Robertson County Schools

First Grade
Social Studies Pacing

Pacing of Topics:

First Nine Weeks:	Culture and Geography
Second Nine Weeks:	History
Third Nine Weeks:	Government and Civics
Fourth Nine Weeks:	Economics
Ongoing Standards:	1.23, 1.24, and 1.26

2019 -2020

Tennessee Social Studies Standards

In order to become college and career ready, Tennessee students must have a strong background in social studies. It is through social studies that students prepare for their futures by opening doors to a more diverse, competitive workforce and responsible citizenry. Students use critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways as they progress through social studies education.

Our current students are our future leaders, and as such they need to be able to understand the complexity of the world. Students should be aware of the changing cultural and physical environments of Tennessee, the United States, and the world; know and understand the past; read, write, and think deeply; and act in ways that promote the common good. Social studies offers the critical knowledge necessary to create a framework for understanding the systems of society and becoming college, career, and civic ready.

The Tennessee Social Studies Standards lay out a vision of these vitally important disciplines and describe what all students should know and be able to do at the end of each grade/course level. The diverse committee of educators involved in the review and development of the social studies standards came together from across the state of Tennessee and focused on ensuring that the standards are:

- ✓ Challenging, but age appropriate
- ✓ Attainable for teachers and students
- ✓ Clear and measurable
- ✓ Focused on key ideas with real world relevancy
- ✓ Able to connect to overarching themes that support social studies skills and thinking
- ✓ Comprehensive and have a clear progression from grade to grade

How to Read the Standards

Each course/grade level contains a theme and broad topics, which are further clarified with content standards. The revised social studies standards are organized using the following components: **Course Title/Abbreviation, Course Description, Topic, Standard Number, Content Standard, and Content Strand** (see figure 1).

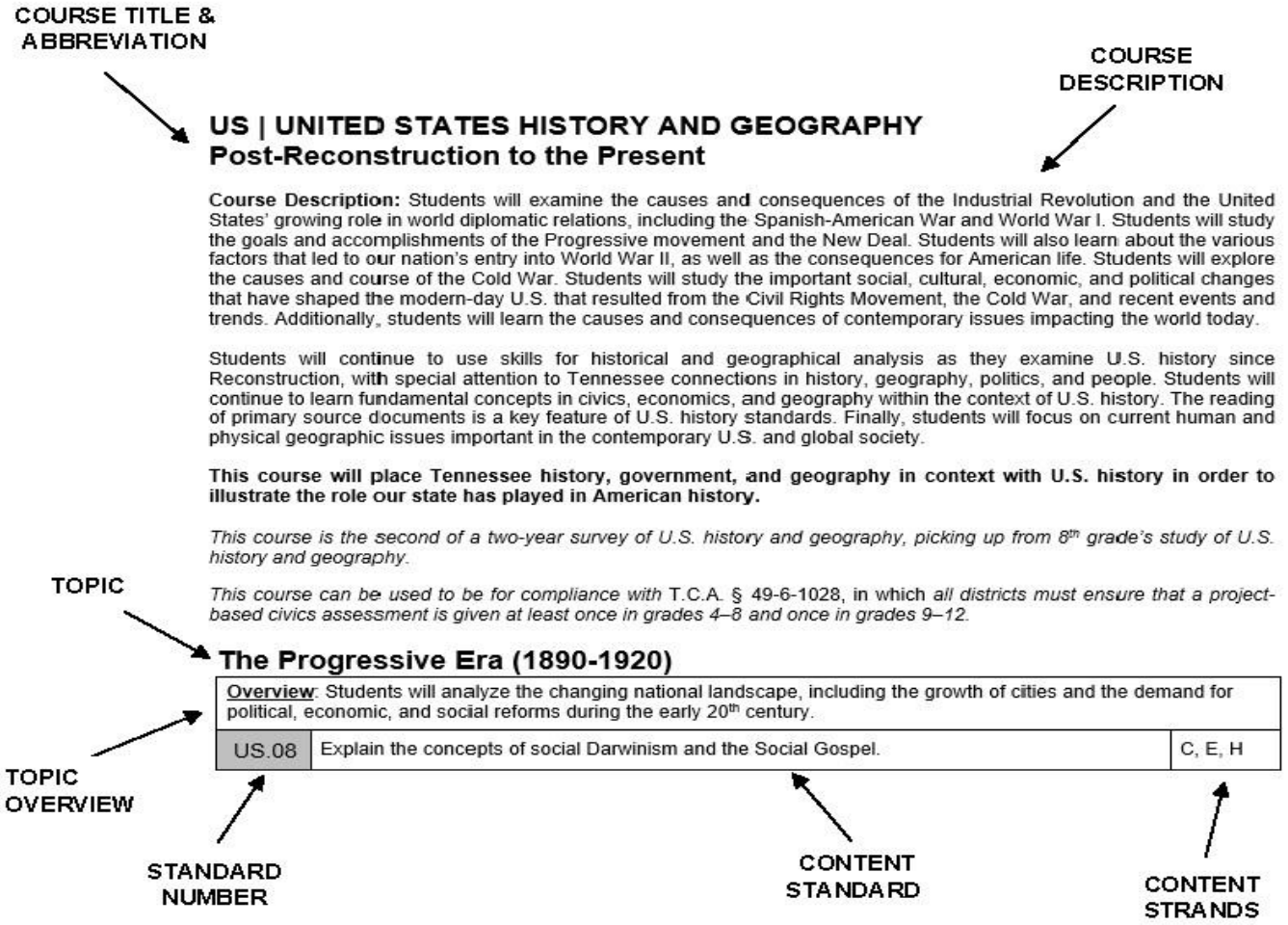

Figure 1

Course Title & Abbreviation: the grade level or course title along with a shortened corresponding letter or number.

Example: **US | United States History and Geography: Post-Reconstruction to the Present**

Course Description: the focus for a grade/course, given through a descriptive narrative.

Example: (See Tables 1 and 2)

Topic: the overarching topics for a particular set of standards; can also be known as time period or era.

Example: **The Progressive Era (1890-1920)**

Topic Overview: a brief statement explaining each topic of a particular set of standards.

Example: **Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms during the early 20th century.**

Standard Number: the course abbreviation and the corresponding number that accompanies each standard.

Example: **US.08**

Content Standard: the essential knowledge to be learned at each grade level or within each course.

Example: **Explain the concepts of social Darwinism and Social Gospel.**

Content Strands: the seven disciplines within social studies: Culture (C), Economics (E), Geography (G), History (H), Politics/Government (P), Tennessee (T), and Tennessee Code Annotated (TCA). Tennessee (T) signifies a specific connection to Tennessee. Tennessee Code Annotated (TCA) indicates that the content of that standard is required by state law. Additionally, the applicable statute is cited within the standard.

Examples: **C, E, H**

Standards Progression and Course Descriptions

Grade	Course Title	Course Description
K	The World Around Us	Kindergarten students will build upon experiences with their families, schools, and communities as an introduction to social studies.
1	Tennessee's Place in the United States	First grade students will learn about Tennessee and its place in the U.S. through culture, economics, geography, government/civics, and history.
2	Life in the United States	Second grade students will learn about culture, economics, geography, government/civics, and history by studying their identity as American citizens and how our nation operates.
3	Part 1: Geography and Economics	Third grade students will learn geographical skills, world geography, U.S. and Tennessee geography as well as the basic role of economics.
	Part 2: Early American and Tennessee History	Third grade students will learn about the indigenous people of North America, European exploration, early American and Tennessee settlements, and the founding of the Thirteen Colonies.
4	The History of the United States: Colonization to Reconstruction	Fourth grade students will learn about the events that led to U.S. independence, the American Revolution, the growth and development of the U.S. through Manifest Destiny, and the causes and effects of the Civil War and Reconstruction.
5	Part 1: The History of the United States: Industrialization to the Civil Rights Movement	Fifth grade students will learn about the challenges facing the U.S. during the 19th and 20th centuries, with an emphasis on major American wars and events that changed our history.
	Part 2: Tennessee History	Fifth grade students will learn about the history of Tennessee, including the cultural, geographic, economic, and political influences on the state and its development.
6	World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire	Sixth grade students will learn about the cultural, geographical, political, and governmental beginnings of ancient civilizations through the fall of the Western Roman Empire.
7	World History and Geography: The Middle Ages to the Exploration of the Americas	Seventh grade students will learn about the social, cultural, geographical, political, and technological changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa.
8	United States History and Geography: Colonization of North America to Reconstruction	Eighth grade students will learn about the settlement and founding of the U.S. through Reconstruction and study the history, economics, culture, government, and geography of Tennessee in context to illustrate the role our state has played in American history.

Table 1

Course Code	Course Title	Course Description
AAH	African American History	Students will learn about the life and contributions of African Americans from the early 1600s through the contemporary U.S.
AH	Ancient History	Students will learn about the major periods and civilizations of ancient history, from prehistoric times to 1500 CE.
CI	Contemporary Issues	Students will use inquiry skills to learn about the issues that impact the contemporary world and engage in research and problem solving in order to better understand and assess significant current issues.
E	Economics* (1/2 credit)	Students will learn about the allocation of scarce resources and the economic reasoning used by consumers, producers, savers, investors, workers, and voters and explore various economic concepts.
GC	United States Government and Civics* (1/2 credit)	Students will learn about the purposes, principles, and practices of the U.S. government as established by the Constitution.
P	Psychology	Students will learn about the development of scientific attitudes and skills, including critical thinking, problem solving, and scientific methodology, through connections between content areas of psychology and relating psychological knowledge to everyday life.
S	Sociology	Students will learn about the ways sociologists view society and how they study the social world.
TN	Tennessee History	Students will learn about the history of Tennessee, including the cultural, geographic, economic, and political influences upon that history.
US	United States History and Geography: Post-Reconstruction to the Present*	Students will learn about the Industrial Revolution, the Progressive Era, the U.S. role in the Spanish-American War, World War I, and World War II, as well as the Cold War, Civil Rights Movement, and the contemporary U.S.
WG	World Geography	Students will learn about geography in terms of the global perspectives, basic concepts and fundamental questions of geography, and where phenomena occur and explore reasons why phenomena occur in those locations.
W	World History and Geography: The Industrial Revolution to the Contemporary World*	Students will learn about the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the contemporary world.

Table 2 ***** denotes a course that is required for graduation

Content Strands

Content strands are found alongside the content standards and guide a teacher's instruction in the classroom. The standards are focused on seven disciplines of social studies and represent a way of categorizing knowledge about the human experience. The content strands help to organize the various themes of social studies instruction from kindergarten through high school, at age-appropriate levels. The content strands can be viewed below in Table 3. *For ease of reference, the content strands and corresponding codes are posted at the bottom on each page of the standards document. Please note that some grade levels/courses intentionally do not have content strands, as the standards are already grouped by the content strands*.

Content Strand Code	Content Strand Title	Content Strand Definition
C	Culture	Students will use culture and cultural diversity to understand how human beings create, learn, share, and adapt to culture and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others.
E	Economics	Students will use economic reasoning skills and knowledge of major economic concepts, issues, and systems to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.
G	Geography	Students will use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world. Students will use knowledge of perspectives as well as practices and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings.
H	History	Students will use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in the history of Tennessee, the United States, and the world.
P	Politics/ Government	Students will use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. Students will use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.
T	Tennessee	Students will use materials drawn from various sources to explore history through a Tennessee lens while focusing on the events, patterns, and themes that impacted both the U.S. and Tennessee.
TCA	Tennessee Code Annotated	Students will learn mandatory content, as specified in the Tennessee Code Annotated (i.e., state law).

Table 3

Social Studies Practices (SSP)

Social studies practices are specific skills that students should apply when learning social studies. Like the social studies standards, the social studies practices increase in rigor as students get older. Students should apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year and are not written as stand-alone standards. Students will progress through the inquiry cycle by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards (SSP.1-SSP.4) and to develop historical and geographic awareness (SSP.5- SSP.6). The social studies practices are listed in Table 4.

	K-2	3-5	6-8	9-12
SSP.01	Gather information from a variety of sources, including: ● Printed materials ● Graphic representations ● Artifacts ● Media and technology sources	Gather information from a variety of primary and secondary sources, including: ● Printed materials ● Graphic representations ● Artifacts ● Media and technology sources	Collect data and information from a variety of primary and secondary sources, including: ● Printed materials ● Graphic representations ● Artifacts ● Media and technology sources	Collect data and information from a variety of primary and secondary sources, including: ● Printed materials ● Graphic representations ● Field observations/ Landscape analysis ● Artifacts ● Media and technology sources
SSP.02	Critically examine a primary or secondary source in order to: ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw conclusions ● Recognize author's purpose and point of view	Critically examine a primary or secondary source in order to: ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw inferences and conclusions ● Recognize author's purpose, point of view, and reliability	Critically examine a primary or secondary source in order to: ● Extract and paraphrase significant ideas and relevant information ● Distinguish the difference between fact and opinion ● Draw inferences and conclusions ● Recognize author's purpose, point of view, and bias ● Assess the strengths and limitations of arguments	Critically examine a primary or secondary source in order to: ● Extract and paraphrase significant ideas ● Discern differences between evidence and assertion ● Draw inferences and conclusions ● Recognize author's purpose, point of view, and potential bias ● Assess the strengths and limitations of arguments

Table 4

	K-2	3-5	6-8	9-12
SSP.03	Organize data from a variety of sources in order to: ● Compare and contrast multiple sources ● Recognize differences between multiple accounts ● Frame appropriate questions for further investigation	Organize data from a variety of sources in order to: ● Compare and contrast multiple sources ● Recognize differences between multiple accounts ● Frame appropriate questions for further investigation	Synthesize data from multiple sources in order to: ● Recognize differences among multiple accounts ● Establish validity by comparing and contrasting multiple sources ● Frame appropriate questions for further investigation	Synthesize data from a variety of sources in order to: ● Establish accuracy and validity by comparing sources to each other ● Recognize disparities among multiple accounts ● Frame appropriate questions for further investigation
SSP.04	Communicate ideas supported by evidence to: ● Demonstrate an understanding of ideas ● Compare and contrast viewpoints ● Predict outcomes ● Illustrate cause and effect	Construct and communicate arguments supported by evidence to: ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions	Construct and communicate arguments by citing supporting evidence to: ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions	Construct and communicate arguments by citing supporting evidence to: ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions

Table 4 continued

	K-2	3-5	6-8	9-12
SSP.05	Develop historical awareness by: ● Sequencing past, present, and future in chronological order ● Understanding that things change over time	Develop historical awareness by: ● Recognizing how and why historical accounts change over time ● Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness ● Identifying patterns of continuity and change over time, making connections to the present	Develop historical awareness by: ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present	Develop historical awareness by: ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present
SSP.06	Develop geographic awareness by: ● Identifying geographic symbols on maps and globes ● Understanding relationships between people, places, and resources	Develop geographic awareness by: ● Determining relationships among people, resources, and ideas based on geographic location ● Determining the use of diverse types of maps based on the purpose ● Analyzing the spatial relationships between people, circumstances, and resources ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of the regions change over time	Develop geographic awareness by: ● Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales ● Determining the use of diverse types of maps based on their origin, structure, context, and validity ● Analyzing locations, conditions, and connections of places and use maps to investigate spatial relationships ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of regions are fluid across time and space	Develop geographic awareness by: ● Analyzing and determining the use of diverse types of maps based on the origin, authority, structure, context, and validity ● Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena ● Examining how geographers use regions and how perceptions of regions are fluid across time and space ● Analyzing interaction between humans and the physical environment

Table 4 continued

Standards vs. Curriculum

It should be noted that the standards are what students should know, understand, and be able to do by the end of a grade level or course; but, the standards do not dictate how a teacher should teach them. In other words, the standards do not dictate curriculum. For example, students should be able to "Describe the significance of the Gettysburg Address" according to standard 4.36, but it is up to the local district, school, and teachers to determine how to teach that standard. This includes determining appropriate instructional methods and resources.

Social Studies Literacy

Literacy is the ability to read, write, listen, and speak to make sense of text. Literacy in social studies includes: a student's knowledge of the world; a student's ability to understand and express historical ideas; and a student's use of critical thinking, self-assessment, reasoning, problem-solving, collaboration, research, and investigation to make connections in new and innovative ways in the social studies classroom. Literacy is a key focus of the social studies practices and should be integrated throughout all coursework. Social Studies content mastery includes conducting short, as well as sustained, investigative research to generate and answer questions or solve problems. It also involves synthesizing multiple sources on a subject to construct and communicate an understanding of the subject under investigation. Students should be reading and writing frequently in the classroom to make historical arguments and conclusions, while supporting their claims with evidence. A student's ability to read and interpret multiple texts is essential to teaching him or her how to make evidence-based historical arguments.

Civics Instruction in Tennessee

Per state law (T.C.A. § 49-6-1028), all districts must ensure that a project-based civics assessment is given at least once in grades 4-8 and once in grades 9-12. The project-based civics assessments are developed by the district to ensure students are being taught the learning objectives contained within the social studies standards as well as to demonstrate understanding of civics.

Per state law (T.C.A. § 49-6-408A), students must participate in the United States citizenship and immigration test during their high school career. All public high school students, beginning with the class of 2017, are expected to participate in the civics test; however, a passing grade is not a requirement for graduation. Schools in which all seniors earning a regular diploma also earn a passing grade (70 percent or higher) on the U.S. civics test will be recognized by the department as a U.S. Civics All-Star School.

Tennessee History

Per state law (Pub. Ch. 482), students are required to take a course in Tennessee history. This course is essential for all Tennessee students so that they know and understand the unique heritage and history of our state. The Tennessee Social Studies Standards meet this requirement in several ways. Specifically, relevant standards are marked in the content strand column with a "T" and help guide a student's exploration of Tennessee's place in the U.S. and the world. In order to further comply with this law, the standards also include the following:

- A required semester of Tennessee history in 5th grade.
- An elective course in Tennessee history at the high school level.
- Explicitly-stated Tennessee content in the standards.
- Embedded and implied Tennessee content in the standards.

Table 5 (below) breaks down the different types of Tennessee-specific content featured in the standards document.

Content Type	Example	Explanation
Explicit Content: Specific Tennessee content is stated clearly and in detail within a standard.	1.21 Identify Tennessee symbols, including: state flag, state tree, state flower, state bird, state animal, and the significance of the state nickname.	This elementary school standard focuses on the specific symbols of Tennessee and is completely focused on state history.
Embedded Content: Specific Tennessee content is explicitly incorporated as an essential part of a standard.	US.11 Explain the rise of the labor movement, union tactics (e.g., strikes), the role of leaders (e.g., Eugene Debs and Samuel Gompers), the unjust use of prison labor (e.g., Coal Creek labor saga), and the responses of management and government.	This high school U.S. History and Geography standard focuses on the labor movement and includes the Coal Creek labor saga. This important piece of Tennessee history helped to end the controversial practice of the convict-leasing system, which allowed the state to lease its convicts to mining companies.
Implied Content: Specific Tennessee content is suggested without being explicitly stated within a standard.	7.54 Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture.	This middle school World History and Geography standard focuses on American Indians, including those of the Southeast. Although the specific tribes of the Southeast are not stated, examples of tribes include the Cherokee, who have a long- standing history in Tennessee.

Table 5

Within the standards, you will find examples to aid in the teaching of specific standards. These examples are written in a variety of ways and should be interpreted based on the following explanations in Table 6 (below):

Term	Definition	Example	Interpretation
i.e.	"that is" or "in other words"; specific examples that should be used	WG.10 Describe the importance of geospatial technologies (**i.e.,** GIS, GPS, remote sensing), and apply them in relevant contexts.	The geospatial technologies that students should apply to relevant contexts are GIS, GPS, and remote sensing.
e.g.	"for example"; examples that could be used, but are not limited to	AH.05 On a map, locate early civilizations (**e.g.**, China, Egypt, Indus River Valley, and Mesopotamia), and explain why early civilizations arose in those places.	When locating early civilizations on a map, students should locate Mesopotamia, Egypt, China, and the Indus River Valley ***AND*** any other location(s) that the teacher deems important.
"such as"	Introduces an example or examples of something mentioned	7.23 Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities **such as** Djenne and Timbuktu as centers of trade, culture, and learning.	Students should use Timbuktu and Djenne as examples or as an introduction.
"including"	Used to say that a person or thing is part of a particular group	3.18 Analyze how people interact with their environment to satisfy basic needs and wants, **including**: housing, industry, transportation, and communication.	Students should identify what is needed for people to satisfy their basic needs in their environment (housing, industry, transportation, and communication).
"examples"	Context may be to "provide", "describe", etc.; it allows teachers and students to select their own examples to apply to the standard	E.40 Define externalities and identify **examples** of them.	This is dependent on curriculum; but a student could note that increased levels of education lead to a lower unemployment rate.

Table 6

FIRST GRADE SOCIAL STUDIES

Tennessee's Place in the United States

Course Description: First grade students will continue their study of social studies by learning about Tennessee's place in the United States through culture, economics, geography, government and civics, and history.

Grades K-2 Social Studies Practices **Overview:** Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).	
SSP.01	Gather information from a variety of sources, including: ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources
SSP.02	Critically examine a primary or secondary source in order to: ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw conclusions ● Recognize author's purpose and point of view
SSP.03	Organize data from a variety of sources in order to: ● Compare and contrast multiple sources ● Recognize differences between multiple accounts ● Frame appropriate questions for further investigation
SSP.04	Communicate ideas supported by evidence to: ● Demonstrate an understanding of ideas ● Compare and contrast viewpoints ● Predict outcomes ● Illustrate cause and effect
SSP.05	Develop historical awareness by: ● Sequencing past, present, and future in chronological order ● Understanding that things change over time
SSP.06	Develop geographic awareness by: ● Identifying geographic symbols on maps and globes ● Understanding relationships between people, places, and resources

Ongoing First Grade Standards

History

Overview: Students will compare life today to the past, utilize chronological sequence, identify significant individuals and groups, and understand the impact of national holidays.

1.23	Use correct words and phrases related to chronology and time including past, present, and future.	
1.24	Interpret information from simple timelines.	
1.26	Identify and discuss the following events or people celebrated during the following national holidays, and examine why we celebrate them:	
	Martin Luther King, Jr. Day	Columbus Day
	Presidents' Day	Veterans Day
	Memorial Day	Thanksgiving
	Independence Day	

Suggested instruction of TDOE Unit Starters:	**Change**	**First Semester**
	Interdependence	**Second Semester**

First Nine Weeks

Culture

Overview: Students will discuss cultures within their community and state and how individuals, families, and communities live and work together.

1.01	Describe the cultural aspects of a place, including a student's community and state.
1.02	Define multiculturalism as many different cultures living within a community and state.
1.03	Compare and contrast family traditions and customs among different cultures within a student's community and state.

Geography

Overview: Students will build on previously learned geographic skills and concepts to reinforce basic map reading, including identifying political and geographical features in Tennessee and the United States.

1.10	Recognize basic map symbols including: cities, land, roads, and water.
1.11	Locate Tennessee, Nashville, and Washington, D.C. on a U.S. map.
1.12	Use cardinal directions on a map.
1.13	Distinguish the difference between a lake, mountain, ocean, and river.
1.14	Identify the three grand divisions of Tennessee on a map.

Second Nine Weeks

History

Overview: Students will compare life today to the past, utilize chronological sequence, identify significant individuals and groups, and understand the impact of national holidays.

1.22	Arrange the events from a student's life in chronological order.		
1.23	Use correct words and phrases related to chronology and time including past, present, and future.		
1.24	Interpret information from simple timelines.		
1.25	Compare ways people lived in the past to how they live today including forms of communication, modes of transportation, and types of clothing.		
1.26	Identify and describe the events or people celebrated during the following national holidays, and examine why we celebrate them:		
	Martin Luther King, Jr. Day	Independence Day	Thanksgiving Day
	Presidents' Day	Columbus Day	
	Memorial Day	Veterans Day	

Third Nine Weeks

Government and Civics

Overview: Students will continue to develop their citizenship skills by expanding their studies from a personal level to a local, state, and national level, including an understanding of the function of government and patriotic symbols.

1.15	Identify the Governor and the President and explain their roles.
1.16	Explain the importance of patriotic traditions, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both.
1.17	Distinguish the differences between rules and laws and give examples of each.
1.18	Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.
1.19	Explain that voting is a way of making choices and decisions.
1.20	Recognize that a mayor is the leader of a town/city and explain his/her role.
1.21	Identify Tennessee symbols including: state flag, state tree, state flower, state bird, state animal, and the significance of the state nickname.

Fourth Nine Weeks

Economics

Overview: Students will learn about goods and services, wants and needs, major products and industries found in Tennessee, and factors that influence people to save money.

1.04	Give examples of products (goods) that people buy and use.
1.05	Give examples of services (producers) that people provide.
1.06	Distinguish how people are consumers and producers of goods and services.
1.07	Recognize major products and industries found in Tennessee (e.g., agriculture, manufacturing, mining, music, and tourism).
1.08	Determine the difference between basic wants and needs and provide examples of each.
1.09	Assess factors that could influence a person to use or save money