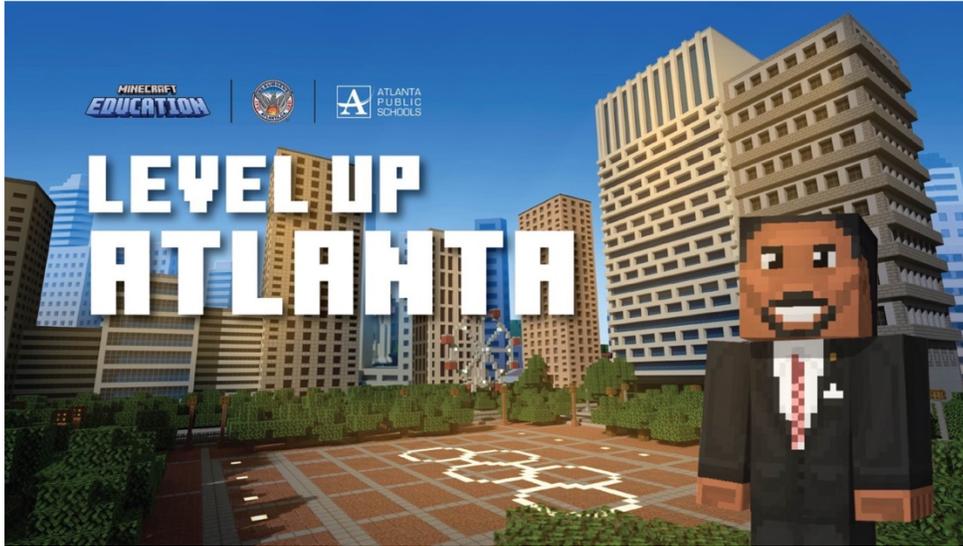


Lesson Title: "Level Up Atlanta"



Standards: [Click your grade level to view connected standards](#)

[Kindergarten](#), [First Grade](#), [Second Grade](#), [Third Grade](#), [Fourth Grade](#), [Fifth Grade](#), [Sixth Grade](#), [Seventh Grade](#), [Eighth Grade](#), [Ninth/Tenth Grade](#), [Eleventh/Twelfth Grades](#)

Key Questions: Students will build a space that answers two out of four of these questions:

- **Option A:** How can we better connect metro Atlanta's diverse neighborhoods, creating a more unified and accessible city for everyone?
- **Option B:** How can we reimagine and revitalize a historic area of metro Atlanta to honor its past while creating a vibrant, modern space for the future?
- **Option C:** How can we design spaces within metro Atlanta that combat food insecurity and create a healthier, more nourished city?
- **Option D:** How can we design new green spaces, parks, and trails that create a "green corridor" throughout metro Atlanta, improving public health and biodiversity?

Learning Target 1: Students can build integrated transit and pedestrian network that incorporate community hubs and shared to public spaces to bridge connectivity gaps between diverse neighborhoods. (Physical Spaces)

Learning Target 2: Students can build ways mixed use developments with historical preservation that integrates a modern sustainable design and preserves the history of the area. (Historic Revitalization)

Learning Target 3: Students can build ways to ensure everyone has easy access to healthy food close to their home. (Food Insecurity)

Learning Target 4: Students can build ways to link existing parks, green spaces, and walking/biking paths to create a healthy connected green network across the city. (City Planning)

Formative Assessment Options:

Minecraft Challenge using Camera, Book, and quill tools

Video Creation(Students must complete the following in their **two-minute max** screen recording:

- Explain their Minecraft build, emphasizing how their build is solving a problem the city is currently facing.
- Address how their Minecraft build addresses two out of four of the areas of city planning, food insecurity, historic revitalization, and physical spaces from the Moving Atlanta Forward Agenda

Key Terms:

- Physical Spaces: Designing the layout and development for all current and future residents.
- Food insecurity: A person or family doesn't have consistent access to nutritious and affordable food to live an active healthy life.
- Historic Revitalization: Updating reusing old or historic buildings and neighborhoods to create vibrant modern spaces
- City Planning: Designing a neighborhood with a focus on parks, trails and natural areas to keep people and the environment healthy.

Connect: To begin the lesson, teachers should provide examples of people around the city of Atlanta. Teachers should provide news articles/links for students to read stories and ideas about the city's problems and possible solutions. Students will review some of the Challenge resources to support some ideas they think could solve the problem. Additional build challenge resources to provide context for students as they reimagine these areas to help solve the issues currently impacting the site and make it sustainable.

- Centennial Park (focus on sustainability)
- [Mercedes-Benz Stadium Zero Waste](#)
- [State Farm Arena Sustainability Program](#)
- [Georgia Aquarium](#)
- [World of Coca-Cola](#)
- Five Points (possible ideas for edible landscape)
- Fresh Marta Market – This is a project the city donated funds to late last year/early this year - [MARTA Markets – Fresh, healthy produce right inside MARTA stations \(cfmatl.org\)](#)
- Grows a lot program - [Adopt: an AgLanta "Grows-A-Lot" — AgLanta AgLanta - Urban Agriculture Atlanta.](#)

- [Five Points Farm \(rooftop community garden\)](#)
- [The Westside Beltline \(mobility, affordable food\)](#)
- [Aluma Farm](#)
- [The Kendeda Building | The Greenest Classroom Building in the U.S. \(gatech.edu\)](#)
- [History - Pittsburgh Yards ® Timeline in Atlanta, Georgia](#)
- [Trees Atlanta Kendeda Treehouse](#)
- [The Battery](#)
- [The Battery Sustainability Program](#)
- [CompostNow | Compost Services Atlanta](#)
- Including infrastructure that reduces the use of single-occupancy vehicles

Students should design places that are functional for people of different sizes, different ages, people with disabilities, people from different countries, or those who speak different languages.

Teach: Students will use Non-Player Characters(NPC) throughout the Minecraft World to:

- give background information
- point players in a certain direction
- direct players to an external information source
- challenge players to complete a specific task

In the game, players will be directed to locate certain NPCs and can explore the world to find others. These include:

- Mayor Andre Dickens
- Monica Pearson or Generic News Reporter
- City Experts from the Mayor's Office
- Various Build site Ambassadors
- Centennial Park

Active Participation: In the challenge, students will:

- Visit and explore downtown Centennial Park, the Stitch(75/85 Downtown Connector), the Beltline and Five Points.
- Speak with and learn from various experts from the City of Atlanta.

Students will build their solutions in Minecraft Education and submit a two-minute video overview of their build in the Level Up Submission Form.

- [Hartsfield-Jackson Atlanta International Airport\(Learning Site\)](#)
- [Centennial Olympic Park\(Learning Site\)](#)
- [The Stitch\(Learning Site\)](#)
- [Five Points\(Active Build Site\)](#)
- [The Beltline\(Active Build Site\)](#)

Reinforcement/Extension: Each teacher can choose how they want their students to participate in the Level Up ATL Student Minecraft Build Challenge (individually, or a group 2-3 students.) There are a few different options when it comes to using Minecraft with your students. These have varying degrees of collaboration and require a different level of comfort (from the teacher's perspective) with the game:

- individual play
- hosting and collaborating

Standards:

Kindergarten

English Language Arts Standard(s):

K.P.CP.2 Use presentation skills to tailor communication to target audiences for specific purposes.

K.P.CP.2.a Communicate clearly to present ideas, information, and texts

K.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.

Math Standard(s):

K.MP.4 Model with mathematics.

K.MP.5 Use appropriate tools strategically.

First Grade

English Language Arts Standard(s):

1.P.CP.2 Use presentation skills to tailor communication to target audiences for specific purposes.

1.P.CP.2 Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.

1.P.CP.2.a Communicate clearly to present ideas, information, and texts.

1.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience.

1.P.EICC.2.e consuming and producing texts to solve problems or influence decisions.

1.P.EICC.4 Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.

1.P.EICC.4.c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.

1.P.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.

Math Standard(s):

1.MDR.6 Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.

Economic Understandings

SS1E1 Identify goods that people make and services that people provide for each other.

SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.

SS1E3 Describe how people are both producers and consumers.

SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend.

Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

- Identify issues and/or problems and alternative solutions. (Grades 1-12)

Second Grade

English Language Arts Standard(s)

2.P.CP.2 Use presentation skills to tailor communication to target audiences for specific purposes.

2.P.CP.2.a Communicate clearly to present ideas, information, and texts.

2.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience.

2.P.EICC.2 Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.

2.P.EICC.2.e Consume and produce texts to solve problems or influence decisions.

2.P.EICC.4 Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.

2.P.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.

2.P.EICC.4.e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.

Math Standard(s):

2.MDR.6.2 focuses on finding the value of a group of coins and solving problems with money.

Economic Understandings

SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.

SS2E2 Identify some ways in which goods and services are allocated (such as price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).

SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.

SS2E4 Describe the costs and benefits of personal saving and spending choices.

Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

- identify social studies reference resources to use for a specific purpose. (Grades 2-12)

Third Grade

English Language Arts Standard(s):

3.T.RA.1 Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.

3.T.RA.1.b Conduct research by locating, gathering, selecting, and organizing information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.

3.T.T.2 Explain, analyze, and use expository techniques to shape understandings.

3.T.T.2.d Apply expository techniques to introduce a topic, develop the topic with facts and other information (e.g., definitions, details, illustrations), and provide a concluding statement or section.

3.P.EICC.1.c Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.

3.P.EICC.2.e Consume and produce texts to solve problems or influence decisions.

Math Standard(s):

3.MP.4: Model with mathematics.

3.PAR.3.6: Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.

Economic Understandings

SS3E1 Define and give examples of the four types of productive resources.

- a. Natural (land)
- b. Human (labor)
- c. Capital (capital goods)
- d. Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit)

Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

- Identify issues and/or problems and alternative solutions. (Grades 1-12)
- identify social studies reference resources to use for a specific purpose. (Grades 2-12)
- draw conclusions and make generalizations. (Grades 3-12)

Map and Globe Skills

GOAL: The student will use maps to retrieve social studies information.

- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities. (Grades 3-12)

Fourth Grade

English Language Arts Standard(s):

4.P.AC.3 Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.

4.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.

4.T.RA.1 Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.

4.T.RA.1.b focuses on gathering and integrating information from multiple credible sources.

4.T.RA.2 Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.

4.T.RA.2.a Refer to specific passages or quotations from a text to support an idea, answer, or opinion.

Math Standard(s):

4.MDR.6.1 Use the four operations to solve problems involving elapsed time to the nearest minute, intervals of time, metric measurements of liquid volumes, lengths, distances, and masses of objects, including problems involving fractions with like denominators, and also problems that require expressing measurements given in a larger unit in terms of a smaller unit, and expressing a smaller unit in terms of a larger unit based on the idea of equivalence.

4.MP.4 Model with mathematics.

Economic Understandings

SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).

b. Explain how price incentives affect people's behavior and choices: decisions about what crops (e.g., cotton and tobacco) to grow and products (e.g., textiles) to produce.

c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).

d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).

e. Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).

f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).

Information Processing Skills

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- Identify issues and/or problems and alternative solutions. (Grades 1-12)
- identify social studies reference resources to use for a specific purpose. (Grades 2-12)
- draw conclusions and make generalizations. (Grades 3-12)

Map and Globe Skills

GOAL: The student will use maps to retrieve social studies information.

- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities. (Grades 3-12)

Fifth Grade

English Language Arts Standard(s):

5.T.RA.1 Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.

5.T.RA.2.a Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.

Math Standard(s):

5.NR.1 Use place value understanding to solve real-life, mathematical problems.

5.NR.3 Describe fractions and perform operations with fractions to solve relevant mathematical problems using part-whole strategies and visual models.

Geographic Understanding

SS5G2 Explain the reasons for the spatial patterns of economic activities.

b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago's rapid growth at the turn of the century).

Economic Understandings

SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.

- a. Describe opportunity costs and their relationship to decision-making across time (e.g., decisions by individuals in response to rationing during WWII).
- b. Explain how price incentives affect people's behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices).
- c. Describe how specialization can improve standards of living and productivity (e.g., how Henry Ford's use of the assembly line reduced the price of automobiles).
- d. Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries).

SS5E2 Describe the functions of four major sectors in the U.S. economy.

- a. Describe the household function in providing resources and consuming goods and services.
- b. Describe the private business function in producing goods and services.
- c. Describe the bank's function in providing checking accounts, savings accounts, and loans.
- d. Describe the government's function in taxation and providing certain public goods and public services.

SS5E3 Describe how consumers and producers interact in the U.S. economy.

- a. Describe how competition, markets, and prices influence consumer behavior.
- b. Describe how people earn income by selling their labor to businesses.
- c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

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- Identify issues and/or problems and alternative solutions. (Grades 1-12)
- identify social studies reference resources to use for a specific purpose. (Grades 2-12)
- draw conclusions and make generalizations. (Grades 3-12)

Map and Globe Skills

GOAL: The student will use maps to retrieve social studies information.

- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities. (Grades 3-12)
- use geographic technology and software to determine changes, identify trends, and generalize about human activities. (Grades 9-12)

Sixth Grade

English Language Arts Standard(s):

6.T.RA.1 Conduct research, generating questions to guide investigations of complex topics of interest and using credible sources to support analyses.

6.T.RA.2.b Analyze print and digital texts to identify features of credible, relevant sources and to determine indicators that might signal unreliable sources.

6.T.RA.2.c Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.

Math Standard(s):

6.NR.2.4 Design simple experiments and collect data. Use data gathered from realistic scenarios and simulations to determine quantitative measures of center (median and/or mean) and variability (interquartile range and range). Use these quantities to draw conclusions about the data, compare different numerical data sets, and make predictions.

6.NR.4.1 Explain the concept of a ratio, representing ratios, and use ratio language to describe a relationship between two quantities.

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Sixth Grade, Seventh Grade

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.

Seventh Grade

English Language Arts:

7.T.RA.2.a Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.

7.P.CP.2 Use presentation skills to tailor communication to target audiences for specific purposes.

7.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience.

7.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

Math Standard(s):

7.PAR.4.2 Determine the unit rate (constant of proportionality) in tables, graphs (1, r), equations, diagrams, and verbal descriptions of proportional relationships to solve realistic problems.

7.PAR.4.6 Solve everyday problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Information Processing Skills

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- Identify issues and/or problems and alternative solutions. (Grades 1-12)
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Eighth Grade

English Language Arts

8.T.RA.2.a Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document modes and genres.

8.P.CP.2.a Communicate clearly to present ideas, information, and texts.

Math Standard(s):

8.FGR.5 Describe the properties of functions to define, evaluate, and compare relationships, and use functions and graphs of functions to model and explain real phenomena.

8.FGR.7 Justify and use various strategies to solve systems of linear equations to model and explain realistic phenomena.

8.GSR.8.4 Apply the formulas for the volume of cones, cylinders, and spheres and use them to solve relevant problems.

Eighth Grade Social Studies

SS8H12 Explain the importance of developments in Georgia since the late 20th century d. Analyze Georgia's role in the national and global economy of the 21st Century, with regard to tourism, Savannah port expansion, and the film industry

SS8G1 Describe Georgia's geography and climate.

d. Analyze the importance of water in Georgia's historical development and economic growth.

SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state's economy.

a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads interact to support the exchange of goods and services domestically and internationally.

b. Explain how the four transportation systems provide jobs for Georgians.

SS8E2 Evaluate the influence of Georgia-based businesses on the State's economic growth and development.

c. Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.

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Ninth Grade, Tenth Grade

English Language Arts Standard(s):

9.T.RA.2.a Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question.

9.T.RA.1.c Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.

9.P.CP.2.a Communicate clearly to present ideas, information, and texts.

9.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience.

Math Standard(s):

A.MM.1.3 Use units of measure (linear, area, capacity, rates, and time) as a way to make sense of conceptual problems; identify, use, and record appropriate units of measure within the given framework, within data displays, and on graphs; convert units and rates using proportional reasoning given a conversion factor; use units within multi-step problems and formulas; interpret units of input and resulting units of output.

A.FGR.2 Construct and interpret arithmetic sequences as functions, algebraically and graphically, to model and explain real-life phenomena. Use formal notation to represent linear functions and the key characteristics of graphs of linear functions and informally compare linear and non-linear functions using parent graphs.

A.GSR.3.2 Apply the distance formula, midpoint formula, and slope of line segments to solve real-world problems.

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Eleventh Grade, Twelfth Grade

English Language Arts Standard(s):

11.T.RA.2.b: Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives, and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered.

11.T.RA.1.c: Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas following the guidelines of Modern Language Association (MLA) format or American Psychological Association (APA) format.

Math Standard(s):

AFA.FGR.3.11 Create and use inequalities to define domains when creating algebraic expressions and functions.

AFA.PAR.5.1 Write, graph, solve, and interpret systems of linear equations given an applicable financial situation.

Personal Finance and Economics Course: This course is req. for graduation

SSEF1 Analyze how scarcity affects the choices of individuals, businesses, and governments.

- a. Explain that scarcity is a basic, permanent condition that exists because unlimited wants exceed limited productive resources.
- b. Compare and contrast strategies for allocating scarce resources such as by price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics.
- c. Define and give examples of productive resources (i.e. factors of production): natural resources (i.e. land), human resources (i.e. labor and human capital), physical capital and entrepreneurship.
- d. Apply the concept of opportunity cost (the forgone next best alternative) to personal choices, as well as business and government decisions.

SSEF3 Analyze how economic systems influence the choices of individuals, businesses, and governments.

- a. Analyze how command, market and mixed economic systems answer the three basic economic questions (what to produce, how to produce, and for whom to produce) to prioritize various social and economic goals such as freedom, security, equity, growth, efficiency, price stability, full employment, and sustainability.
- b. Compare the roles of government in different economic systems with regards to providing public goods and services, redistributing income, protecting property rights, resolving market failures, regulation and providing consumer protections.

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