

**STANDARDS MAP:**  
**EXPLORING ECONOMICS AT ONE WORLD OBSERVATORY**



**New York City - Financial Giant | Hudson River | Grades 3-5**

	NextGen Science Standards (NGSS)	Common Core State Standards (CCSS)	National Council Framework for Social Studies	NY Social Studies Standards/Practices
Primary Benchmark/ Standard	<p><b>Cross-Cutting Concept</b> Influence of Science, Engineering, and Technology on Society and the Natural World People's needs and wants change over time, as do their demands for new and improved technologies. (3- 5-ETS1-1)</p>	<p><b>Integration of Knowledge and Ideas 7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>Reading Standard 7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p><b>NCSS.2.4. Economics</b> Teachers of the early grades can provide learners with experiences that enable them to understand the concepts of resources, economic wants, supply and demand, goods and services, and opportunity costs. is given up.  Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.</p> <ul style="list-style-type: none"> <li>• Prices send signals and provide incentives to buyers and sellers. When supply and demand change, market prices adjust, affecting incentives.</li> <li>• Competition among sellers lowers costs and prices, encouraging producers to produce more of what consumers are willing and able to buy.</li> </ul> <p>Competition among buyers increases prices and allocates goods and services to those people who are willing</p>	<p><b>E. Economics and Economic Systems</b></p> <ol style="list-style-type: none"> <li>1. Explain how scarcity necessitates decision making; compare the costs and benefits of economic decisions.</li> <li>2. Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.</li> <li>3. Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.</li> </ol>

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			and able to pay the most for them.	
Secondary Benchmark/ Standard	NA	<b>Speaking and Listening 1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <b>b.</b> Follow agreed-upon rules for discussions and carry out assigned roles. <b>c.</b> Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.	<b>NCSS.2. TIME, CONTINUITY, AND CHANGE</b> <b>2.1.1.</b> The study of the past is the story of communities, nations, and the world <b>2.1.7.</b> That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.	<b>4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT:</b> Many people have immigrated and migrated to New York State contributing to its cultural growth and development.

New York City - Financial Giant   Counting Costs   Grades 6-8				
	NextGen Science Standards (NGSS)	Common Core State Standards (CCSS)	National Council Framework for Social Studies	NY Social Studies Standards/Practices
Primary Benchmark/ Standard	NA	<b>Writing Standards 6-12 8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the	<b>NCSS.2.4. Economics</b> Teachers of the middle grades can provide learners with experiences that enable them to understand the concept of scarcity, that economic choices involve trade	<b>E. Economics and Economic Systems</b> <b>8.2b</b> Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and

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		<p>data and conclusions of others.</p> <p><b>Reading Standard 1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>offs, that governments and societies experience scarcity as well as individuals, and that the choices people make have consequences. They can help learners realize that the evaluation of choices and opportunity costs can be subjective in some respects and differs across individuals and societies.</p> <p>Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.</p> <p><b>DIVERSITY</b> Learners should be able to engage independently in in-depth analysis of any cultural group or subgroup and in-depth comparison of any two or more cultural groups or subgroups.</p>	<p>economic lives of people.</p> <p>Students will examine the population growth of New York City and other New York cities and the technologies and industries which encouraged this growth.</p> <p>Students will examine the living conditions in urban areas with a focus on increasing population density and the effects that this growth had on the social, cultural, and economic lives of people</p>
Secondary Benchmark/Standard	NA	<p><b>Writing Standard 4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>D2.Geo.4.6-8</b> Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <ul style="list-style-type: none"> <li>Identify biases that can influence a person's perceptions of other individuals, including individuals belonging to groups with different</li> </ul>	<p><b>8.2a</b> Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the</p>

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			physical, social, or cultural characteristics	United States. New York City became the nation's largest city, and other cities in New York State also experienced growth at this time.
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**New York City - Financial Giant | World Trade | Grades 9-12**

NextGen Science Standards (NGSS)	Common Core State Standards (CCSS)	National Council Framework for Social Studies	NY Social Studies Standards/Practices
Primary Benchmark/Standard	NA	<p><b>Speaking and Listening Standard 1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader</p>	<p><b>NCSS.2.4. Economics</b></p> <p>High school teachers can provide learners with experiences that enable them to understand the concepts of marginal costs and marginal benefits, how each relates to decisions concerning production and consumption, and how public policy affects such decisions. They can assist learners in understanding the economic components of virtually all public policy decisions.</p> <ul style="list-style-type: none"> <li>Voluntary exchange occurs only when all parties expect to gain. This is true for trade among individuals or organizations within a nation, or among individuals or organizations in different nations.</li> </ul> <p><b>Economics, the Enterprise System, and Finance</b></p> <p><b>12.E4 THE TOOLS OF ECONOMIC POLICY IN A GLOBAL ECONOMY:</b> Globalization and increased economic interdependence affect the United States economy significantly. The tools that the policy makers have available to address these issues are fiscal policy, monetary policy, and trade policy.</p> <p><b>12.E3 THE IMPACT OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY:</b> There are various economic systems in the world. The United States operates within a mixed, free market economy that is characterized by competition and a limited role of government in economic affairs.</p>

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		<p>themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views.</p> <ul style="list-style-type: none"> <li>When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.</li> </ul>		
Secondary Benchmark/Standard	NA	<p><b>Reading Standard 7</b>  Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>CCSS.ELA-LITERACY.RH.9-10.3</b> (analysis of events).</p>	<p><b>D2.Geo.5.9-12</b> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p><b>D2.Geo.2.9-12</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p>	<p><b>Economics, the Enterprise System, and Finance</b></p> <p><b>12.E4d</b> Trade policies and agreements (tariffs, quotas, embargoes) set the rules for trade between the United States and other nations. Agreeing on such rules is very difficult because each nation has different interests, and each nation has special interest groups trying to influence the negotiations.</p> <p><b>Comparison and Contextualization</b>  Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.</p>