



Standards Covered in YEE Programming

*This document is a reference sheet for educators to know what learning standards and content is covered in WRHS' Youth Entrepreneurship Education programs. The standards shown here are Social Studies standards but ELA standards and Technology strands are covered in YEE programs and curriculum materials as well.

Grade 4:

1. Primary and secondary sources can be used to create historical narratives.
2. Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.
3. Many technological innovations that originated in Ohio benefited the United States.*
4. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio
5. Tables and charts organize data in a variety of formats to help individuals understand information and issues.
6. Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.
7. Saving a portion of income contributes to an individuals' financial well-being. Individuals can reduce spending to save more of their income.

Grade 5:

1. The choices made by individuals and governments have both present and future consequences.
2. The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.
3. The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.

4. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.
5. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

Grade 6:

1. The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.
2. The fundamental questions of economics include what to produce, how to produce and for whom to produce.
3. When regions and/or countries specialize, global trade occurs.
4. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used.
5. When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.

Grade 7:

1. Maps and other geographic representations can be used to trace the development of human settlement over time.
2. Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.
3. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.
4. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.
5. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
6. People have limited resources and must prioritize their needs and wants. Saving and/or investing a percentage of income contributes to an individual's financial well-being. Professionals can help individuals determine financial goals.
7. People may receive money as gifts, allowance or income. Incomes can vary based on knowledge, skills and experiences.
8. Recognize that people pay taxes on the money they earn. Money collected from taxes is used to provide local, state and national government services.

9. Financial responsibility includes the development of a spending and savings plan (personal budget).
10. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.
11. Examine the different ways that people pay for goods and services.
12. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.
13. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.

Model Curriculum

Grade 4:

1. **CONTENT ELABORATION** Historical narratives recount human events. Students analyze sources related to historical events. Primary sources are records of events as they are first described by people who witnessed the events. Primary sources include: • photos; • official documents; • autobiography/memoir; • interviews of a participant in an event; and • journals/diaries. Secondary sources offer an analysis or a restatement of primary sources. They are written after the events have taken place by people who did not witness the events. Secondary sources may include: • newspaper articles; • textbooks; • biographies; • online encyclopedias; and • reviews of research.
EXPECTATIONS FOR LEARNING Identify and analyze primary and secondary sources to distinguish between perspectives of a historical event.
2. **CONTENT ELABORATION** Ohio has influenced the development of the United States. Inventors from Ohio have contributed innovations which have benefited the United States. For example: • the light bulb made it possible for people to work and play after dark; • the phonograph introduced a new way for people to be entertained in their home; • the traffic light and gas mask improved safety; • the cash register helped businesses keep track of money; • the electric starter and ethyl gasoline for the automobile improved transportation; and • the airplane made it possible for people and goods to travel long distances in less time. **EXPECTATIONS FOR LEARNING** Explain how technological innovations of inventors from Ohio or that originated in Ohio benefitted the United States.
3. Ohio's abundant natural resources and skilled laborers, along with its central location and extensive waterways, allowed it to play a crucial role in the early development of the United States. Ohio's forests provided the resources for building materials and paper. Ohio farms (livestock and crops), as well, as the fisheries along Lake Erie, supplied food for a rapidly growing nation. Ohio coal powered the factories producing goods (rubber, steel, glass) and the ships and trains that carried products to market from the 1800s to today. Ohio's abundant natural resources and skilled laborers, along with its central location and extensive waterways, allowed it to play a crucial role in the economic

development of the United States. Ohio's agriculture, industry, and its natural resources have evolved and continue to have a significant impact on the economic progress of the state, region, and country. Examples of the modern influences Ohio has had on the economy include: • bio fuels (from corn and soybeans); • alternative energy industry (solar energy cells, wind turbines, nuclear); • biotech industries (research/development, medical device manufacturing); • food processing (frozen food industry, pet food); and • financial services (commercial banking, Federal Reserve Bank of Cleveland).

EXPECTATIONS FOR LEARNING Explain how Ohio's agriculture, industry, and natural resources influence the economic development of the United States.

4. CONTENT ELABORATION As students look at the cause and effect of human modification to the environment, they understand the positive and negative consequences of these changes. Students explain the positive and negative consequences of human modifications to the environment in Ohio and the United States. Examples of modifications to the environment include: • construction of farms and towns; • transportation systems; • fertilizers, herbicides and pesticides; and • destruction of wetlands and forests. EXPECTATIONS FOR LEARNING Explain why human modifications to the environment are positive and/or negative.
5. CONTENT ELABORATION At one time, Ohio was a gateway to the West. Ohio's principal commercial artery was the Ohio River. During the 19th century, canals, railroads, and roads were constructed to accommodate the needs of a westward-expanding nation. Ohio continues to function as a major transportation hub for the nation. Ohio's extensive transportation systems are vital to the national and international distribution of merchandise, influencing the movement of people, products, and ideas. Travel systems include: • air; • highway; • rail; and • water routes. EXPECTATIONS FOR LEARNING Explain how Ohio's location and its transportation systems have influenced the movement of people, products, and ideas.
6. CONTENT ELABORATION An entrepreneur is an individual who organizes different productive resources to produce goods or services. Entrepreneurs are willing to take risks to identify and develop new products or start a new business. Entrepreneurs recognize opportunities to use productive resources to make a profit and accept the challenges involved in competing with other producers in the marketplace. Productive resources are used to make goods and services. They include: • natural resources such as water and land; • human resources such as employers and employees; and • capital goods such as money, tools, and buildings. EXPECTATIONS FOR LEARNING Describe how entrepreneurs use productive resources.

Grade 5:

1. CONTENT ELABORATION Geographic information is compiled, organized, manipulated, stored, and made available in a variety of representations. The purpose for why the cartographer creates a map and how it is to be used dictates the way cartographic information is presented. Students need to acquire skills associated with using geographic tools to communicate information from a spatial perspective, including aerial photographs and digital satellite images. Students need to understand the basic

properties of geographic tools and have opportunities to practice using them, including: • maps; • globes; • diagrams; and • aerial and other photographs. These skills build a foundation for future work with computer systems, computer-based geographic information systems (GIS), global positioning systems (GPS) and remote sensing (RS) in other courses. EXPECTATIONS FOR LEARNING Use appropriate geographic tools to gather, process, and report information about people, places, and environments.

2. CONTENT ELABORATION In addition to gathering and organizing information, practiced in grade four, effective decision makers understand that economic choices made by individuals and governments have both present and future consequences. For example, at the national level, a government may choose to build a road in an undeveloped area: • a short-term consequence would include improved transportation; and • a long-term consequence would be increased maintenance costs. For example, at the personal level, an individual may choose to spend more money on a fuel-efficient automobile: • a short-term consequence is the higher price paid for the automobile; and • a long-term consequence is the savings on gasoline costs in the future.

EXPECTATIONS FOR LEARNING Explain the present and future consequences of an economic decision.

3. CONTENT ELABORATION The availability of productive resources influences the production of goods and services in regions of the Western Hemisphere. Students should understand that specialization, the concentration of production on fewer kinds of goods and services than are consumed, develops as a result of people using the productive resources available. Examples of specialization include: • fishing communities; • tourist destinations; and • manufacturing. Trade can occur when individuals, regions, and countries specialize in what they produce at the lowest opportunity cost. This causes both production and consumption to increase. Human resources consist of the talents and skills of entrepreneurs and skilled laborers that contribute to the production of goods and services. Capital goods consist of human-made materials needed to produce goods include: • buildings; • machinery; • equipment; and • tools. Natural resources are productive resources supplied by nature. Natural resources include: • ores; • trees; and • arable land. EXPECTATIONS FOR LEARNING Explain how the availability of productive resources in a specific region promotes specialization and can result in trade.

4. CONTENT ELABORATION In grade four, students learned that the role of the entrepreneur is to organize the use of productive resources to produce goods and services. At this level, students consider the influence of available productive resources and the division of labor on productive capacity. The productive resources (resources used to make goods and services) available and the division of labor (the way work tasks are separated) can impact the productive capacity (maximum output) of an economy both positively or negatively. The productive capacity of a region is influenced by available resources. For example, the climate in Florida provides the necessary productive resources for large-scale production of citrus fruits. By dividing labor tasks among many workers with different expertise, citrus farms can increase their productive capacity. In another example, a family-run business that builds bicycles in coastal Argentina can only produce as many bicycles for which they have the natural resources,

capital goods, and human resources. Productive capacity may also be impacted positively or negatively by the way the work is divided during the production process.

EXPECTATIONS FOR LEARNING Explain how the availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.

5. **CONTENT ELABORATION** Specialization occurs when people, regions, and countries concentrate their production on fewer kinds of goods or services than are consumed. Specialization leads to increased production, because concentrating on the production of fewer goods or services can reduce the cost of production. Greater specialization leads to increased interdependence among regions and countries because nations rely on other nations for the goods they do not produce for themselves. When regions and countries trade, a greater variety of goods are available to consumers. **EXPECTATIONS FOR LEARNING** Explain how specialization and trade lead to interdependence among countries of the Western Hemisphere.
6. **CONTENT ELABORATION** An individual's interests, knowledge, and abilities can affect career and job choice. In grade four, students looked at saving portions of income for individual financial well-being and the role of the entrepreneur. At this level, students build on that understanding by investigating the level of knowledge, skills, and experiences required for various jobs and careers: • knowledge (e.g., degree, certification, license); • skills (e.g., technical, entrepreneurial); and • experiences (e.g., entry-level jobs, internship, apprenticeship, life). **EXPECTATIONS FOR LEARNING** Identify a career of personal interest and research the knowledge, skills, and experiences required to be successful.

Grade 6:

1. **CONTENT ELABORATION** Geographic information is represented in a variety of ways. Students need to use a variety of geographic tools to communicate information from a spatial perspective. Cartographers create maps for specific purposes that represent the time, place, and culture in which they were created. Geographic tools include: • maps; • globes; • diagrams; • computer-assisted mapping; • geographic information systems; and • aerial and other photographs. **EXPECTATIONS FOR LEARNING** Use the correct geographic tools to gather, process, and report information about people, places, and environments.
2. **CONTENT ELABORATION** This content statement builds on foundational understanding that began in kindergarten of economic choices and their consequences. Students will understand and be able to predict the present and future consequences of personal and collective economic choices. Students at this level will examine the choices of individuals and governments that lead to economic decision making. Students will evaluate and predict the resulting consequences, which are relative to individuals and societies. **EXPECTATIONS FOR LEARNING** Predict the present and future consequences of an economic decision. Explain how individuals and societies may evaluate the choice differently.
3. **CONTENT ELABORATION** Students at this level are introduced to the fundamental questions of economics: • what to produce; • how to produce it; and • for whom to

produce it. Students will understand that limitations on resources force individuals and societies to make choices around these fundamental questions. Societies make decisions about what to produce and how to produce it based on the availability of productive resources including: • human resources; • capital goods; and • natural resources. Decisions about for whom to produce often are based on demand and means of distribution. EXPECTATIONS FOR LEARNING Explain how individuals and societies answer the fundamental questions of economics.

4. CONTENT ELABORATION Study of specialization begins in grade five as students study the reasons individuals and societies specialize in the production of goods and services. Students at this level build on the understanding that the limited availability of productive resources leads to specialization as they study how and why specialization leads to trade on a global scale. When regions and/or countries specialize in the production of a limited number of goods and services, they must trade to obtain goods and services which they want but do not or cannot produce. EXPECTATIONS FOR LEARNING Explain how specialization leads to global trade.

Grade 7:

1. CONTENT ELABORATION Economic decisions, whether they are made by individuals, governments or businesses, are generally made by weighing the costs against the benefits. This decision-making process is referred to as cost-benefit analysis. This standard should be incorporated throughout the year. Historical examples can be found in decisions of early civilizations and countries to establish trade routes, engage in slave trade, explore and colonize new lands. EXPECTATIONS FOR LEARNING Explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions. Describe how cost-benefit analysis of an action consists of short- and long-term consequences.
2. CONTENT ELABORATION Productive resources are not distributed equally around the world. Productive resources are the resources used to make goods and services. The abundance or lack of resources in a region contributes to specialization and trade with other regions. Specialization is the concentration of production on fewer kinds of goods and services than are consumed. When regions and/or countries specialize, they trade to obtain goods and services they want but do not or cannot produce. As societies grew and trade expanded, interdependence increased. This standard should be incorporated throughout the year. Possible examples: The availability of productive resources such as tea and spices in Asia, tobacco, cotton, coffee, gold and silver in the Americas, and ivory, salt and gold in Africa, led these regions to specialize. They traded for goods they did not have and wanted. This exchange promoted global interdependence. EXPECTATIONS FOR LEARNING Explain how trade leads to specialization and interdependence. Analyze how distribution of resources leads to specialization and trade.

