods and services.</li> <li>2. Identify examples of people acting as consumers and as producers.</li> <li>3. Illustrate the law of demand.</li> <li>4. Explain that prices are determined through the buying and selling decisions made by buyers and sellers.</li> <li>5. Explain that competition takes place when there are many buyers and sellers of similar products.</li> <li>6. Identify markets where there is competition among sellers.</li> <li>7. Identify examples of competition among buyers.</li> <li>8. <u>Identify markets that are morally unacceptable. Tell why.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain why people are both consumers and producers.</li> <li>2. Identify markets where buyers and sellers meet face-to-face and markets in which buyers and sellers never meet directly.</li> <li>3. Explain the benefits to consumers of competition among sellers.</li> <li>4. Analyze the impact on prices of competition among buyers <u>as measured by our responsibility as stewards of God's creation.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain why, as market price of a good or service goes up, the quantity demanded by consumers goes down.</li> <li>2. Predict how the change in price of one good or service can lead to changes in prices of other goods and services.</li> <li>3. Explain how prices help allocate scarce goods and services in a market economy.</li> <li>4. Explain why shortages and surpluses occur in a market economy and provide real-world examples of each.</li> <li>5. <u>Analyze shortages and surpluses in relation to our responsibility as stewards of God's creation.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 15: Understand economic systems, with an emphasis on the United States.  
 Standard 15C: Understand that scarcity necessitates choices by producers.

CATHOLIC IDENTITY

Goal 15: *Understand moral aspects of the economic systems of the United States.*

Standard 15C: *Understand that scarcity necessitates producer choices which have moral implications.*

*As a result of their schooling students will be able to...*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	<ol style="list-style-type: none"> <li>1. Identify people who produce goods and services in the community.</li> <li>2. List the resources needed to make a simple item.</li> <li>3. <u>Tell why God wants us to make choices that are good not only for ourselves but for others.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain that people who make goods and services are producers.</li> <li>2. List examples of human, natural, and capital resources.</li> <li>3. <u>Explain the moral choices that producers make and how they affect the community.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. List examples of producers in the economy and identify what they produce.</li> <li>2. <u>List producers who follow/adhere to Catholic values. Explain why.</u></li> <li>3. Classify productive resources as human, natural, and capital.</li> <li>4. Explain that productive resources are limited.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain supply and demand.</li> <li>2. Define "entrepreneur."</li> <li>3. Classify examples of human, natural, and capital resources.</li> <li>4. <u>Tell why conservation of God's creation is important and list things they can do to conserve.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 15: Understand economic systems, with an emphasis on the United States.  
 Standard 15C: Understand that scarcity necessitates choices by producers.

CATHOLIC IDENTITY

Goal 15: Understand moral aspects of the economic systems of the United States.

Standard 15C: Understand that scarcity necessitates producer choices which have moral implications.

*As a result of their schooling students will be able to...*

Grade 5	Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> <li>1. Predict how a large increase or decrease in the price of a good or service will affect how much producers will make and sell of that good or service.</li> <li>2. Analyze why producers will produce more goods and services at higher prices and fewer at lower prices.</li> <li>3. Identify markets in which there are very few sellers and markets in which there are many sellers.</li> <li>4. Identify the characteristics of effective entrepreneurs (e.g., why they are willing to take risks to start new businesses).</li> <li>5. <u>Describe the obligation to share resources with all of God's people.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how price is an incentive to buyers and sellers.</li> <li>2. Analyze the effect of price changes on buyers and sellers.</li> <li>3. Explain that there are incentives other than price that affect people's behavior in the economy.</li> <li>4. Provide examples of positive incentives (rewards) that affect economic behavior.</li> <li>5. Provide examples of negative incentives (penalties) that affect economic behavior.</li> <li>6. Define the law of supply.</li> <li>7. <u>Identify moral incentives that affect individual and corporate purchasing decisions.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze how changes in price affect producer behavior.</li> <li>2. Explain why people's response to an incentive may vary because of differing values or <u>influenced by religious teaching.</u></li> <li>3. Predict the impact on supply of a goods or service when non-price determinants change (e.g., number of producers; cost of production).</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide examples of how changes in incentives encourage people to change their economic behavior in predictable ways.</li> <li>2. Provide examples of how the same incentive will bring about differing responses from differing people <u>based on their understanding of religious teachings.</u></li> <li>3. Explain why, as the market price of a good or service goes up, the quantity supplied also goes up.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 15: Understand economic systems, with an emphasis on the United States.  
 Standard 15D: Understanding trade as an exchange of goods or services.

CATHOLIC IDENTITY

Goal 15: Understand moral aspects of the economic systems of the United States.

Standard 15D: Understand moral values behind the understanding of trade as an exchange of goods and services.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Begin to understand the use of trade to obtain goods and services.	1. Identify exchanges that students have made without the use of money. 2. Identify exchanges that students have made with the use of money. 3. List items that students use but do not make themselves. 4. <u>Determine why God wants us to treat each other fairly.</u>	1. Define barter. 2. Give examples of barter in the economy. 3. Describe a trade that has been made and why the people agreed to trade; <u>tell why it is or isn't fair and moral.</u>	1. Describe an exchange that individual students have made. Explain the results of the trade/exchange. <u>Discuss how the trade was fair to all parties.</u> 2. List examples of exchanges families make, with and without money. 3. Describe how money makes exchange easier. 4. <u>Compare fair trade and the Golden Rule.</u>	1. Describe a monetary exchange that students have made and explain why they were willing to exchange money for a good or service. 2. Identify current and historical examples of exchange (both barter and monetary). 3. Identify the division of labor in a simple production <u>and the need for fairness.</u> 4. Identify examples of division of labor in the school, community <u>and Church.</u>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 15: Understand economic systems, with an emphasis on the United States.  
 Standard 15D: Understanding trade as an exchange of goods or services.

CATHOLIC IDENTITY

Goal 15: Understand moral aspects of the economic systems of the United States.

Standard 15D: Understand moral values behind the understanding of trade as an exchange of goods and services.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> <li>1. Explain the benefits of exchanging with the use of money.</li> <li>2. Identify the primary functions and services of financial institutions.</li> <li>3. Predict how people's lives would be different if they did not trade with others for goods and services they use.</li> <li>4. Illustrate how division of labor in a production process can increase productivity.</li> <li>5. Explain how division of labor creates interdependence.</li> <li>6. Analyze the impact of interdependence on the production process.</li> <li>7. <u>Explain the moral obligations involved in the exchange of goods and services.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Define imports.</li> <li>2. Define exports.</li> <li>3. Provide examples of economic specialization.</li> <li>4. Identify technologies that exist today that impact trade.</li> <li>5. Explain the benefits of trade and the motivations behind it.</li> <li>6. <u>Describe how moral considerations can influence trade agreements. Give examples.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify exports produced in the local community or state.</li> <li>2. Explain why countries benefit when they exchange goods and services.</li> <li>3. Explain how specialization usually increases productivity in an economy.</li> <li>4. Provide examples of how specialization increases interdependence among consumers and producers.</li> <li>5. Explain how technological changes have led to new and improved products.</li> <li>6. Explain how people's incomes reflect choices they have made about education, training, skill development, and careers.</li> <li>7. <u>Explain how materialism should be tempered by a sense of justice and trade should be based on mutual benefit.</u></li> <li>8. Identify new technologies over time and explain their impact on the economy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define and provide an example of comparative advantage in the school or community.</li> <li>2. Explain why comparative advantage leads to specialization and trade.</li> <li>3. Identify barriers to trade and their impact, and explain why nations create barriers to trade.</li> <li>4. Analyze the impact of an increase or decrease in imports/exports on jobs and consumers in the U.S.</li> <li>5. Explain how people's incomes reflect choices they have made about education, training, skill development, and careers.</li> <li>6. <u>Analyze materialism in relation to social justice. Evaluate trade and mutual benefits.</u></li> <li>7. Identify new technologies over time and explain their impact on the economy.</li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 15: Understand economic systems, with an emphasis on the United States.  
 Standard 15E: Understand the impact of government policies and decisions on production and consumption in the economy.

CATHOLIC IDENTITY

Goal 15: *Understand moral aspects of the economic systems of the United States.*  
Standard 15E: *Understand the moral implications of policies and decisions on production and consumption.*

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	<ol style="list-style-type: none"> <li>1. Identify workers who provide public goods and services in the community.</li> <li>2. <u>Identify charities and Catholic services that provide goods and services to those in need.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify public goods and services that students or families use.</li> <li>2. <u>Identify the goods and services used by the Church.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish between public goods and services and private goods and services.</li> <li>2. <u>Compare/contrast public schools and Catholic schools.</u></li> <li>3. Describe examples of public goods and services in the community or state.</li> <li>4. Identify governments as the providers of public goods and services.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define public goods and services.</li> <li>2. Explain types of taxes and name at least two taxes students or adults pay.</li> <li>3. Explain how governmental bodies use taxes.</li> <li>4. <u>Identify services provided by the Church and how they are funded.</u></li> </ol>

SOCIAL SCIENCE CURRICULUM PROJECT

GOAL 15: Understand economic systems, with an emphasis on the United States.  
 Standard 15E: Understand the impact of government policies and decisions on production and consumption in the economy.

CATHOLIC IDENTITY

Goal 15: Understand moral aspects of the economic systems of the United States.  
Standard 15D: Understand the moral implications of policies and decisions on production and consumption.

*As a result of their schooling students will be able to...*

Grade 5	Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> <li>1. Identify public goods and services in the community, state, and nation.</li> <li>2. Describe the different types of taxes (e.g., income tax, sales tax, and property tax).</li> <li>3. <u>Identify how taxes benefit Catholic and private education.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the differences between income tax, sales tax, and property tax.</li> <li>2. Identify what people would give up if governments had no power to tax.</li> <li>3. Identify what goods and services are provided by various levels of government.</li> <li>4. <u>Discuss the advantages and disadvantages of the tax exempt status of non-profit organizations, such as a church.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify laws and government policies that protect property rights, enforce contracts, and maintain competition.</li> <li>2. Explain why there is a role for government in the economy.</li> <li>3. <u>Discuss the role we all play in protecting the poor and vulnerable.</u></li> <li>4. Explain how laws and government policies affecting the economy have changed over time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify examples of proportional, progressive, and regressive taxes in the economy; evaluate fairness of each tax.</li> <li>2. Analyze the benefits and costs to individuals and businesses of government policies that affect the economy.</li> <li>3. <u>Analyze the benefits and costs to individuals and businesses when they operated to protect the poor and vulnerable.</u></li> <li>4. Identify the main sources of revenue for federal and state governments.</li> <li>5. Explain how laws and government policies affecting the economy establish rules to help a market economy function effectively.</li> </ol>