

Elementary Social Studies

Grades K-2 Program Overview



VIRGINIA EDITION

SOCIAL STUDIES

LIVING, LEARNING,
AND WORKING
TOGETHER



VIRGINIA EDITION

SOCIAL STUDIES

OUR COMMUNITY
AND BEYOND



VIRGINIA EDITION

SOCIAL STUDIES

WHO WE ARE AS
AMERICANS



***“Tell me and I may forget; show me and I may remember;
involve me and I’ll understand.”***

- Chinese Proverb





A Story Well Told

- Read in your student portfolio
- Listen to text on McGraw-Hill Education's ConnectED
- There's more to know using **McGraw-Hill Networks** Content Library

Dynamic Visuals and Multimedia

- Rich graphics to reinforce content
- Analyze graphs, maps, and charts
- Watch videos on **McGraw-Hill Networks**
- Explore Primary Sources Skill Builder

Interactive and Hands-On Projects

- Write in your student portfolio
- Built-in Foldable® activities
- Respond on **McGraw-Hill Networks**
- Investigate using Center for Social Studies Skills
- Customize lessons, worksheets, and tests

Teacher Planning

Planning pages appear at the beginning of each unit.

Unit Big Idea

The Big Idea is the major theme that helps students organize and understand information.

Resources and Lessons at a Glance

Planning made easy.

Lesson	Essential Question	Vocabulary	Digital Resources
1 Buyers and Sellers Pages 110-115	How do people interact?	economics *consider buyer seller exchange	Go to connected.mcgraw-hill.com for additional resources. • Interactive Whiteboard Lessons
2 Resources Pages 116-123	Why are resources important?	natural resources human resources capital resources entrepreneur	• Worksheets • Assessment • Content Library
3 Scarcity and Trade Pages 124-129	How does scarcity affect trade?	demand supply scarcity *product trade	• Lesson Plans • Skill Builders
4 Currency in North America and the Caribbean Pages 130-135	Why is money important?	characteristic *feature currency symbol	• Videos • Use Standards Tracker on networks to track students' progress.

*denotes academic vocabulary

Essential Questions

Lesson-specific Essential Questions tie content to the Big Idea.

...CUSTOMIZE A LESSON PLAN?

1 View the Lesson Plan

2 Select your Lesson and click Customize

Customizable Model Lesson Plans

The online teacher edition features model lesson plans for each lesson. You can customize each lesson plan to fit your time demands and the needs of your students.

3 Click Add Section, then select Add or Remove Resources

Understanding by Design®

Quality instruction develops and deepens student understanding through the use of carefully crafted learning experiences. The **McGraw-Hill Networks** program focuses on teaching for understanding through ongoing, inquiry-based instruction and assessment. This program was created through the Understanding by Design® (UbD) curriculum design model. At the core of UbD lies a focus on what is taught and how it is assessed.


In the **Networks** program, each unit is centered on a **Big Idea**. The unit Big Idea focuses student learning through the use of prior knowledge and stimulates deeper understanding.

The end of each unit features a **Big Idea Project**. Through this authentic assessment, students demonstrate the understanding gained within the unit. As a final step, students reflect and explain how what they learned affected their understanding of the Big Idea.

UNIT 5 The American Revolution

BIG IDEA Conflict causes change.

In 1765 Great Britain began passing unpopular tax laws. This sparked a rebellion among the colonists. They organized protests and boycotts. Great Britain's responses further angered the colonists and fighting broke out. Fed up, the colonists declared themselves independent in 1776. The United States of America was born! In this unit, you will learn about the causes, events, and results of American Revolution. As you read, think about how these events affected the lives of everyone involved.



networks connected.mcgraw-hill.com
918 Baldwin
Resource Library


150

▲ Independence Hall in Philadelphia is where the Founders signed the Declaration of Independence.

BIG IDEA

Unit Project

You will write and illustrate a picture book about one person, place, or event from the American Revolution. Your book must include accurate facts and images, and it must be easy to read and understand. Look back through the unit to brainstorm ideas. You may need to do additional research in the library or on the Internet. Read the list below to see what should be included in your picture book. Check off the tasks you have completed.



Your picture book should include

	Yes, it does!
Title and dedication pages	<input type="checkbox"/>
Accurate facts about the topic	<input type="checkbox"/>
Pictures or illustrations	<input type="checkbox"/>
Few spelling errors	<input type="checkbox"/>
Few errors in grammar	<input type="checkbox"/>
Few punctuation errors	<input type="checkbox"/>
A reference list on the last page	<input type="checkbox"/>

Think about the Big Idea

BIG IDEA Conflict causes change.

What did you learn in this unit that helps you understand the BIG IDEA?

187

Lesson 1 The Road to Revolution

Essential Question What is worth fighting for? What do you think?

New France Expands

You learned in Unit 4 that England built 13 colonies in North America. The French colonized too, but they also spent over 130 years looking for a shortcut to Asia. French missionary Jacques Marquette heard Native Americans speak of a mighty river to the west. He hoped it was the Northwest Passage. He set out to explore this river, called Mississippi. Marquette and Louis Joliet, a fur trader, traveled south along the river for several hundred miles. They never found the Northwest Passage, but they did discover a new way to the west.

In 1763, the British and the French fought the Seven Years' War. The British won, and the French gave up their territories in North America. The British now controlled all the land between the Atlantic Ocean and the Rocky Mountains.

Words To Know

Write a number on each line to show how much you know about each word.

1 = I have no idea
2 = I know a little
3 = I know a lot.

treaty
proclamation
repeal
demand

158

Boston Massacre

British leaders worried that the colonists, especially those in Boston, were out of control. They sent troops to the city. But that only made things worse.

The people of Boston weren't happy with all the soldiers. Some residents were even forced to allow soldiers to stay in their homes. On March 5, 1770, a crowd of angry colonists began to tease some British soldiers. When the crowd got too close, the soldiers shot into the crowd, killing five colonists. News of the Boston Massacre shocked colonists. How could British soldiers kill their own people?

Boston Tea Party and Coercive Acts

Parliament was desperate to get the colonies under control. It repealed the Townshend Acts in 1773 but added a new tax on tea. British leaders thought this was a good compromise. To the colonists, it was yet another tax passed without their approval.

In November, angry Boston residents protested by refusing to allow three British cargo ships to unload. On the night of December 16, about 50 members of the Sons of Liberty dumped the ships' cargoes of tea overboard.

Parliament punished the colonists by passing the Coercive Acts. These acts closed Boston Harbor, banned town meetings, and sent over more soldiers. Colonists called these actions the "Intolerable Acts." These acts united many colonists against Great Britain.

Colonists disguised as Native Americans threw British tea into Boston Harbor.

Silvermith Paul Revere made this engraving of the Boston Massacre.

DID YOU KNOW? Crispus Attucks, killed in the Boston Massacre, was the first African American to die in events leading to the Revolution.

Lesson 1

Essential Question What is worth fighting for?

Go back to *Show As You Go!* on pages 150-151.

networks There's More Online!
Diverse Assessment

163

Each lesson focuses on an **Essential Question**. These open-ended questions allow students the opportunity to make connections, view events from different perspectives, and integrate information.

At the end of each lesson, students again respond to the **Essential Question**. This response should reflect a change in student understanding based on their experiences within the lesson.

Contributing Author

Jay McTigue has published articles in a number of leading educational journals and has co-authored ten books, including the best-selling *Understanding by Design®* series with Grant Wiggins. Jay also has an extensive background in professional development and is a featured speaker at national, state, and district conferences and workshops. He received his undergraduate degree from The College of William and Mary, earned a Master's degree from The University of Maryland, and completed post-graduate studies at The Johns Hopkins University.

Student Engagement

Each lesson has activities that stimulate learning and interest.

Show As You Go!

Students revisit this page to record information specific to each lesson. This builds toward understanding of the Big Idea and serves as a springboard for the Unit Big Idea Project.

UNIT 3 Beginning Economics
Big Idea Economics affects choices.
 You already know what it means to make choices. But do you know what we call making choices about money? The study of making choices about money is called economics. In this unit, you will learn all about economics and how it affects the choices you make.

Show As You Go!

After you read each lesson in this unit, use the pictures and the activities to practice what you are learning!



Lesson 1
 After you read Lesson 1:
 ○ Circle two goods in red.
 ○ Circle two services in blue.

Lesson 2
 After you read Lesson 2:
 ○ Draw an \rightarrow over someone spending money.
 ○ Draw an \times over two people bartering.

Lesson 3
 After you read Lesson 3:
 ○ Draw your own store in the empty space below. Then draw a buyer and a seller exchanging goods in your store.
 ○ Put a **box** around a producer.

Lesson 4
 After you read Lesson 4:
 ○ Describe what the people in the bank are doing.
 exchanging or saving money
 ○ What is scarce in the picture below?
 grape juice

Interactivity

The directives  and  are visually represented in the directions. Write-on lines indicate that student responses will be written.

Who We Are as Americans

Alabama Networks Social Studies Grade 2 - Lesson Plans

Unit 1: Our World

McGraw-Hill Recommended Lesson Plans

My Customized Lesson Plans

Want to create your own lesson plan? Click "Start"

June 2 - Big Idea

Big Idea Culture influences the way people live.

Fourth of July

Canada Day

Cinco de Mayo

San Sebastian Festival

Interactive Whiteboard Lessons

Engage students with these interactive whiteboard activities. Lessons include images, vocabulary, and graphic organizers to enrich and extend Social Studies content. The digital resources motivate students and reinforce Social Studies concepts and skills:

- Interactive Maps
- Videos
- Lesson Review
- Skill Builders
- Reading Skills



Lesson 3

Active Teaching

Point out the pictures on pages 72–73.

Ask: *What do the pictures show? Have you ever seen snow or visited a cold place?*

Tell students that weather is different from place to place. Read page 72 with students. Guide students as they complete the activities on pages 72–73.

Develop Comprehension

Ask:

1. *What is weather?* L1
2. *Describe the weather where you live.* L1
3. *How would you dress for cold, snowy weather?* L2

Page Power

FOLDABLES Interact more with the page. Have students create a Notebook Foldable to assist them in developing their understanding of how weather affects people's daily lives.

1. Provide each student with Foldable 2B from the Notebook Foldables section at the back of this book.
2. Have students cut out the Foldable and glue its anchor tab where indicated on page 73.
3. On the Foldable flap, have students complete the following sentence frames for a weather story:
Today, the weather is _____
I will wear _____
For fun, I will _____.
4. On the other side of the Foldable, have students predict what the weather will be like tomorrow.

72–73 Unit 2 • Lesson 3

Formative Assessment

Have students respond to the true and false statements below. Use this assessment to monitor student understanding and identify need for intervention.

- Weather is how hot, cold, wet, or dry it is outside.
- Weather is not different from place to place.
- Weather can change each day.
- Weather does not affect how we dress and what we do for fun.

As an optional assesment, have students write a letter or send an ePal letter to a friend in another part of the country. Explain that in their letter, they should describe where they live, including their physical surroundings, weather, and what they can do for fun.

Clarifying Misconceptions

Some students may not understand that the weather can be different in different parts of the country or world. To help students understand this concept, bring in a weather map from your local newspaper. Have students create a chart showing temperatures from major cities across the United States.

Active Teaching

Reading and critical thinking skills are reinforced through active teaching.

Page Power and



Additional activities to glue into the book, provide reinforcement and extension.

Formative Assessment

Provides a snapshot of student learning and indicates the need for intervention.

Social Studies Instruction

Skills instruction is spiraled throughout each grade and between grade levels.

Primary and Secondary Sources

Primary and secondary sources are introduced and explained. Document-Based Questions allow students to practice analyzing Primary or Secondary sources.

UNIT 1 • Lesson 1

A Changing World

Essential Question: Why do people take risks? **What do you think?**

A small number of people have traveled into open, new lands across the world in the past. For most people, space is the limit.

Map and Globe Skills: Use a map to identify the location of each country. Label each country on the map. Write the name of each country in the space provided.

Lesson 1

Activate Prior Knowledge

As students complete their charts on page 80, monitor their discussions. Be sure they are staying on topic.

Ask: Have you ever traveled to a new place? Once you got there, was it different from what you expected? **L3**

Essential Question: Why do people take risks?

Have students explain what they understand about the Essential Question. Explain that everything they learn in this lesson will help them understand the Essential Question better. Remind them to think about how the Essential Question connects to the unit Big Idea: people's actions affect others.

More About Medieval Europe

- In Medieval Europe, a large peasant class lived in cramped, filthy cities. This helped spread the bubonic plague, also known as the "Black Death."
- The smaller upper classes, who could afford to leave the cities, escaped the plague by moving to the countryside.
- An estimated 200 million people died during the plague.
- In some countries, 50–90% of the population died.
- The decrease in population caused a shift in the economy. Over time, a large middle class grew, giving bankers, merchants, and tradespeople new customers. This led to the demand for new goods and eventually the Age of Exploration.

80-81 Unit 1 • Lesson 1

geographer (geographer)

latitude (latitude)

longitude (longitude)

absolute location (absolute location)

relative location (relative location)

contiguous (contiguous)

territory (territory)

canyon (canyon)

Primary and Secondary Sources

Learn about U.S. history through primary and secondary sources. Primary sources are written or created by someone who witnessed an event. Secondary sources are written or created by someone after an event occurs. Both types of sources teach us about people, places, and events.

Graphs

Graphs show many different types of information. They can show changes over time, differences between groups, or the way parts fit into a whole. A graph can be either a primary or a secondary source. If a graph is made at the time data is collected, it's a primary source. If a graph is made years later with old data, it's a secondary source.

A graph is one tool that you can use to study geography. The graph on this page shows information about the climate of Jacksonville, Florida. Climate is the weather in an area over a long period of time. The climate of an area is a part of its geography. This graph combines a line graph showing the average monthly temperature and a bar graph representing the average amount of precipitation, or rainfall, each month.

Document-Based Questions

Study the graph. Then complete the following activities:

- In one color, circle the part of the graph that tells how wet it was in March.
- In another color, circle the part of the graph that tells how warm or cold Jacksonville is throughout the year.
- Put a box around the part of the graph that tells in what years the data was collected.

Climate of Jacksonville, 1977-2006

networks
There's More Online
Skill Builders
Resource Library

9

Map and Globe Skills and Chart and Graph Skills

Skills practice appears within lessons as appropriate to content.

Our Community and Beyond

Home Skill Builder Homework Resources Collaborate

Map and Globe Skills
Chart and Graph Skills
Primary Sources
Reading Skills

Primary Sources

Use Photographs

Learn It

It's true. We can learn a lot by looking at photographs!

Vote Here

back play

Learn It **Try It** **Apply It**

© McGraw-Hill Education

Skill Builders

Interactive learning tools help students use a variety of Social Studies skills. Each tool allows students to learn, try, and apply each Social Studies skill in an active and engaging way.

- Primary Sources
- Map and Globe Skills
- Chart and Graph Skills
- Reading Skills

Essential Question

Students respond to the Essential Question using lesson content to support their response. This check provides an opportunity to redirect or intervene for struggling students.

Project and Assessment

Each unit provides a variety of formative and summative assessments, as well as suggested interventions.

Active Teaching
Tell students that the land affected the daily life of Native Americans of the Southeast Woodlands region. Explain that daily life includes:
• housing • food
• clothing • art, practices, and beliefs
Have students study the images on the pages. Read together. Have students discuss the pages with a partner. Then guide students through the written activities, except for the Essential Question.

Response to Intervention
Essential Question How does where you live affect how you live?
If... students cannot give a substantiated response to the Essential Question, "How does where you live affect how you live?"
Then... engage students in a land affected life for Native Americans of the Southeast Woodlands region. Have them read the text. List their responses or discussion, allow students to re-Question again.

Wrap Up
Word Puzzle Have students complete page 58 with a partner to review the unit vocabulary.
BIG IDEA Big Idea Project
Students will be making a mini museum display to show what they learned in Unit 2.
• Read the checklist together and answer students' questions about the project.
• Have students revisit the **Show As You Got** pages for information from each lesson.
• Provide supplies such as boxes, cardboard, construction paper, markers, and tape.
• Have students share their mini museum display with the class.
• Then display the mini museums in the classroom to remind students of what they learned about Native American cultures.
• After students complete their projects, encourage self-reflection by asking:
• How did you plan your mini museum display?
• What changes would you make to this project if you did it again? What did you learn from making your mini museum display?
• To assess the project, refer to the rubric on the following page.

Differentiated Instruction
Approaching Allow students to print images from the Internet to use in their displays. Have them describe the elements in their display as you write their words.
Beyond Have pairs do oral presentations about how the cultures they represented in their display are the same and different.
ELL Have students describe the elements in their display to a partner. Have them work with their partner to write sentences about each element.

Response to Intervention
BIG IDEA Culture influences the way people live.
If... students cannot give a substantiated response to the Big Idea, "Culture influences the way people live"
Then... discuss with students what was the same and different about each Native American culture. Discuss how the environment affected the daily life of each culture. Following the discussion, allow students to respond to the Big Idea again.

networks
Go to connected.mcgraw-hill.com for additional resources:
• Assessment
• Games
• Group Technology Project

Unit Wrap Up

Activities review and reinforce unit vocabulary and content.

Big Idea Project

Unit performance tasks require students to synthesize information while creating, presenting, and evaluating a project. Students use a checklist as a guide for working through the project. Each project has a reproducible project rubric for scoring.

Response To Intervention

Provides intervention options for struggling students.

Depths of Knowledge

Questions are leveled according to Depths of Knowledge.

...CREATE A TEST AND ACCESS REPORTS?

Self-Check Quizzes

Self-Check Quizzes gauge students' level of understanding before, during, or after studying a lesson. The Self-Check Quizzes and these additional resources are available for formative, summative, or project-based assessment.

- McGraw-Hill Networks Assessment
- Group Technology Project

- 1 Click Asses
- 2 McGraw-Hill Assessment
- 3 Click Create a new test
- 4 Select Reporting

Differentiated Instruction

Differentiated Instruction activities meet the diverse needs of every student.

UNIT 3 • Wrap Up

Wrap Up

Word Swap

Have students cross out the underlined word and replace it with the correct word from the word bank, using the information they learned in Unit 3.

BIG IDEA **Big Idea Project**

Students will create an advertisement to show what they learned in Unit 3.

- Have students create an outline of what they learned about scarcity, trade, and money.
- Instruct students that their advertisement must show scarcity, trade, and money in a way that is similar to the advertisement.
- To assess the project, refer to the rubric on the following page.

net@rks

Go to connected.mcgraw-hill.com for additional resources:

- Games
- Assessment
- Group Technology Project

Differentiated Instruction

Approaching Have students focus on only scarcity, trade, or money in their advertisement.

Beyond Have students select a product that is in high demand and short supply, such as a popular book or toy. Have students focus on the item's scarcity as they create their advertisement.

ELL Allow students to create an advertisement which includes mostly pictures and few captions.

Response to Intervention

BIG IDEA Economics affects people.

If ... students cannot give a substantiated response to the Big Idea, "Economics affects people."

Then ... Have students choose one good or service they use each day. Next, have students explain how they could obtain this item if it was no longer available in stores or if its price doubled.

Ask: *How would these changes affect your life?*

Following discussion, have students respond to the Big Idea again.

Unit 3 • Wrap Up 136-137

Leveled Activities

Leveled activities help meet the needs of all your students, including English language learners.

• Content Library

There's more to learn in the Content Library! A bank of short articles provides background information about topics covered in each unit. Use the Content Library to enrich or extend student knowledge beyond information presented in the text.

• Access Points

Access Points activities for standards are available in your customizable model lesson plans. Here you will find independent, supported, and participatory activities to meet the needs of your students.

• Character Education

Develop the character of your students with our Character Education curriculum. Students have the opportunity to explain, explore, experience, and exhibit a variety of character traits through cooperative activities and self-reflection.

• Service Learning

Make Service Learning simple and easy with step-by-step guidance to enrich the learning experience of your students. Use hands-on, real-world projects to develop skills, behaviors, and habits of good citizenship.

Elementary Social Studies

Go Online!



1. Go to **connected.mcgraw-hill.com**
2. Use the following login information:

Username: vass2017
Password: vass2017
3. Select the Grade Level you would like to preview.

Student Learning Center includes:

- Audio
- Digital Media Player
- Student Notebook
- Message Center
- Assignment Center
- Skill Builder Activities
(Primary Sources, Reading Skills, Map & Globe, and Chart & Graph)
- Student Resource Library
- Content Library
- Assigned Lesson Videos
- Music
- Interactive Maps
- Reading Coach

Teacher Lesson Center includes:

- Ready to go Lesson Plans that are fully editable
- Editable Presentations
- Assessment
- Interactive worksheet builder
- Videos
- Teacher Resource Library
- Class Management and Assign
- Primary Sources
- Student Edition and Student Annotated Edition
- My Files for personal resources
- My Notes
- My Planner
- Foldables®
- Professional Development Resources
- 21st Century Skills Curriculum Connections
- Interactive Graphic Organizers

Online Resources meets you anywhere!

...FIND YOUR DIGITAL WORKSHEET

Customize to meet the needs of your students

- Quizzes
- Unit tests
- Worksheets

Assign to student

Sort and search printable PDFs

Student can complete and submit online

Student Practice and Lesson Assessments Available for Every Unit!

Check Understanding Assessments assess students' understanding of facts and concepts presented in the lesson. Students are asked to explain and describe to apply new concepts and information.

Write About It worksheets provide opportunities for students to practice various writing skills—composing letters, creating stories, constructing paragraphs, etc.

Vocabulary Assessments help students apply new vocabulary terms to demonstrate their understanding of word use and meaning.

Reading Comprehension worksheets provide lesson-based passages and questions that assess student understanding of content. They also allow students to practice and build common reading skills such as comparing and contrasting, summarizing, and identifying cause and effect.

Map & Globe and **Chart & Graph Skills Assessments** ask students to use data and information found in maps, charts, and graphs to locate information and answer questions.

Curriculum Connection worksheets tie social studies content to a wide-range of disciplines such as science, language arts, art, and health.

Digital Worksheets & Assessments





Includes support for Reading Comprehension, Map and Globe Skills, Vocabulary, Writing Skills and more!

Grade K Examples



Grade K Unit 2 Name _____ Date _____

Check Understanding



Students in Mrs. Parker's class voted on a class field trip.

Zippity Doo Zoo		
Freddie's Friendly Farm		

1. Fill in the circle under the field trip you would vote for.

2. Fill in the circle under the field trip that got the most votes.

Grade K Unit 2 Name _____ Date _____

Write About It

1. Draw a picture of you following an important rule at school.




Rules

2. Write about how you will follow a rule at school.




Grade K Unit 2 Name _____ Date _____

Vocabulary

1. Fill in the circle under the person who makes sure we follow the law and keeps us safe.

2. Circle the pictures that show the girl following the law.

Opportunity for Quick Assessment

Grades 1-2 Examples

Grade 1 Unit 2 Lesson 1 Name _____ Date _____

Write About It

Write your answer on the lines below.

Why are maps important?

Grade 2 Unit 2 Lesson 1 Name _____ Date _____

Vocabulary

Use the words in the box to complete the sentences.

tribes region culture chickees breechcloths

- Tribes who lived in the same region shared the same _____.
- The Southeast Woodlands tribes lived in a warm _____.
- The Seminole, Cherokee, and Creek are all _____ who lived in the Southeast Woodlands.
- The Southeast Woodlands men wore _____.
- The roofs of _____ were made out of leaves or grass.

Name _____ Date _____

Reading Comprehension

San Jose is the home of many immigrants. San Jose is one of the largest Vietnamese communities in the United States. Many of these immigrants came here to work in Vietnam. Every winter, the Vietnamese celebrate Tet, the Vietnamese New Year. They watch colorful dragons dance, and eat moon cakes.

Read the passage above. Then answer the questions that follow.

1. How many immigrants came to California to _____?

2. Why did many immigrants come to California to _____?

3. What do the Vietnamese celebrate in Vietnam?

4. What do the Vietnamese eat in Vietnam?

5. San Jose is one of the largest Vietnamese American communities in the United States.

6. Which state is one of the largest Vietnamese American communities in the United States?

7. What do the Vietnamese celebrate in Vietnam?

8. What do the Vietnamese eat in Vietnam?

Table of Contents

Each title contains the following units to help achieve social studies curriculum goals.

Living, Learning, and Working Together

- Unit 1 Hello, Changes!
- Unit 2 Hello, Friends!
- Unit 3 Hello, America!
- Unit 4 Hello, Earth!
- Unit 5 Hello, Choices!

Our Community and Beyond

- Unit 1 People and Traditions
- Unit 2 Where We Live
- Unit 3 Beginning Economics
- Unit 4 Good Citizens
- VA Unit 1 Our Past
- VA Unit 2 Our Present

Who We Are as Americans

- Unit 1 Our World
- Unit 2 Native Americans
- Unit 3 A Land of Immigrants
- Unit 4 Citizens and Government
- Unit 5 All About Economics