

**Fourth Grade
Social Studies Pacing Guide**

**Month: September
Unit: History**

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Michigan beyond statehood.	4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan’s major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E) <ul style="list-style-type: none"> • What happened? • When did it happen? • Who was involved? • How and why did it happen? • How does it relate to other events or issues in the past, in the present, or in the future? 	<p>What are the rights of citizens in the United States?</p> <p>What are responsibilities of Citizens?</p> <p>How are the rights of citizens protected?</p> <p>Why do rights need protection?</p> <p>How do citizens work together to promote values and beliefs protected by the Constitution and important writings of the nation?</p> <p>What are the</p>	<p>Asking Questions</p> <p>Mock Interviews</p> <p>Graphic Organizers</p>	<p>Unit Test</p> <p>Achievement Series</p>	<p>Agriculture</p> <p>Automobile industry</p> <p>Great Lakes Region</p> <p>Historical Thinking</p> <p>Human Resource</p> <p>Immigration</p> <p>Questions</p> <p>Historical narrative</p> <p>Human resource</p> <p>Immigration</p> <p>Impact the future</p> <p>Industries</p> <p>Informational text</p> <p>Labor movement</p> <p>Logging</p> <p>Manufacturing</p> <p>Migration</p> <p>Mining</p> <p>Natural</p>	<p><i>Our Michigan Adventure!</i> Chapter 6: Using Nature’s Gifts--Natural Resources</p> <p>http://members.scope.oakland.k12.mi.us/grade.aspx?id=55</p> <p><i>Our Michigan Adventure!</i> Chapter 11: Michigan’s People--Who Are We?</p> <p><i>Social Studies Alive! Regions of Our Country</i> Chapter 3: The Peopling of the United States</p> <p><i>Our Michigan Adventure!</i> Chapter 10: Neat Stuff We Make and Grow</p>	<p>Students will use historical inquiry questions to investigate the development of Michigan’s major economic activities in order to better understand Michigan’s economy</p> <p>Students will use primary and secondary sources to explain how migration and immigration affect the</p>

<p>• What is its significance?</p> <p>4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)</p> <p>4 – H3.0.3 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities.(G, E)</p> <p>4 – H3.0.4 Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities</p>	<p>past and current threats to Michigan’s natural resources?</p> <p>How has Michigan worked in the past to protect its natural resources?</p> <p>How is Michigan continuing today to protect its natural resources?</p>				<p>Resource Primary account Primary source Protect natural resource Research industries Secondary source Significance Technology industries Threat to natural resource Time period Tourism Underground Railroad Visual data</p>	<p><i>Our Michigan Adventure!</i> Chapter 7: On The Move</p> <p><i>Our Michigan Adventure!</i> Chapter 5: Slavery and the Trouble That Followed</p> <p><i>Our Michigan Adventure!</i> Chapter 8: Two Tough Wars and Other Worries--30 Tough Years</p>	<p>growth of Michigan in order to better understand Michigan’s economy.</p> <p>Students will describe how the relationship between the location of the natural resources and the location of industries affect the location and growth of Michigan in order to better understand Michigan’s economy.</p> <p>Students will draw upon stories, photos, artifacts, and other primary sources in</p>
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	<p>in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)</p> <p>4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)</p> <p>4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E)</p> <p>4 – H3.0.7 Use</p>						<p>order to compare the life of people in Michigan and the Great Lakes Region during different periods of time in history.</p> <p>Students will use visual data and informational text to compare Michigan economic activity today to economic activity in the past in order to better understand Michigan’s economy.</p> <p>Students will use a variety of sources to write a historical narrative about the automobile industry and the labor</p>
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<p>case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG 7.2.4) (G, C, E)</p> <p>4 – H3.0.8 Describe past and current threats to Michigan’s natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)</p> <p>4 – H3.0.9 Create timelines (using decades after 1930) to sequence and</p>						<p>movement in order to better understand Michigan’s economy.</p> <p>Students will use case studies to describe the ideas and actions of individuals involved in the Underground Railroad in order to better understand Michigan’s history.</p> <p>Students will describe past and current threats to Michigan’s natural resources in order to better understand how to help protect Michigan’s natural resources.</p>
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	<p>describe important events in Michigan history; annotate with connections to the past and impact on the future.</p>						<p>Students will create timelines sequencing important events in Michigan's history in order to better understand our state's past.</p>
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**Fourth Grade
Social Studies Pacing Guide**

**Month: October
Unit: Geography**

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources
The World in Spatial Terms Places and Regions Human Systems Environment and Society	4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? How is it connected to other places?). 4 – G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States. 4 – G1.0.3 Identify and describe the	What are some questions geographers could ask in examining the U.S? What is the purpose of using a variety of geographic tools and technologies? What is a region? Why is the concept of “region” useful? How can we describe regions? What tools can we use to describe a region? What can	Asking Questions Mock Interviews or role-playing activities Map activities Research projects (immigrant groups/cultures)	Unit Test Achievement Series	Cardinal directions Characteristics of geographic tools and technologies Climate Cultural development of place or Region Economic regions Elevation Geographic questions Human activity Human characteristic Human-environment interaction Immigration Impact of immigration Intermediate directions Landform	http://www.ngsednet.org/community/resource_uploads/Cardinal_Directions.pdf http://www.angelfire.com/fl/complless/cardinal.html www.edhelper.com http://www.edhelper.com/ReadingComprehension_33_329.htm <i>Social Studies Alive! Regions of Our Country</i> Chapter 1: Discovering the Social Sciences <i>Social Studies Alive! Regions of Our Country</i> Chapter 2: Exploring Regions of the United States Five Themes of Geography Poster http://members.scope.oakland.k12.mi.us/grade.aspx?id=55

	<p>characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).</p> <p>4 – G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</p> <p>4 – G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States.</p>	<p>maps tell us about regions?</p> <p>What characteristics push people out of a region; or pull people into a region?</p> <p>What are the consequences of human habitation of a region?</p> <p>What is the purpose of people moving?</p> <p>How do humans change the environment?</p> <p>How did the geography of the North Eastern United States affect its development over time?</p> <p>What makes the North Eastern United</p>			<p>regions</p> <p>Maps</p> <p>Migration</p> <p>Negative effect</p> <p>Patterns of population density</p> <p>Physical characteristic</p> <p>Physical environment</p> <p>Political regions</p> <p>Positive effect</p> <p>Purposes of geographic tools and technologies</p> <p>Push/pull factors</p> <p>Regions</p> <p>Relative location</p> <p>United States</p> <p>Vegetation regions</p>	<p><i>Social Studies Alive! Regions of Our Country</i> Chapter 2: Exploring Regions of the United States</p>
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	<p>4 – G2.0.1 Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).</p> <p>4 – G2.0.2 Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.</p> <p>4 – G4.0.1 Use a case study or story about migration within or to</p>	States a region?				
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	<p>the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)</p> <p>4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)</p> <p>4 – G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the United States.</p>					
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**Fourth Grade
Social Studies Pacing Guide**

**Month: November
Unit: Government**

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Purposes of Government Values and Principles of American Democracy	4 – C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?). 4 – C1.0.2 Explain		Research projects Mock interviews Writing informational texts/essays Role-playing Relate the need for government to the need for rules on the playground	Unit Test Achievement Series	Bill of Rights Checks and balances Congress Executive branch Freedom of expression Freedom of religion Freedom of the press Government Individual rights Judicial branch Legislative branch Limit the powers of government Limits on rights Organizational structure of government Political science questions Popular sovereignty	<i>Social Studies Alive! Regions of Our Country</i> Chapter 1: Discovering the Social Sciences http://members.scope.oakland.k12.mi.us/grade.aspx?id=55	Students will identify questions political scientists ask in examining the United States in order to better understand our country's government. Students will explain probable consequences of an absence of government, rules, and laws in order to better understand the purpose of government. Students will describe the

	<p>probable consequences of an absence of government and of rules and laws.</p> <p>4 – C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution.</p> <p>4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government</p>				<p>Powers of Federal Government Preamble to the U.S. Constitution President Principle Probable consequence Purpose of government Purpose of government Responsibilities of citizenship Rights and responsibilities Rule of law Rules and laws Separation of powers Supreme Court Taxing and spending U.S. Constitution Values and principles of American democracy Veto</p>		<p>purposes of government as written in the Preamble to the Constitution in order to better understand our government.</p> <p>Students will explain how the Constitution and Bill of Rights serve to limit the powers of the federal government in order to better understand our country's government.</p> <p>Students will identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved in</p>
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	<p>as reflected in the Constitution and Bill of Rights.</p> <p>4 – C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).</p>						<p>order to better understand our country's government.</p>
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**Fourth Grade
Social Studies Pacing Guide**

**Month: December
Unit: Government**

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Structures of Government	<p>4 – C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver’s license, marriage license).</p> <p>4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).</p> <p>4 – C3.0.4 Describe how the powers of</p>		<p>Charts</p> <p>Graphic Organizers</p> <p>Role-playing</p> <p>Poster-making or book-making</p> <p>Presentations</p>	<p>Unit Test</p> <p>Achievement Series</p>	<p>Bill of Rights</p> <p>Checks and balances</p> <p>Congress</p> <p>Executive branch</p> <p>Freedom of expression</p> <p>Freedom of religion</p> <p>Freedom of the press</p> <p>Government</p> <p>Individual rights</p> <p>Judicial branch</p> <p>Legislative branch</p> <p>Limit the powers of government</p> <p>Limits on rights</p> <p>Organizational structure of government</p> <p>Political science questions</p> <p>Popular sovereignty</p>	<p><i>Our Michigan Adventure!</i> Chapter 13--It Happens in Lansing--Our State Government</p> <p>http://members.scope.oakland.k12.mi.us/grade.aspx?id=55</p>	<p>Students will give examples of powers granted to the federal government and those reserved for the states in order to better understand structures of government.</p> <p>Students will describe the organizational structure of the federal government in order to better understand how our government operates.</p> <p>Students will give examples of</p>

	<p>the federal government are separated among the branches.</p> <p>4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).</p>				<ul style="list-style-type: none"> Powers of Federal Government Preamble to the U.S. Constitution President Principle Probable consequence Purpose of government Purpose of government Responsibilities of citizenship Rights and responsibilities Rule of law Rules and laws Separation of powers Supreme Court Taxing and spending U.S. Constitution Values and principles of American democracy Veto 		<p>how the system of checks and balances limits the power of the federal government in order to understand how our government operates.</p>
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**Fourth Grade
Social Studies Pacing Guide**

**Month: January
Unit: Government**

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<p>4 – C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).</p> <p>4 – C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.</p> <p>4 – C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office,</p>	<p>What is the relationship between rights and responsibilities of citizenship? What are some reasons behind rights having limits?</p> <p>How can citizens work together to promote the values and principles of American democracy?</p>	<p>Mock elections Role-playing Poster-making Presentations</p>	<p>Unit Test Achievement Series</p>		<p>http://members.scope.oakland.k12.mi.us/grade.aspx?id=55</p>	<p>Students will describe how the President, Congress, and Supreme Court come to power in order to better understand how our government operates.</p> <p>Students will explain how the federal government uses taxing and spending to serve the purposes of government in order to understand how our government operates.</p> <p>Students will explain the responsibilities</p>

	<p>respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).</p> <p>4 – C5.0.2 Describe the relationship between rights and responsibilities of citizenship.</p> <p>4 – C5.0.3 Explain why rights have limits.</p>						<p>of citizenship in order to better understand how our government operates.</p> <p>Students will describe the relationship between rights and responsibilities of citizenship in order to become better citizens.</p> <p>Students will explain why rights have limits in order to become better citizens.</p>
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**Fourth Grade
Social Studies Pacing Guide**

Month: February

Unit: Public Discourse, Decision Making

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives		
Identifying and Analyzing Public Issues	4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.	How do conflicts over core democratic values lead people to differ on resolutions?	Role-playing	Unit Test	Alternative resolutions	http://members.scope.oakland.k12.mi.us/grade.aspx?id=55	Students will identify public issues in the United States in order to become involved citizens.		
	4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.		Poster-making or book making to illustrate examples of core democratic values.	Achievement Series	Conflict			Core democratic values	Students will use graphic data in order to analyze information about a public issue in the United States in order to become involved citizens.
	4 – P3.1.3 Give examples of how conflicts over core		Surveys		Graphic data			Public issues	Students will give

	democratic values lead people to differ on resolutions to a public policy issue in the United States						examples of how conflicts over core democratic values lead people to differ on public policy issues in order to become more involved citizens.
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Social Studies Pacing Guide

Month: March

Unit: Citizen Involvement

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Persuasive communication about public issue</p> <p>Citizen Involvement</p>	<p>4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.</p> <p>4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public</p>	<p>How do conflicts over core democratic values lead people to differ on resolutions?</p>	<p>Writer’s workshop lessons on opinion/persuasive writing.</p> <p>Speeches or Debates</p>	<p>Unit Test</p> <p>Achievement Series</p>	<p>Alternative resolutions</p> <p>Conflict</p> <p>Core democratic values</p> <p>Graphic data</p> <p>Public issues</p> <p>Public policy issues</p> <p>Resolution</p>	<p>http://members.scope.oakland.k12.mi.us/grade.aspx?id=55</p>	<p>Students will express their opinions in writing in order to learn to be involved citizens.</p> <p>Students will develop an action plan in order to inform others about a public issue.</p>

	issue. 4 – P4.2.2 Participate in projects to help or inform othe s							
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**Fourth Grade
Social Studies Pacing Guide**

**Month: April
Unit: Economics**

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Market Economy National Economy	4 – E1.0.1 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?). 4 – E1.0.2 Describe some characteristics of a market economy (e.g., private property rights, voluntary	How are households, businesses, and the government connected? How are basic economic questions answered in a market economy? How do negative and positive incentives influence behavior in a market economy? How are the purposes of government fulfilled when taxes are used for public goods and services?	Mock Interviews Read and/or write current events articles about the U.S. economy Graphic organizers Presentations	Unit Test Achievement Series	Behavior Buyers Characteristics of market economy Circular flow model Competition Demand Economic questions Global competition Market economy Market simulation National economy Positive incentives Price Public goods Sellers Substitute goods Supply	http://www.micitizenshipcurriculum.org/ http://members.scope.oakland.k12.mi.us/grade.aspx?id=55 <i>Social Studies Alive! Regions of Our Country</i> Chapter 1: <i>Discovering the Social Sciences</i>	Students will identify questions economists ask in examining the United States in order to better understand our national economy. Students will describe characteristics of a market economy in order to better understand our national economy. Students will describe how positive and negative incentives

	<p>exchange, competition, consumer sovereignty, incentives, specialization).</p> <p>4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.</p> <p>4 – E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).</p>						<p>influence behavior in a market in order to better understand our national economy.</p> <p>Students will explain how price affects decisions about purchasing goods and services in order to better understand our national economy.</p>
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**Fourth Grade
Social Studies Pacing Guide**

**Month: May
Unit: Economics**

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
National Economy	<p>4 – E1.0.5 Explain how specialization and division of labor increase productivity (e.g., assembly line).</p> <p>4 – E1.0.6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).</p> <p>4 – E1.0.7 Demonstrate</p>	<p>How are households, businesses, and the government connected?</p> <p>How are basic economic questions answered in a market economy?</p> <p>How do negative and positive incentives influence behavior in a market economy?</p> <p>How are the purposes of government fulfilled when taxes are used for public goods and</p>	Market simulation (to demonstrate the circular flow model)	Unit Test Achievement Series	Behavior Buyers Characteristics of market economy Circular flow model Competition Demand Economic questions Global competition Market economy Market simulation National economy Positive incentives Price Public goods Sellers Substitute goods Supply	http://members.scope.oakland.k12.mi.us/grade.aspx?id=55	<p>Students will explain how specialization and division of labor increase productivity in order to better understand our national economy.</p> <p>Students will explain how competition among buyers results in higher prices in order to understand our national economy.</p> <p>Students will explain how competition among sellers results in lower prices in</p>

	<p>the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.</p> <p>4 – E1.0.8 Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned.</p>	<p>services?</p> <p>How does specialization and division of labor increase productivity</p>					<p>order to better understand our national economy.</p> <p>Students will demonstrate the circular flow model in order to better understand our national economy.</p> <p>Students will explain why public goods are not privately owned in order to better understand our national economy.</p>
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**Fourth Grade
Social Studies Pacing Guide**

**Month: June
Unit: Economics**

Theme/Big Ideas	GLCEs	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<p>4 – E1.0.7 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.</p> <p>4 – E1.0.8 Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (H)</p> <p>4 – E2.0.1 Explain how changes in the United States</p>	<p>What is flowing or moving in the circular flow model?</p> <p>How does the circular flow model move resources, capital and labor between regions?</p> <p>What is the purpose of public goods not being privately owned?</p> <p>How do changes in the U.S. economy impact levels of employment and unemployment?</p> <p>How does global competition</p>		<p>Unit Test</p> <p>Achievement Series</p>	<p>Behavior</p> <p>Buyers</p> <p>Characteristics of market economy</p> <p>Circular flow model</p> <p>Competition</p> <p>Demand</p> <p>Economic questions</p> <p>Global competition</p> <p>Market economy</p> <p>Market simulation</p> <p>National economy</p> <p>Positive incentives</p> <p>Price</p> <p>Public goods</p> <p>Sellers</p> <p>Substitute goods</p> <p>Supply</p>	<p>http://members.scope.oakland.k12.mi.us/grade.aspx?id=55</p>	<p>SEE ABOVE</p> <p>Students will explain how changes in the United States economy impact levels of employment and unemployment in order to better understand</p>

	<p>economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition). (H)</p> <p>4 – E3.0.1 Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).</p>	<p>affect the national economy?</p>					<p>how the economy works.</p> <p>Students will describe how global competition affects the national economy in order to better understand how the economy works.</p>
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