

Disciplinary Literacies in Elementary Social Studies

Utah K-6 Applications

The purpose of this document is to clarify what disciplinary literacy in social studies instruction and learning might look like in Utah's K-6 classrooms.

What is disciplinary literacy?

Disciplinary literacy is the ability to appropriately and effectively communicate in a discipline or content area through using the knowledge, norms, and practices of that discipline. Specifically, disciplinary literacy entails the following components:

- **The authentic ways communication occurs within the discipline:** texts, graphics, patterns of discourse
- **The conceptual content knowledge of the discipline:** concepts, principles, theories, models, classifications
- **The nature or norms of the discipline:** dispositions, values
- **The practices utilized within the discipline:** skills, ways of working

How does disciplinary literacy differ from content area literacy?

Content area literacy and disciplinary literacy are approached to literacy instruction within the content areas. But they have distinct focuses. **Content area literacy focuses on teaching general reading and writing strategies that can be applied across different subjects. Disciplinary literacy emphasizes the unique ways of reading, writing, speaking, listening, and thinking within specific disciplines.** (Shanahan and Shanahan) Both content area literacy and disciplinary literacy need to be used in conjunction with each other to support students' comprehension literacy development and success.

For example, content area literacy involves reading *about* the discipline, such as reading an article about a battle in the American Revolution and then answering questions or communicating information about the battle.

In contrast, disciplinary literacy might involve analyzing maps of the battlefield, reading journal entries of participants on both sides of the battle, and then comparing the different perspectives to draw conclusions about how the battle was won or lost. Disciplinary literacy requires more active involvement with the tools and practices of the discipline of social studies. More information can be found in the [Disciplinary Literacy in Utah Schools document](#).

What is disciplinary literacy in social studies?

Social studies literacy [or disciplinary literacy in social studies] *is the ability to construct meaning with multiple genres of print, non-print, visual, aural, video, audio, and multimodal texts; critically evaluate texts within the context of the work that experts in the field have*

previously done; use texts as evidence in the development of original interpretations of concepts or events; and create multiple types of texts that meet discipline standards. (adapted from Dr. Jeffrey Nokes, BYU, 2012)

In summary, disciplinary literacy in support of Utah elementary social studies is the ability to think, read, write, speak, and listen like historians, geographers, social scientists and citizens, and economists.

How Does Disciplinary Literacy Align with the Utah K-6 Social Studies Standards?

Four **disciplines** of social studies are prevalent in Utah's K-6 Social Studies Standards: **History, Geography, Civics, and Economics.**

For each discipline, students can assume a role (or "wear the hat" of an expert in that role) that encourages action in their learning:

- **The Sense-Maker and Storyteller** (History, historian)
- **The Wonderer and Wanderer** (Geography, geographer)
- **The Citizen and Solution-Finder** (Civics, social scientist/citizen)
- **The Entrepreneur and Systems-Thinker** (Economics, economist)

Each discipline has **categories** of practices (as outlined in the C3 Framework (National Council for the Social Studies)) in which students will actively engage when acting as an expert of that field.

Listed for each category are **general inquiry questions** to guide students' thinking, as well as a sampling of **compelling questions** which are found in the [Utah K-6 Social Studies Standards](#). The compelling questions are labelled with the grade level and strand in which they are found.

The Sense-Maker and Storyteller (Historian/History Literacies)

A historian uses evidence to make sense of events and changes that happened in the past. History Literacies require understanding and evaluating change and continuity over time, as well as the context of historical events and decisions. They also include appropriate use of historical evidence to answer questions and develop arguments about the past.

Categories for The Sense-Maker and Storyteller are:

- Time: Change, Continuity, and Context
- Perspectives: Seeing Through their Eyes
- Historical Sources and Evidence: Using the Past
- Cause and Effect: Chains of Events

Time: Change, Continuity, and Context

- **The Sense-Maker and Storyteller** understands that things change or stay the same over time.
- **The Sense-Maker and Storyteller** notices similarities and differences between historical periods, and between the past and the present.
- **The Sense-Maker and Storyteller** uses chronological reasoning.
- **The Sense-Maker and Storyteller** understands that change in one area of life can create change in other areas of life.
- **The Sense-Maker and Storyteller** considers the context of historical events, decisions, and actions.
- **The Sense-Maker and Storyteller** evaluates the significance of specific individuals, groups, and developments in history.

K-2

General Inquiry Questions

- What has changed or stayed the same over time?
- What similarities and differences do I notice between now and the past?
- In what order did things happen?

Utah Standards Compelling Questions

- What are some of the ways families and communities remain the same over time?
What are some of the ways that families and communities change over time? (K.1)
- Why is it important to ask questions about and remember events from the past?
(1.1)
- What is history, and what lessons can we learn by studying history? (2.1)
- What criteria should be used to determine the significance of historical events? (2.1)

3-6

General Inquiry Questions

- How have things changed or stayed the same over time?
- What similarities and differences do I notice between now and the past?
- In what order did things happen?
- What was happening during this time and how did it affect decisions?
- Who benefitted from a change and why?
- Who did not benefit from a change and why?

Utah Standards Compelling Questions

- How has your community changed or remained the same with the passage of time and why? (3.2)

- How did improved transportation, industry, and mining transform Utah's economy, politics, and other aspects of culture? (4.3)

Perspectives: Seeing Through their Eyes

- **The Sense-Maker and Storyteller** understands that people form different versions of the same event based on their own perspective - their ideas, attitudes, and beliefs.
- **The Sense-Maker and Storyteller** recognizes that there are multiple points of view in the past.
- **The Sense-Maker and Storyteller** seeks out a variety of sources to help answer historical questions.
- **The Sense-Maker and Storyteller** understands that perspectives may change over time.
- **The Sense-Maker and Storyteller** develops a sense of empathy with people in the past whose perspectives might be very different from perspectives today.

K-2

General Inquiry Questions

- Do different people tell the same story in different ways? Why?
- What sources will tell different points of view for the same story?
- Do people ever change their point of view?

Utah Standards Compelling Questions

- Who are the people in our families and communities that we honor? Why are these people honored and remembered? Whom do we honor in United States history? (K.1)
- Why do people often see things from different points of view, and how do we show respect for different points of view or opinions? (1.1)
- Why are historical events often interpreted differently through different points of view? (2.1)

3-6

General Inquiry Questions

- Are there multiple points of view about this person, place, or event?
- What different sources will help me understand the full story?
- Have any perspectives changed over time?
- How did people in the past think and feel? Would they think and feel the same way if they lived now?

Utah Standards Compelling Questions

- What may happen when two or more cultures, with significant differences, come into contact? (4.2)

- What motivated some groups to be revolutionary, some to be loyalists, and others to be neutral? (5.2)
- How do ideas and belief systems unite or divide groups of people? (6.2)

Historical Sources and Evidence: Using the Past

- **The Sense-Maker and Storyteller** asks questions.
- **The Sense-Maker and Storyteller** uses historical or primary sources (written documents, objects, artistic works, oral accounts, landscapes modified by humans, etc.)
- **The Sense-Maker and Storyteller** chooses sources based on the source's features, such as its maker or its date.
- **The Sense-Maker and Storyteller** pays attention to the historical context of a source to make sure it is relevant and credible.

K-2

General Inquiry Questions

- What can we learn from the past?
- What questions should I ask?
- What happened in the past?
- What sources can I use to help answer my questions?
- Can I trust this source?

Utah Standards Compelling Questions

- What are primary sources, and why is it important to use them? (1.1)
- Why do historians look at multiple primary sources to interpret historical events? (2.1)

3-6

General Inquiry Questions

- How does the past help us make sense of the present?
- What historical and primary sources should I use?
- What features of this source will help me learn and understand?
- Is this source from the right time and place, and can it be trusted?
- Which evidence can tell me what happened and why it happened?
- What evidence backs up my claims and arguments?

Utah Standards Compelling Questions

- Why is it important to protect historical sites? (4.2)

- What can the study of archaeology teach us about the economies, communities, and other aspects of the cultures of indigenous Native American tribes within Utah? (4.2)
- What makes an event historically significant and worthy of remembering? (5.5)

Cause and Effect: Chains of Events

- **The Sense-Maker and Storyteller** uses evidence to make inferences and draw conclusions about causes and effects.
- **The Sense-Maker and Storyteller** understands that the results of a historical event may not be what people who participated in it wanted or expected.
- **The Sense-Maker and Storyteller** makes claims and arguments that are based on evidence.

K-2

General Inquiry Questions

- What caused a change? What were the effects of this change?
- Did changing one thing cause other things to change?

Utah Standards Compelling Questions

- Why are some events and people from history remembered? (K.1)
- Whom do we honor in United States history? (1.1)
- How has your personal and family history helped influence who you are? (2.1)

3-6

General Inquiry Questions

- How did people in the past view the world? How did their worldview affect their choices and actions?
- What were the causes of past events, and what were their effects? Who or what made the change happen? Who supported the change, and who didn't? Which effects were intended?
- How did decisions or actions narrow or eliminate choices for people?
- How did decisions or actions significantly transform people's lives?
- Did things turn out the way that people intended?

Utah Standards Compelling Questions

- Why did Utah struggle to attain statehood? (4.3)
- What makes an event historically significant and worthy of remembering? (5.5)

- How has the struggle to gain and retain basic human rights, needs, and power in society resulted in historical conflict? (6.4)

The Wonderer and Wanderer: Geographer/Geography Literacies

A geographer studies the environment and how it impacts people. Geography Literacies are based on space and the patterns found in that space. Patterns might include describing items as sparse, dense, dispersed, clustered, linear, concentrated, peripheral, etc.

Geographic reasoning requires using spatial and environment perspectives, asking and answering questions, and being able to use, create, and apply geographic representations such as maps, globes, and other imagery. Geographic ways of thinking include: recognizing that events in one place influence events in other places, using geography to make decisions, helping people understand and appreciate their own place in the world, and fostering curiosity about Earth's wide diversity of environments and cultures.

Categories for The Wonderer and Wanderer are:

- Spatial Views of the World: Maps, Globes, and other Geographic Representations
- Human-Environment Interactions: Location, Place, Regions, and Culture
- Movement: Human Population Patterns and Migration
- Global Interconnections: Changing Spatial Patterns

Spatial Views of the World: Maps, Globes, and other Geographic Representations

- **The Wonderer and Wanderer** answers geography questions by gathering relevant information.
- **The Wonderer and Wanderer** answers geography questions by organizing and analyzing information.
- **The Wonderer and Wanderer** communicates findings that are based on credible information.
- **The Wonderer and Wanderer** creates maps and other geographical representations.
- **The Wonderer and Wanderer** applies relevant knowledge of geography to make decisions and solve problems.

K-2

General Inquiry Questions

- Where is this place?
- How is this place similar to or different than (another place)?
- What information do I need to answer my questions?
- How can I share what I learn?

Utah Standards Compelling Questions

- What stories do maps and globes tell? (K.2)
- How do you find your place on a map? (K.2)
- Why do people use maps? (2.2)
- How is learning to read a map similar to and different from learning to read a story? (2.2)

3-6

General Inquiry Questions

- What relevant information should I gather, organize, and analyze to answer my questions?
- What maps and other geographical representations can I create?
- How can I use my knowledge of geography to make decisions and solve problems?

Utah Standards Compelling Questions

- Where are these other communities located and how do their locations affect people's lives?
- Where is Utah located in the world? (4.1)

Human-Environment Interactions: Location, Place, Regions, and Culture

- **The Wonderer and Wanderer** observes a range of geographical patterns on local to global scales that influence how people interact with the environment.
- **The Wonderer and Wanderer** investigates a range of geographical patterns on local to global scales that influence how people interact with the environment.
- **The Wonderer and Wanderer** analyzes a range of geographical patterns on local to global scales that influence how people interact with the environment.
- **The Wonderer and Wanderer** explains a range of geographical patterns on local to global scales that influence how people interact with the environment.

K-2

General Inquiry Questions

- How do people use the land?
- How have people changed the land?
- How does the land influence people's daily lives or choices?
- How can we describe the people in this place?

Utah Standards Compelling Questions

- Which geographic features are made by humans, and which are natural? (1.2)
- How do geography, climate, and natural resources affect the way people live and work (for example, crops that can be grown in Utah and why they can be grown there)? (1.2)
- What are different ways our natural environment helps meet human needs of living, working, and playing? (2.2)
- What relationships do you, your family, and your community have with the vegetation, animal life, and physical features of your region? (2.2)

3-6

General Inquiry Questions

- How do people use the land?
- How have people changed the land?
- How can we describe the people who live here? (nationalities, traditions, language, homes, etc.)
- What attitudes do the people who live here hold towards the land and geographical features? How do those attitudes affect their actions and decisions?
- How can I explain patterns in geography that affect how people interact with the environment?

Utah Standards Compelling Questions

- How do people use the land?
- How have people changed the land?
- How can we describe the people who live here? (nationalities, traditions, language, homes, etc.)

Movement: Human Population Patterns and Migration

- **The Wonderer and Wanderer** notices the size, makeup, distribution, and movement of groups of people.
- **The Wonderer and Wanderer** analyzes how the spread and movement of groups of people affects the environment, use of resources, and how communities develop over time.
- **The Wonderer and Wanderer** asks and answers questions about how patterns and movement of groups of people connect to phenomena such as climate variability, landforms, and locations of natural hazards.
- **The Wonderer and Wanderer** recognizes how political, economic, and technological changes affect the makeup, distribution, and size of groups of people.

K-2

General Inquiry Questions

- Why would people move to or leave this place?
- How do people travel?
- Where does my food come from? (or clothes, toys, etc.)

Utah Standards Compelling Questions

- How does food that does not grow in our state end up in our lunchroom and homes? (1.2)
- What are some of the reasons people or animals move from place to place? (1.2)

3-6

General Inquiry Questions

- Why would people move to or leave this place?
- How do people travel?
- What goods are imported and exported, and where are they going to/coming from?
- What do I notice about the size, makeup, distribution, and movement of groups of people?
- How does people moving around the world affect the environment, how resources are used, and how communities grow?
- How are people's choices about where to live influenced by weather, geographical features, and risks of disasters?

- How do things like politics, money, and inventions influence where people live and how populations grow or shrink?

Utah Standards Compelling Questions

- Why is Utah's most populated area along the Wasatch Front? (4.1)
- How did the arrival of European and American trappers and traders alter the human geography of Utah? (4.2)
- What factors led people from all over the world to settle in Utah and positioned Utah to become "The Crossroads of the West"? (4.3)
- How did Native American life change as settlement continued? (4.3)
- What were some of the impacts of Westward Expansion? (5.4)
- In what ways does immigration impact the conditions and motivations of exploration, colonization, or independence movements? (6.3)

Global Interconnections: Changing Spatial Patterns

- **The Wonderer and Wanderer** asks and answers questions about patterns of geography and being globally interconnected.
- **The Wonderer and Wanderer** collaborates with others to address global-scale issues and problems.
- **The Wonderer and Wanderer** recognizes that Earth is a set of interconnected ecosystems which people influence.
- **The Wonderer and Wanderer** understands that many natural phenomena have no obvious boundaries.
- **The Wonderer and Wanderer** evaluates patterns of the spread of life forms, including humans, and the changes that are a result.

K-2

General Inquiry Questions

- How do living things move around the world?
- Why do living things move around the world?

Utah Standards Compelling Questions

3-6

General Inquiry Questions

- How do patterns in geography affect global interconnectedness?
- How can I collaborate with others to address global-scale issues?
- Does nature always have clear boundaries?

- How do people influence Earth's interconnected systems?
- How do living things, including humans, move around the world? How does moving change them and their environment?

Utah Standards Compelling Questions

- How did new immigrant communities contribute to the history and culture of Utah? (4.3)
- What factors led people from all over the world to settle in Utah and positioned Utah to become "The Crossroads of the West"? (4.3)
- How does immigration play a role in globalization of ideas, goods, or knowledge? (6.2)
- What are the pros and cons of global interconnectedness? (6.3)

The Citizen and Solution-Finder: Political Scientist/Civics Literacies

A political scientist is a person who studies governments and how they work. Civic Literacies include the ways of thinking that support students as they engage with and act in our democracy. Civic Literacies deal with the processes and rules by which groups of people make decisions, govern themselves, and address public issues and/or problems. Central to these ways of thinking are the application of civic virtues, deliberation, and perspective taking.

Categories for The Citizen and Solution-Finder are:

- Civic and Political Institutions: Slices of Society
- Participation and Deliberation: Applying Civic Virtues and Democratic Principles
- Processes, Rules, and Laws: Operations

Civic and Political Institutions: Slices of Society

- **The Citizen and Solution-Finder** understands the important institutions of society (such as government, economy, education, family, healthcare, religion) and the principles that the institutions are intended to reflect.

K-2

General Inquiry Questions

- What is government?
- What is the economy?
- What is “the common good?”

Utah Standards Compelling Questions

- Who in your community promotes the welfare and safety of others? (K.3)
- How are our personal histories shaped by our families and communities? (1.1)
- How has your personal and family history helped influence who you are? (2.1)

3-6

General Inquiry Questions

- What are the important institutions of societies (such as government, economy, education, family, healthcare, religion) and how are they meant to function for everyone’s benefit?

Utah Standards Compelling Questions

- How does the Preamble reflect the Founding Fathers’ expectations for the role of government? (3.1)
- How are your local leaders chosen, and how does your community assure that its leaders do what your community wants and/or needs? (3.3)
- How is federal and state power balanced in Utah, and what is the function of Utah’s state Constitution? (4.4)
- What characteristics or qualities must a group of people have to be considered a civilization? (6.1)
- What role does religion play in the cultural expression of a civilization? (6.1)
- How do ideas and belief systems unite or divide groups of people? (6.1)

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- **The Citizen and Solution-Finder** obtains factual knowledge of important texts such as the founding documents of the United States, court rulings, speeches, and other historically impactful texts.
- **The Citizen and Solution-Finder** comes to understand the diverse arguments that have been made about important texts and their meanings.
- **The Citizen and Solution-Finder** understands virtues and principles by applying and reflecting on them through civic engagement - their own civic engagement and that of other people from the past and present.

K-2

General Inquiry Questions

- What rights do people have?
- What responsibilities do people have as members and citizens of different communities?

Utah Standards Compelling Questions

- What are ways we feel like we belong and are welcome in our school and community? (K.3)
- How do people decide who governs us? Why is it important for citizens to learn about candidates and to vote? (2.3)
- What are the benefits and responsibilities of being good citizens? (2.3)

3-6

General Inquiry Questions

- What are the rights and responsibilities of individuals and of governments?
- What do I need to know about key historical documents?
- What are the multiple, diverse viewpoints about the meaning of key historical documents?
- Why is it important to be civically engaged? What can I learn from others who are and have been civically engaged?

Utah Standards Compelling Questions

- How are the founding documents of the United States unique? (3.1)
- How have the rights and liberties in the Constitution been interpreted and applied to different groups over time? (5.3)

- What are some of the ways students your age can help to make a positive difference? (5.6)
- Who are some of the inspiring people around the world who are champions of human rights and dignity? (6.4)

Processes, Rules, and Laws: Operations

- **The Citizen and Solution-Finder** owns a factual understanding of political systems.
- **The Citizen and Solution-Finder** learns how various rules, processes, laws, and policies work.
- **The Citizen and Solution-Finder** gains experience in defining and addressing public issues and/or problems.

K-2

General Inquiry Questions

- What problems are people facing?
- Are people being treated fairly?
- How can I help make my communities better?

Utah Standards Compelling Questions

- Why are rules important? What can happen when rules are broken? (K.3)
- How do rules and laws affect your family, your school, and your community? (1.3)
- What are the roles and responsibilities of citizens and government in your community? (1.3)
- How do classrooms, communities, and families work together to resolve conflicts they face? (2.3)

3-6

General Inquiry Questions

- How do different governments work?
- How do rules, processes, laws, and policies work?
- What problems are people facing in this society?
- Are human rights being respected?
- How are laws created, and how are they enforced?
- Which individuals and/or groups are being treated unfairly?
- Is there a sense of unity among the people, and are people respecting differences of opinion within the population?
- How can I participate in defining and addressing public issues?

Utah Standards Compelling Questions

- How does the government protect individual rights? (3.1)
- How are checks and balances applied in government? (3.1)
- How is federal and state power balanced in Utah, and what is the function of Utah's state Constitution? (4.4)
- How are issues between state, federal, and tribal lands resolved? (4.4)
- What are some of the most pressing issues facing Utah today? (4.5)
- What are your rights and responsibilities as a citizen or resident in Utah? (4.5)
- Why did different groups who were in North America during this time (pre-contact to early colonization) experience varying degrees of freedom? (5.1)
- What are the most pressing issues facing the United States today? (5.6)
- What conditions can lead to revolutions? (6.3)

The Entrepreneur and Systems Thinker: Economist/Economics Literacies

An economist studies the ways people make a living, use or save money, and choose to use resources. Economic Literacies include everyday ways of thinking and solving problems related to finances, human capital, physical capital, and natural resources. Human capital includes the knowledge, skills, and health that people invest in and accumulate throughout their lives that allows them to realize their potential as productive members of society. Physical capital refers to human-created, tangible items such as machinery, buildings, office or warehouse supplies, vehicles, and computers. Economists consider costs and benefits when making decisions, and understand how buyers and sellers interact with each other locally, in a national economy, and in the global marketplace.

Categories for The Entrepreneur and Systems Thinker are:

- Needs and Wants: Economic Decision Making
- Trade: Exchange and Markets
- National Economy
- Global Economy

Needs and Wants: Economic Decision Making

- **The Entrepreneur and Systems Thinker** sets goals and finds resources available to achieve those goals.
- **The Entrepreneur and Systems Thinker** investigates alternative ways to use resources, and the advantages and disadvantages of those alternatives.
- **The Entrepreneur and Systems Thinker** weighs the benefit of an action against the cost of the action.
- **The Entrepreneur and Systems Thinker** investigates the incentives that motivate people in their economic decision making.

K-2

General Inquiry Questions

- How do people meet their needs and wants?
- What can help me reach my goals?

Utah Standards Compelling Questions

- What happens when you have to choose between two things you need or want? (K.4)
- How might saving money improve someone's life in the future? (K.4)
- Why do people save money? (K.4)
- How do people decide what is a want, and what is a need? (1.4)
- What do people gain when they save, and what do they sacrifice? (1.4)
- What is money used for, and how could a student earn it? (2.4)

3-6

General Inquiry Questions

- What goals have I set? What resources are available to achieve those goals?
- How do people meet their needs and wants?
- How do the decisions made by individual families or businesses affect themselves and the economy?
- Are there alternative ways to use resources? What are the advantages and disadvantages of alternate uses?
- What are the costs and benefits of this decision?
- What motivates people to make certain decisions?

Utah Standards Compelling Questions

- What can economic systems and trading patterns tell us about cultures? (4.2)
- How did the Industrial Revolution change our country? (5.4)

- Why do nations often desire to create empires, and how do they do so? (6.3)

Trade: Exchange and Markets

- **The Entrepreneur and Systems Thinker** understands how the principles of the exchange (trade), in order for both parties to gain from the trade, applies to goods and services, labor, credit, foreign exchange, etc.
- **The Entrepreneur and Systems Thinker** compares benefits and costs.

K-2

General Inquiry Questions

- What goods and services are being produced and consumed?
- How do jobs impact people and the economy?

Utah Standards Compelling Questions

- What are goods, and what are services? (2.4)
- What are the different ways goods arrive in our homes? (2.4)

3-6

General Inquiry Questions

- What goods and services are being produced and consumed?
- How do the benefits and costs of this trade compare?
- How will this trade or exchange benefit everyone involved?

Utah Standards Compelling Questions

- Have the benefits of leading on the world stage outweighed the costs for the United States? (5.5)
- What impact might the (insert current global issue here) have on world economies? (6.4)

National Economy

- **The Entrepreneur and Systems Thinker** analyzes how changes in the quantities and qualities of human capital, physical capital, and natural resources influence economic conditions and standards of living.
- **The Entrepreneur and Systems Thinker** recognizes, predicts, and evaluates how policies affect inflation, employment, and growth.

K-2

General Inquiry Questions

- How does supply and demand affect me?

Utah Standards Compelling Questions

- What does it mean to make a living? (1.4)
- What resources affect business choices? (2.4)

3-6

General Inquiry Questions

- How do people's skills, tools, and the environment affect economies and how well people live?
- How might government decisions change prices, jobs, and how much the economy grows?
- How do factors like unemployment, inflation, and economic growth impact the entire economy?
- How do changes in the quantity and quality of goods affect the economy and people's standard of living?
- How do policies affect inflation, employment, and economic growth?

Utah Standards Compelling Questions

- What are historic and contemporary examples of Utah's economic interdependence, and what are some ways to ensure growing demand for natural resources in Utah are met? (4.5)
- Have the benefits of leading on the world stage outweighed the costs for the United States? (5.5)
- What are the most pressing issues facing the United States today? (5.5)

Global Economy

The Entrepreneur and Systems Thinker understands why people specialize in work and engage in trade.

The Entrepreneur and Systems Thinker understands how specialization and trade leads to increased economic interdependence.

The Entrepreneur and Systems Thinker recognizes benefits and costs of trade.

The Entrepreneur and Systems Thinker evaluates policies created to influence trade among individuals and businesses in different countries.

K-2

General Inquiry Questions

- Why do people specialize in work?

- Why do people and countries trade with each other?

Utah Standards Compelling Questions

- What resources affect business choices? (2.4)
- What are the different ways goods arrive in our homes? (2.4)

3-6

General Inquiry Questions

- How do factors like unemployment, inflation, and economic growth impact the entire economy?
- Why do people specialize in work and engage in trade?
- How does specialization and trade lead to everyone becoming more economically connected?
- What are the benefits and costs of trade?
- How do rules about trade affect how items are traded among people and companies around the world?

Utah Standards Compelling Questions

- What are the pros and cons of global interconnectedness? (6.3)
- What impact might the (insert current global issue here) have on world economies? (6.4)
- How does immigration play a role in globalization of ideas, goods, or knowledge? (6.2)

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