

Social Studies Performance Level Descriptors
Economics
Grade 2

Content Standard 1.0	The Economic Way of Thinking: <i>Students will use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> • Cite an example of a choice, list several alternatives, and identify the best alternative to the choice that was made
MEETS STANDARD	<ul style="list-style-type: none"> • Cite an example of a time when a choice was made and describe what was given up. • Give several accurate examples of all-or-nothing choices.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Cite an example of a time when a choice was made, but have difficulty describing what was given up.
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty citing an example of a choice. • Have difficulty giving examples or give inaccurate examples of all-or-nothing choices.

Social Studies Performance Level Descriptors
Economics
Grade 3

Content Standard 1.0	The Economic Way of Thinking: <i>Students will use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> • Explain why incentives do not always work. • Evaluate whether the benefits exceeds the costs.
MEETS STANDARD	<ul style="list-style-type: none"> • Categorize wants as goods, services, and leisure activities. • Identify examples of incentives and categorize them as positive or negative. • Identify the benefits and the costs of an all-or-nothing choice.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify goods, services, and leisure activities, but do not categorize them correctly. • Identify examples of incentives, but do not categorize them correctly. • Identify the benefits or the costs of an all-or-nothing choice.
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty identifying wants. • Have difficulty identifying incentives. • Confuse benefits/costs of an all-or-nothing choice.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 5

Content Standard 1.0	The Economic Way of Thinking: <i>Students will use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> • Give examples of situations in which scarcity requires a person to make a choice and identify costs associated with the decisions. • Give examples of situations in which people with different preferences make different decisions and offers insightful explanation of the difference in preferences.
MEETS STANDARD	<ul style="list-style-type: none"> • Describe a situation in which scarcity requires a person to make a choice and identify a cost associated with the decision. • Give examples of situations in which people with different preferences make different decisions. • Demonstrate an understanding that choosing a little more or a little less generates either a benefit or a cost.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Describe a situation in which scarcity requires a person to make a choice and but have difficulty identifying a cost associated with the decision. • Give examples of situations in which people make different decisions but have difficulty explaining why. • Explain the difference between choosing a little more and making an all-or-nothing choice, but have difficulty explaining the benefit or cost.
BELOW STANDARD	<ul style="list-style-type: none"> • Confuse the relationship between scarcity and decision-making. • Have difficulty giving examples of situations in which people make different decisions. • Have difficulty explaining the difference between choosing a little more and making an all-or-nothing choice.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 8

Content Standard 1.0	The Economic Way of Thinking: <i>Students will use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> • Give an example of changing incentives to induce behavior change. • Given a group/class decision about consuming a particular good or engaging in an activity, identify the costs and benefits of consuming an additional unit and use this information to identify the best quantity.
MEETS STANDARD	<ul style="list-style-type: none"> • Given that a choice has been made among several alternatives, identify opportunity cost of choice. • Demonstrate an understanding that self-interest is a motivational factor when people respond to incentives. • For a particular good or activity, identify the costs and benefits of consuming an additional unit.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify the alternatives to a choice, but have difficulty prioritizing and selecting the next best one. • Identify examples of incentives from a list, but have difficulty explaining the impact on behavior. • Recognize costs and benefits, but have difficulty determining the additional cost/benefits from consuming one more unit.
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty identifying alternatives to a choice made. • Have difficulty recognizing incentives. • Confuse costs and benefits.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 12

Content Standard 1.0	The Economic Way of Thinking: <i>Students will use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> • Accurately applies the concepts of marginal benefit and marginal cost to a locally proposed change in a government program (e.g. a new park, lower school budget, a new freeway) and analyzes how the program change may affect individuals, businesses, and local government.
MEETS STANDARD	<ul style="list-style-type: none"> • Explain why two high school seniors in the same situation may make different decisions. • Recognizing that people act in their own self-interest, analyze and predict how an economic change (e.g. a large employer moving in or out of the community) will affect the choices made by local consumers, producers, and savers. • Use the concepts of marginal benefit and marginal cost to explain the effects of a proposed change in a government program (e.g. a new park, lower school budgets, a new freeway) on individuals, businesses, and local government.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify decisions two high school seniors may make in the same situation, but have difficulty explaining why they may differ. • Recognizing that people act in their own self-interest, analyze and predict how an economic change (e.g. a large employer moving in or out of the community) will affect at least one of the following: consumers, producers, worker, savers, and other citizens. • Apply with limited success the concepts of marginal benefit and marginal cost to the effects of a proposed change in a government program on individuals, businesses, and local government.
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty identifying decisions two high school seniors may make in the same situation. • Have difficulty recognizing that people act in their own self-interest. • Confuse marginal benefit and marginal cost.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 3

Content Standard 2.0	Measuring U.S. Economic Performance: <i>Students will demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> Describe a situation in which the concept of per capita is used.
MEETS STANDARD	<ul style="list-style-type: none"> Identify and use per capita measures in the classroom (e.g., the number of pencils per student). Give reasons why people seek work.
APPROACHES STANDARD	
BELOW STANDARD	<ul style="list-style-type: none"> Have difficulty explaining per capita. Have difficulty why people seek work.

Social Studies Performance Level Descriptors
Economics
Grade 5

Content Standard 2.0	Measuring U.S. Economic Performance: <i>Students will demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> Compare per capita measures for the U.S. in different time periods and draw a conclusion about changes in American life. Define inflation and deflation, explain how it affects individuals, and explains the relevance of income changes.
MEETS STANDARD	<ul style="list-style-type: none"> Compare per capita measures for the U.S. in different time periods. Define inflation and deflation and explain how it affects individuals. Define employment and unemployment. Identify and give examples of interest rates for borrowing and saving.
APPROACHES STANDARD	<ul style="list-style-type: none"> Describe per capita measures, but have difficulty comparing measures for different time periods. Define inflation and deflation but have difficulty explaining how it affects individuals
BELOW STANDARD	<ul style="list-style-type: none"> Have difficulty describing per capita measures. Confuse inflation and deflation. Confuse employment and unemployment. Have difficulty giving examples of interest rates.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 8

Content Standard 2.0	Measuring U.S. Economic Performance: <i>Students will demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> • Describe changes in U.S. gross domestic product (GDP) over the past ten years. • Compare the unemployment rate in the U.S. with unemployment rates in other countries. • Compare the interest rate in the U.S. with interest rates in other countries.
MEETS STANDARD	<ul style="list-style-type: none"> • Calculate gross domestic product (GDP) per capita by dividing a country's GDP by its population and compare GDP per capita for several countries, including the United States. • Use the Consumer Price Index (CPI) to compare the buying power of the U.S. dollar in one year with its buying power in another year. • Identify the unemployment rate as the percentage of people in the labor force who are not working. • Given a historical graph of unemployment rates in the U.S., determine whether the current unemployment rate is high or low. • Explain why riskier loans command higher interest rates than safer loans. • Given a historical graph of interest rates in the U.S., determine whether the current interest rate is high or low.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Demonstrate an understanding of Consumer Price Index (CPI), but does not use it to compare buying power in different years. • Identify the current unemployment rate, but have difficulty distinguishing whether it is a high or low rate. • Give examples of risky loans, but have difficulty explaining why they command high interest rates. • Identify the current interest rate, but have difficulty distinguishing whether it is a high or low rate.
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty calculating gross domestic product (GDP). • Have difficulty using the Consumer Price Index (CPI). • Have difficulty identifying the current unemployment rate. • Have difficulty demonstrating an understanding of the concept of a risky loan. • Have difficulty identifying the current interest rate.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 12

Content Standard 2.0	Measuring U.S. Economic Performance: <i>Students will demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> • Given a table showing nominal and real GDP over some time period, describe why an increase in nominal GDP may or may not represent an increase in actual production of goods or services in the economy. • Describe how real GDP per capita is determined and infer how living standards have changed over time given sample historical data. • Describe the CPI, how inflation/deflation is measured, and the impact of inflation/deflation on different types of individuals, markets, and businesses. • Accurately infer from five to ten years of Consumer Price Index data and Producer Price Index data the effects of price changes on three consumer goods and three producer-purchased goods and the implications on consumers and producers. • Identify from historical data times when there has been high unemployment and explain with examples the impact on the economy as a whole in terms of lost income, lost tax revenue, and welfare burdens on the states. • When presented with current data on unemployment by age, gender, race, ethnic origin, occupation, and educational attainment, hypothesize one or more reasons for differences in unemployment rates. • Give historical data presented in graphic form, analyze and discuss how interest costs have had an impact on consumer and business decisions to purchase goods during periods of relatively high and low interest rates.
MEETS STANDARD	<ul style="list-style-type: none"> • Explain the difference between nominal (GDP) and real GDP. • Describe the meaning of real GDP per capita and explain how living standards have changed over time given sample historical data. • Identify from historical data the changes in real GDP over time and identify time periods of high/low rates of economic growth. • Using a price index (e.g. Consumer Price Index (CPI)), identify when the U.S. economy has experienced high and low rates of inflation and discuss the impact of inflation/deflation on two different groups (e.g. home owners and renters). • Accurately infer from five to ten years of Consumer Price Index data and Producer Price Index data the effects of price changes on two consumer goods and two producer-purchased goods. • Given historical data showing high unemployment, describe with examples the impact on the economy as a whole in terms of lost income, lost tax revenue, and welfare burdens on the states. • When presented with current data on unemployment by age, gender, race, ethnic origin, occupation, and educational attainment, compare and contrast the differences in unemployment rates by group. • Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing. • Given historical data presented in graphic form that shows periods of high and low interest rates, explains how interest rate changes affect consumer and business decisions to purchase goods during periods of high and low interest rates.

A glossary of key economic terms is provided for all highlighted words.

<p>APPROACHES STANDARD</p>	<ul style="list-style-type: none"> • Explain real GDP per capita, but have difficulty relating it to living standards. • Demonstrate limited success in identifying from historical data the changes in real GDP over time as well as periods of inflation/recession and high/low rates of economic growth. • Describe with assistance the meaning of CPI and its relationship to measurement of inflation/deflation. • Infer with limited accuracy from five to ten years of Consumer Price Index and Producer Price Index data the effects of price changes on two consumer goods and two producer-purchased goods. • Given historical data showing high unemployment, describe some of the impact on the economy as a whole.
<p>BELOW STANDARD</p>	<ul style="list-style-type: none"> • Confuse nominal GDP and real GDP. • Have difficulty explaining real GDP. • Have difficulty interpreting a historical data table of real GDP. • Have difficulty describing the CPI. • Have difficulty explaining the relationship between indices and prices of goods. • Have difficulty interpreting historical data on unemployment. • When presented with current data on unemployment by different categories of people, have difficulty making comparisons and identifying contrasts. • Have difficulty explaining why a real interest rate accurately measures the benefit of saving or the cost of borrowing. • Have difficulty interpreting historical data presented in graphic form.

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Social Studies Performance Level Descriptors
Economics
Grade 2

Content Standard 3.0	Functioning of Markets: <i>Students will demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> Give examples of monetary trade.
MEETS STANDARD	<ul style="list-style-type: none"> Give examples of trade. Give examples of prices people have paid when buying goods and services. Explain why consumers choose to buy more when a price is low and why consumers choose to buy less when a price is high.
APPROACHES STANDARD	
BELOW STANDARD	<ul style="list-style-type: none"> Have difficulty giving examples of trade. Have difficulty giving examples in which people pay money when buying goods and services. Have difficulty explaining the relationship between prices and buying decisions.

Social Studies Performance Level Descriptors
Economics
Grade 3

Content Standard 3.0	Functioning of Markets: <i>Students will demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> Give examples of barter and monetary trade.
MEETS STANDARD	<ul style="list-style-type: none"> Differentiate between barter and monetary trade. Give examples of prices received for selling goods and services. Explain why producers choose to sell more when a price is high and why producers choose to sell less when a price is low.
APPROACHES STANDARD	<ul style="list-style-type: none"> Give examples of receiving money for items, but have difficulty stating the price.
BELOW STANDARD	<ul style="list-style-type: none"> Confuse barter and monetary trade. Have difficulty giving examples in which people receive money for items. Confuse the relationship between prices and selling decisions.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 5

Content Standard 3.0	Functioning of Markets: <i>Students will demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> Defend the statement, “Trade is always mutually beneficial,” using the logical argument that trade is voluntary by definition; therefore, it must be mutually beneficial. Use a graph to help define supply and demand in a market and explain the difference between the two concepts. Use the supply and demand graph to contrast the effects of a price changes on the behavior of buyers and sellers.
MEETS STANDARD	<ul style="list-style-type: none"> Defend the statement, “Trade is always mutually beneficial,” with supporting examples. Demonstrate an understanding of supply and demand in a market. Contrast the effects of a price changes on the behavior of buyers and sellers.
APPROACHES STANDARD	<ul style="list-style-type: none"> Give obvious examples of mutually beneficial trades. Demonstrate an understanding of supply or demand in a market, but not both. Correctly identify the effects of a price change on the behavior of buyers or sellers, but not both.
BELOW STANDARD	<ul style="list-style-type: none"> Have difficulty giving examples of mutually beneficial trades. Confuse supply and demand. Confuse the effects of a price change on buyers and sellers.

Social Studies Performance Level Descriptors
Economics
Grade 8

Content Standard 3.0	Functioning of Markets: <i>Students will demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> Explain how people benefit from trade. Give examples of changes in supply and demand and explain why they led to price changes. Given a supply and demand diagram, in which the price is not at equilibrium, identify the quantity that people want to buy and the quantity that people want to sell.
MEETS STANDARD	<ul style="list-style-type: none"> Give examples of markets in which people benefit from trade. Explain how supply and demand function to determine market prices. Explain why buyers demand less, yet sellers supply more when prices go up. Explain why buyers demand more, yet sellers supply less when prices go down.
APPROACHES STANDARD	<ul style="list-style-type: none"> Explain why buyers demand less or why sellers supply more when prices go up, but not both. Explain why buyers demand more or why sellers supply less when prices go down, but not both.
BELOW STANDARD	<ul style="list-style-type: none"> Have difficulty giving an example of a market. Confuse supply and demand functions. Have difficulty explaining why buyers demand less and why sellers supply more when prices go up. Have difficulty explaining why buyers demand more and why sellers supply less when prices go down.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 12

Content Standard 3.0	Functioning of Markets: <i>Students will demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> • Explain how the satisfaction (utility) of both parties in a voluntary trade situation increases. • Explain the difference between elastic and inelastic supply and demand, and predict and analyze buyer and/or seller behavior with respect to price changes of products. • Debate the short and long term effects of a government imposed price ceiling on some product and a price floor on another product, by offering illustrations of price floors and ceilings. • Given tabular or graphic data on the supply and demand for money, explain how interest rates are determined, and relate the resulting rate of interest to purchases of certain products.
MEETS STANDARD	<ul style="list-style-type: none"> • Describe in own words that voluntary trade is beneficial to both parties in a trading situation. • Use the concepts of supply and demand to analyze and predict the price changes occurring in markets for goods and services. • Explain the meaning of elasticity of supply and demand and give at least two examples of buyer and seller behavior to illustrate the meaning. • Analyze the effects of a government-imposed price ceiling on a product or a price floor on another product. • Given tabular or graphic data on the supply and demand for money, explain how interest rates are determined.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Use the concepts of supply and demand to analyze changes in markets, but price change prediction is inaccurate. • Demonstrate an understanding of the difference between a price floor and a price ceiling, but has difficulty presenting the effects of either policy. • Demonstrate an understanding that the price of money is the rate of interest, but cannot state why.
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty explaining that voluntary trade benefits both parties. • Have difficulty using the concepts of supply or demand. • Confuse elasticity and inelasticity and is unclear about buyer and seller behavior. • Confuse a price floor and a price ceiling and has difficulty citing examples. • Have difficulty explaining how the rate of interest is determined.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 2

Content Standard 4.0	Private U.S. Economic Institutions: <i>Students will describe the roles played by U.S. economic institutions including financial institutions, labor unions, corporations, and not-for-profit organizations.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> Name a bank.
MEETS STANDARD	<ul style="list-style-type: none"> Identify reasons people use banks.
APPROACHES STANDARD	
BELOW STANDARD	<ul style="list-style-type: none"> Have difficulty identifying reasons people use banks.

Social Studies Performance Level Descriptors
Economics
Grade 3

Content Standard 4.0	Private U.S. Economic Institutions: <i>Students will describe the roles played by U.S. economic institutions including financial institutions, labor unions, corporations, and not-for-profit organizations.</i>
EXCEEDS STANDARD	
MEETS STANDARD	<ul style="list-style-type: none"> Demonstrate an understanding of key banking terms, including <i>savings, interest, and borrowing</i>. Identify a for-profit organization in the community and a service it provides. Identify a not-for-profit organization in the community and one service provided.
APPROACHES STANDARD	<ul style="list-style-type: none"> Demonstrates an incomplete understanding of key banking terms, including <i>savings, interest, and borrowing</i>.
BELOW STANDARD	<ul style="list-style-type: none"> Confuses key banking terms, including <i>savings, interest, and borrowing</i>. Have difficulty identifying a not-for-profit organization in the community.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 5

Content Standard 4.0	Private U.S Economic Institutions: <i>Students will describe the roles played by various U.S. economic institutions, including, but not limited to, financial institutions, labor unions, corporations, and not-for-profit organizations.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> Describe some of the groups labor unions represent. Identify the three common forms of business organizations and give examples. Identify some not-for-profit organizations, explains their purposes and explains why they are tax-exempt.
MEETS STANDARD	<ul style="list-style-type: none"> Identify financial institutions (e.g., banks, credit unions, and brokerage firms). Provide examples of labor unions. Explain the purposes for establishing for-profit organizations. Explain the purposes for not-for-profit organizations.
APPROACHES STANDARD	<ul style="list-style-type: none"> Identify some of the common forms of business organizations.
BELOW STANDARD	<ul style="list-style-type: none"> Have difficulty identifying financial institutions (e.g., banks, credit unions, and brokerage firms). Have difficulty providing examples of labor unions. Have difficulty explaining the purposes of a not-for-profit organization.

Social Studies Performance Level Descriptors
Economics
Grade 8

Content Standard 4.0	Private U.S. Economic Institutions: <i>Students will describe the roles played by U.S. economic institutions including financial institutions, labor unions, corporations, and not-for-profit organizations.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> Explain the value of people pooling their savings. Describe a current or past labor union issue.
MEETS STANDARD	<ul style="list-style-type: none"> Describe services that financial institutions provide for their customers (e.g. to channel funds from savers to borrowers). Describe services that labor unions provide for their members (e.g. collective bargaining). Explain the advantages and disadvantages of each of the three primary forms of business organizations: sole proprietorship, partnership, and corporation. Explain why not-for-profit organizations are tax exempt.
APPROACHES STANDARD	<ul style="list-style-type: none"> Give examples of financial institutions. Explain what a labor union is without an explanation of its purpose.
BELOW STANDARD	<ul style="list-style-type: none"> Incorrectly identify services provided by financial institutions. Incorrectly identify services provided by labor unions. Confuse the three forms of business organization. Have difficulty explaining why not-for-profit organizations are tax exempt.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 12

Content Standard 4.0	Private U.S. Economic Institutions: <i>Students will describe the roles played by U.S. economic institutions including financial institutions, labor unions, corporations, and not-for-profit organizations.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> • Contrast the benefits and problems that labor unions have brought about in the U.S. • Describe the issues related to a current merger, buyout, or acquisition. • Explain how a not-for-profit organization (e.g., YMCA) might put a for-profit organization (e.g., Gold's Gym) at a competitive disadvantage.
MEETS STANDARD	<ul style="list-style-type: none"> • Analyze the roles of financial institutions in creating credit. • Explain how labor unions affect employees and employers. • Identify a current or an historical merger, buyout, and/or acquisition. • Explain how the services of not-for-profit organizations impact other economic institutions.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Describe labor unions. • Have difficulty explaining the differences between a not-for-profit organization and a for-profit organization.
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty explaining credit creation. • Demonstrate a lack of understanding of labor unions. • Have difficulty identifying a merger, buyout, or acquisition. • Confuse not-for-profit organizations and for-profit organizations.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 2

Content Standard 5.0	Money: <i>Students demonstrate an understanding of forms of money, how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.</i>
EXCEEDS STANDARD	
MEETS STANDARD	<ul style="list-style-type: none"> Explain that money is used to purchase goods and services.
APPROACHES STANDARD	
BELOW STANDARD	<ul style="list-style-type: none"> Have difficulty explaining that money is used to purchase goods and services.

Social Studies Performance Level Descriptors
Economics
Grade 3

Content Standard 5.0	Money: <i>Students demonstrate an understanding of forms of money, how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> Describe the advantages and disadvantages of using each of the forms of money.
MEETS STANDARD	<ul style="list-style-type: none"> Identify forms of money, including cash, checks, debit cards.
APPROACHES STANDARD	
BELOW STANDARD	<ul style="list-style-type: none"> Confuse the different forms of money.

Social Studies Performance Level Descriptors
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Grade 5

Content Standard 5.0	Money: <i>Students demonstrate an understanding of forms of money, how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> Articulate the advantages of a uniform currency.
MEETS STANDARD	<ul style="list-style-type: none"> Explain why it is easier for people to save and trade using money rather than using other commodities. Identify forms of money used in the U.S. prior to the 20th century.
APPROACHES STANDARD	<ul style="list-style-type: none"> Illustrate that it is easier for people to save and trade using money rather than using other commodities.
BELOW STANDARD	<ul style="list-style-type: none"> Have difficulty illustrating that it is easier for people to save and trade using money rather than using other commodities. Have difficulty identifying historical forms of money.

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Social Studies Performance Level Descriptors
Economics
Grade 8

Content Standard 5.0	Money: <i>Students demonstrate an understanding of forms of money, how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> Identify historical examples of objects used as money and explain why they are no longer used.
MEETS STANDARD	<ul style="list-style-type: none"> Illustrate how prices stated in money terms help people compare the value of products. Describe the transition from the use of commodities as money to the use of modern forms of money.
APPROACHES STANDARD	
BELOW STANDARD	<ul style="list-style-type: none"> Confuse the relationship between price and product value. Have difficulty describing the transition from the use of commodities as money to the use of modern forms of money.

Social Studies Performance Level Descriptors
Economics
Grade 12

Content Standard 5.0	Money: <i>Students demonstrate an understanding of forms of money, how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> Describe the significance of the three functions of money. Explain why money is created when commercial banks lend money but not when other financial institutions lend money. Explain why the Federal Reserve may choose one policy instrument over another to control the money supply. Compare and contrast how and why businesses and individuals hold and spend money.
MEETS STANDARD	<ul style="list-style-type: none"> Explain the three functions of money: medium of exchange, store of value, and unit of account. Explain how the commercial banking system creates money by making loans. Describe the three primary policy instruments used by the Federal Reserve to control the money supply: reserve requirement, discount rate, and open market operations. Define M1 and M2.
APPROACHES STANDARD	<ul style="list-style-type: none"> Identify the three functions of money, but does not accurately explain them. Demonstrate an incomplete understanding of how the commercial banking system creates money. Name the primary policy instruments used by the Federal Reserve. Demonstrate an understanding of the components of M1.
BELOW STANDARD	<ul style="list-style-type: none"> Have difficulty identifying the functions of money. Demonstrate an inaccurate understanding of the role of the commercial banking system in money creation. Confuse the primary policy instruments used by the Federal Reserve. Have difficulty identifying components of the money supply.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 2

Content Standard 6.0	The U.S. Economy as a Whole: <i>Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation's production, income, unemployment, and price levels; and leads to variations in individual income levels.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> • Explain that consumers buy goods and services from producers.
MEETS STANDARD	<ul style="list-style-type: none"> • Explain that consumers buy goods and services. • Give examples of ways people earn money.
APPROACHES STANDARD	
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty explaining the role of a consumer.

Social Studies Performance Level Descriptors
Economics
Grade 3

Content Standard 6.0	The U.S. Economy as a Whole: <i>Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation's production, income, unemployment, and price levels; and leads to variations in individual income levels.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> • Demonstrate an understanding that an individual can be both a consumer and producer.
MEETS STANDARD	<ul style="list-style-type: none"> • Explain that producers sell goods and services. • Demonstrate an understanding of income and give examples of income. • Compare jobs by identifying their pay and their required skills.
APPROACHES STANDARD	
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty explaining that producers sell goods and services. • Demonstrate a lack of understanding of income. • Confuse different types of jobs.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 5

Content Standard 6.0	The U.S. Economy as a Whole: <i>Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation’s production, income, unemployment, and price levels; and leads to variations in individual income levels.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> • Explain ways households, schools, and community groups allocate these resources. • Categorize resources. • Explain how a reduction in one person’s spending affects other people’s income.
MEETS STANDARD	<ul style="list-style-type: none"> • Discuss the resources needed for production in households, schools, and community groups. • Demonstrate an understanding that an individual can be both a consumer and a producer. • Recognize the three types of productive resources, natural resources, (e.g. minerals), human resources (e.g. educated workers), and capital resources (e.g. machinery). • Illustrate how one person’s spending becomes another person’s income. • Identify factors within an individual’s control that can affect the likelihood of being employed (e.g., work experience, education, training, and skills). • Describe how income reflects choices people make about education, training, skill development, lifestyle and careers.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify items produced in households, schools, and community groups, but have difficulty identifying resources used in production. • Demonstrate the roles of consumers and producers, but have difficulty explaining that an individual can fill both roles. • Identify some types of productive resources, but not all. • Illustrate with assistance how one person’s spending becomes another person’s income. • Describe how income reflects choices people make about some of the following: education, training, skill development, lifestyle and careers.
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty identifying resources used in production by households, schools, and community groups. • Confuse consumers and producers. • Have difficulty identifying productive resources. • Have difficulty explaining the relationship between one person’s spending and another person’s income • Have difficulty relating employment to factors within an individual’s control. • Have difficulty describing how income reflects choices people make about education training, skill development, lifestyle and careers.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 8

Content Standard 6.0	The U.S. Economy as a Whole: <i>Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation’s production, income, unemployment, and price levels; and leads to variations in individual income levels.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> • Give an example of a time when consumers demanded more of a product and producers responded by increasing output. • Give an example of a resource for which current utilization is controversial because it threatens the availability of that resource in the future and explain the controversy.
MEETS STANDARD	<ul style="list-style-type: none"> • Explain ways in which households, schools, or community groups allocate resources. • Explain how consumer and producer reactions to price changes affect resource allocation. • Explain how the current utilization of a productive resource affects the availability of that resource in the future. • Explain the circular flow of economic activity. • Identify factors that can affect an individual’s likelihood of being unemployed. • Explain that the wage an individual earns is affected by his or her productivity and by the market value of the goods or services he or she produces.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Explain the current utilization of a productive resource, but have difficulty explaining the connection with the availability of that resource in the future. • Provide incomplete explanation of the circular flow of economic activity.
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty explaining ways in which households, schools, or community groups allocate resources. • Confuse consumer and producer reactions to price changes. • Have difficulty explaining the current utilization of resources. • Provide inaccurate explanation of the circular flow of economic activity. • Have difficulty identifying factors that can affect an individual’s likelihood of being unemployed. • Have difficulty explaining that the wage an individual earns is affected by his or her productivity and by the market value of the goods or services he or she produces.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 12

Content Standard 6.0	The U.S. Economy as a Whole: <i>Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation’s production, income, unemployment, and price levels; and leads to variations in individual income levels.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> • Analyze who gains (benefits) and who loses (costs) when a product is allocated by market or government. • Based on data presented (e.g., a change in national income as a result of a change in spending), identify the value of the multiplier, explain how it works, and give one reason why a multiplier effect may actually be less than it is in the data. • Given a specific demand situation and a change (increase/decrease) in demand, analyze the effect on product price and predict possible consequences on wages paid to the worker.
MEETS STANDARD	<ul style="list-style-type: none"> • Compare the benefits and costs of allocating resources through markets or government. • Given data on the U.S. and another country, explain each country’s potential for producing goods and services based on its natural, human, and capital resources and technology. • Based on data presented (e.g. a change in national income as a result of a change in spending), identify the value of the multiplier and explain how it works. • Make connections between the nation’s unemployment rate and the following: changes in seasons, changes in an industry, and changes in demographics. • Given an increase in demand for a product, explain the effect on product price and consequences for wages paid to a worker.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Have difficulty determining costs or benefits of allocating resources through markets or government. • Incompletely explains a country’s productive potential. • Based on data presented (e.g. a change in national income as a result of a change in spending), determine the value of the multiplier, but have difficulty explaining how it works. • Make connections between the nation’s unemployment rate and one or two of the following: changes in seasons, changes in an industry, and changes in demographics. • Given an increase in demand, explain the effect on product price, but have difficulty explaining the consequences on wages.
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty determining costs and benefits of allocating resources through markets or government. • Inaccurately explains a country’s productive potential. • Based on data presented (e.g. a change in national income as a result of a change in spending), have difficulty determining the value of the multiplier. • Have difficulty making connections between the nation’s unemployment rate and any of the following: changes in seasons, changes in an industry, and changes in demographics. • Have difficulty explaining the consequences of a change in demand.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 2

Content Standard 7.0	An Evolving Economy: <i>Students will demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy's structure and performance.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> • Demonstrate use of tools and machinery to enhance the ability to produce goods and services. • Define an invention as a new process, technique or product, give an example, and explain the history of an actual invention.
MEETS STANDARD	<ul style="list-style-type: none"> • Give examples when tools and machinery enhance the ability to produce goods and services. • Give examples of inventions.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Give examples of tools and machinery, but does not explain their relationship to production.
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty providing examples of tools and machinery. • Have difficulty giving examples of inventions.

Social Studies Performance Level Descriptors
Economics
Grade 3

Content Standard 7.0	An Evolving Economy: <i>Students will demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy's structure and performance.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> • Tell the story of an entrepreneur.
MEETS STANDARD	<ul style="list-style-type: none"> • Give examples when skill training and education enhance the ability to produce goods and services. • List examples of entrepreneurs. • Describe what it means to compete.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Cite examples, but have difficulty explaining the role of competition in those examples.
BELOW STANDARD	<ul style="list-style-type: none"> • Confuse the relationships between skill training and education. • Have difficulty giving examples of entrepreneurs.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 5

Content Standard 7.0	The Evolving Economy: <i>Students will demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in the economy's structure and performance.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> • Describe the advantages and disadvantages of being an entrepreneur. • Give examples of ways sellers compete on the basis of price, customer service, variety, product quality, and advertising/marketing. • Provide examples of specialization increasing productivity.
MEETS STANDARD	<ul style="list-style-type: none"> • Provide an example of how purchasing a tool or acquiring education can be an investment. • Describes the characteristics of an entrepreneur (e.g., risk-taker, problem solver, self-motivated, independent thinker). • Give examples of ways sellers compete on the basis of three the following: price, customer service, variety, product quality, and advertising/marketing. • Explain why specialization increases productivity and interdependence.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Define the term investment, but have difficulty explaining why purchasing a tool or machinery (or obtaining education and training), can be an investment. • Define the term entrepreneur, but have difficulty describing the characteristics. • Give examples of ways sellers compete on the basis of one of the following: price, customer service, variety, product quality and advertising. • Explain specialization but not its connection to productivity and interdependence.
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty providing an example of how purchasing a tool or acquiring education can be an investment. • Have difficulty defining the term entrepreneur. • Have difficulty giving examples of ways sellers compete. • Have difficulty explaining specialization.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 8

Content Standard 7.0	The Evolving Economy: <i>Students will demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes of the economy's structure and performance.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> • Research and report on specific incidents in which investments have resulted in an improved standard of living. • Interview an entrepreneur and summarize his/her reasons for becoming an entrepreneur. • Explain how competition for jobs affects wages.
MEETS STANDARD	<ul style="list-style-type: none"> • Explain how investment improves standards of living by increasing productivity. • Describe the advantages and disadvantages of being an entrepreneur. • Illustrate how competition among sellers decreases prices, while competition among buyers increases prices. • Give examples of how specialization is facilitated by trade.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Incompletely explain the relationship between investment and improved standard of living. • Describe an entrepreneur, but do not list advantages and disadvantages of being one. • Incompletely explain the relationship between competition and prices. • Explain that countries produce specialized goods and services, but cannot explain the role of trade.
BELOW STANDARD	<ul style="list-style-type: none"> • Incorrectly explain the relationship between investment and standard of living. • Have difficulty explaining the concept of entrepreneurship. • Incorrectly explain the relationship between competition and prices. • Have difficulty explaining that countries specialize in the production of goods and services.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 12

Content Standard 7.0	The Evolving Economy: <i>Students will demonstrate an understanding of investment, entrepreneurship, competition, and specialization lead to changes in the economy's structure and performance</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> • Explain how current innovation, investment, and technological change are enhancing living standards.
MEETS STANDARD	<ul style="list-style-type: none"> • Identify an invention, describe how businesses invested in its production, and explain how the investment raised living standards. • Cite and explain specific examples of physical capital and human capital. • Examine government's impact on investment through taxes, fees, government regulation, enterprise zones, and subsidies. • After reading at least two biographies of entrepreneurs, explain how they affected the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits. • Identify one innovation of the past century and explain how the innovation, through self-interest of the innovator, helped the economy promote national well-being. • Identify examples of business specialization and interdependence in the local community and list the pros and cons of specialization and interdependence in each example.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Examine government's impact on investment through some of the following: taxes, fees, government regulation, enterprise zones, and subsidies. • After reading at least two biographies of entrepreneurs, summarize them, but have difficulty explaining how they affected the economy. • Identify an example of business specialization and interdependence, but have difficulty listing pros and cons of specialization and interdependence in each example.
BELOW STANDARD	<ul style="list-style-type: none"> • Identify an invention in the first half of the 20th century, but have difficulty demonstrating the understanding of the relationship between investment and improved living standards. • Confuse physical and human capital. • Have difficulty examining government impact on incentives and disincentives of investment. • Have difficulty summarizing the biographies of entrepreneurs. • Have difficulty explaining the relationships among innovation, self-interest, and economic well-being. • Demonstrate a lack of understanding of the concept of specialization.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 8

Content Standard 8.0	The Role of Government in a Market Economy: <i>Students will explain the role of government in a market economy.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> • Explain why government decides to provide goods and services. • Identify a government program that redistributes income and discuss the pros and cons of this policy. • Explain why government protection of property is important for markets to function.
MEETS STANDARD	<ul style="list-style-type: none"> • Give examples of the kinds of goods and services that government provides. • Give examples of activities that benefit participants, yet harm non-participants. • Identify methods by which government redistributes income. • Give examples of ways government protects property.
APPROACHES STANDARD	
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty giving examples of the kinds of goods and services that government provides. • Have difficulty giving examples of activities that benefit participants, yet harm non-participants. • Have difficulty identifying methods by which government redistributes income. • Have difficulty giving examples of ways government protects property.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 12

Content Standard 8.0	The Role of Government in a Market Economy: <i>Students will explain the role of government in a market economy.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> • Identify a public good and identify the costs and benefits to the taxpayer of that public good. • Identify a current issue involving an externality and analyze the pros and cons of proposed government actions. • Identify a current issue involving redistributing income and debate the pros and cons of proposed government actions.
MEETS STANDARD	<ul style="list-style-type: none"> • Explain why government provides public goods rather than allowing the market to provide them. • Explain why government intervenes in markets in response to externalities. • Discuss whether redistributing income is an appropriate role of government. • Explain that government must define, establish, and enforce property rights in order for markets to function. • Explain why it is possible that a government decision may impose costs on many, but only benefit a few. • Explain how fiscal policy affects production, employment, and price levels (e.g., the effects of changes in government spending and taxation).
APPROACHES STANDARD	<ul style="list-style-type: none"> • Explain what a public good is, but have difficulty explaining its relationship to government action. • Explain what an externality is, but have difficulty explaining its relationship to government action. • Explain what redistributing income means, but have difficulty explaining its relationship to government action. • Explain what property rights are, but have difficulty explaining their relationship to government action.
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty explaining the nature of a public good. • Have difficulty explaining the nature of an externality. • Have difficulty explaining the nature of redistributing income. • Have difficulty explaining the nature of property rights. • Have difficulty explaining why it is possible that a government decision may impose costs on many, but only benefit a few. • Have difficulty explaining the nature of fiscal policy.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 3

Content Standard 9.0	The International Economy: <i>Students explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> • Explain why imports and exports benefit the U.S.
MEETS STANDARD	<ul style="list-style-type: none"> • Give examples of goods the U.S. imports and exports. • Identify the countries of origin of commonly used products. • Identify the currencies of other countries.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Give examples of goods the U.S. imports or exports.
BELOW STANDARD	<ul style="list-style-type: none"> • Confuse import and export examples. • Have difficulty identifying the countries of origin of commonly used products. • Have difficulty identifying the currencies of other countries.

Social Studies Performance Level Descriptors
Economics
Grade 5

Content Standard 9.0	The International Economy: <i>Students explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world.</i>
EXCEEDS STANDARD	Meet the standard and <ul style="list-style-type: none"> • Explain how imports and exports benefit the U.S. consumer. • Identify some products for which the U.S. depends on other countries • Explain how changes in exchange rates affect import prices.
MEETS STANDARD	<ul style="list-style-type: none"> • Explain why the U.S. imports and exports goods. • Describe how the exchange of goods and services around the world creates interdependence among people in different places (e.g., the production of a candy bar requires ingredients from many countries around the world). • Give the value of the U.S. dollar in terms of the currencies of other countries.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Explain what imports and exports are, but have difficulty explaining why the U.S. imports and exports. • Demonstrate an understanding of interdependence, but have difficulty explaining it in the context of exchange. • Give the value of the U.S. dollar in terms of the currency of one country.
BELOW STANDARD	<ul style="list-style-type: none"> • Have difficulty explaining why the U.S. imports and exports goods. • Have difficulty describing how the exchange of goods and services around the world creates interdependence among people in different places. • Have difficulty giving the value of the U.S. dollar in terms of the currencies of other countries.

A glossary of key economic terms is provided for all highlighted words.

Social Studies Performance Level Descriptors
Economics
Grade 8

Content Standard 9.0	The International Economy: <i>Students explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> Explain how a tariff or quota on a specific product may restrict trade and affects consumers.
MEETS STANDARD	<ul style="list-style-type: none"> Explain how governments use tariffs or quotas to restrict trade. Describe how economic interdependence among countries affects standards of living in those countries. Compute prices of U.S. products in terms of other countries' currencies.
APPROACHES STANDARD	<ul style="list-style-type: none"> Describe economic interdependence, but have difficulty relating it to standards of living.
BELOW STANDARD	<ul style="list-style-type: none"> Have difficulty explaining how tariffs or quotas restrict trade. Have difficulty explaining economic interdependence. Inaccurately compute prices of U.S. products in terms of other countries' currencies.

Social Studies Performance Level Descriptors
Economics
Grade 12

Content Standard 9.0	The International Economy: <i>Students explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world.</i>
EXCEEDS STANDARD	<p>Meet the standard and</p> <ul style="list-style-type: none"> Given a situation, (e.g., U.S. free trade with Taiwan or Mexico), debate what groups in the United States and the other country will be helped, and what groups will be hurt, if the United States pursues a free trade policy.
MEETS STANDARD	<ul style="list-style-type: none"> Given a situation, (e.g., U.S. free trade with Taiwan or Mexico), analyze what groups in the United States and the other country will be helped, and what groups will be hurt, if the United States pursues a free trade policy. Identify an economic event in a foreign country and predict the impact the event will have on the U.S. economy. Construct an economic profile of a foreign country and explain how the characteristics of the country affect its economic performance and international trade. Analyze an exchange rate table from two or more time periods and determine the impact of changes in exchange rates on the prices of products imported from a country and exported to a country.
APPROACHES STANDARD	<ul style="list-style-type: none"> Given a situation, (e.g., U.S. free trade with Taiwan or Mexico), identify some of the pros and cons of free trade, but have difficulty analyzing them. Can identify an economic event in a country, but cannot determine the impact on the U.S. economy. Construct an incomplete economic profile of a foreign country, but have difficulty showing how a country's characteristics affect international trade. Have difficulty using an exchange rate table to determine the impact of changes in exchange rate.
BELOW STANDARD	<ul style="list-style-type: none"> Given a situation, (e.g., U.S. free trade with Taiwan or Mexico), have difficulty identifying any pros and cons of free trade. Have difficulty identifying an economic event in a foreign country. Have difficulty constructing an economic profile of a foreign country. Have difficulty using an exchange rate table.

A glossary of key economic terms is provided for all highlighted words.