

High School Social Studies

High School Economics		OSEU Connections						
		1	2	3	4	5	6	7
K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.								
9-12.E.1.1	Through the construction of compelling questions, explain how the fundamental economic problem of unlimited wants with limited resources reflects enduring issues at all levels							
9-12.E.1.2	Analyze the factors that may lead to different responses to the basic economic questions				X			X
9-12.E.1.3	Differentiate among the factors of production of land, labor, capital, and entrepreneurship							
9-12.E.1.4	Analyze the relationship between households and businesses in a market economy using the circular flow chart							
9-12.E.1.5	Define and assess advantages and disadvantages of sole-proprietorship, partnership, and corporations in a market economy							
9-12.E.1.6	Explain how scarcity, choice, and opportunity costs impact economic decision making at all levels by using a production possibilities curve							
9-12.E.1.7	Apply marginal analysis in the economic decision making process							X
K-12.E.2 Students will demonstrate how the forces of supply and demand impact economic decision making.								
9-12.E.2.1	Compare and contrast the characteristics of perfectly competitive and less competitive market structures							
9-12.E.2.2	Explain the law of supply and analyze the factors that create a change in supply				X			
9-12.E.2.3	Explain the law of demand and analyze the factors that create a change in demand							
9-12.E.2.4	Connect the role of supply and demand in creating price and quantity equilibriums in a perfectly competitive market							
9-12.E.2.5	Analyze how price and quantity equilibriums can be impacted through changes in supply, demand, and elasticity							
9-12.E.2.6	Explain the concerns with surplus and shortage in the marketplace and what factors can potentially create disequilibrium in a market							
K-12.E.3 Students will analyze the ways government can impact the market.								
9-12.E.3.1	Identify and critique the socio-economic goals of various countries including the US							
9-12.E.3.2	Analyze and explain the relationship between households, businesses, and government agencies in the economy of the US by using the circular flow chart							
9-12.E.3.3	Interpret economic indicators used by economists that may lead to differing conclusions regarding the current phase of the business cycle							
9-12.E.3.4	Predict the degree of economic impact of different types of unemployment and different variables creating inflation by using appropriate data							

9-12.E.3.5	Describe the ways in which each level of government in the US generates revenue and critique the method of using that revenue for public services								
9-12.E.3.6	Analyze the potential positive and/or negative impact of changes in government policy					X			X
9-12.E.3.7	Compare and contrast economic stabilization approaches to the US economy								
9-12.E.3.8	Explain the structure of US banking system								
9-12.E.3.9	Assess and critique the tools used by the Federal Reserve System to influence the money supply								
K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.									
9-12.E.4.1	Compare the general characteristics of communism, socialism, and capitalism								
9-12.E.4.2	Give a detailed explanation of the characteristics of capitalism citing examples from the US								
9-12.E.4.3	Weigh the impact of factors such as the availability of economic resources, level of technology, and degree of economic freedom on a nation's economic growth								X
9-12.E.4.4	Explain, citing evidence, why the US is an example of a mixed economy								
9-12.E.4.5	Differentiate between a developing and newly developed nations								
9-12.E.4.6	Analyze differing arguments regarding the impact of transitional economies on the global economy and specifically on the US economy								
K-12.E.5 Students will describe how trade generates economic development and interdependence.									
9-12.E.5.1	Apply the concept of comparative advantage to explain why goods and services are produced in one nation versus another	X							
9-12.E.5.2	Construct an argument for free-traders and construct a counter-argument for protectionists								
9-12.E.5.3	Identify and critique various barriers to international trade								
9-12.E.5.4	Identify and provide the historical foundations for various international trade agreements and any impact on the US economy								
9-12.E.5.5	Explain the impact of exchange rates on the value of goods and services								
9-12.E.5.6	Analyze how the global economy has changed the interaction of buyers and sellers in the US economy								

Oceti Sakowin Essential Understandings

OSEU 1 - The original land base and natural resources of the Oceti Sakowin were under communal stewardship prior to immigrant settlement. The Oceti Sakowin tribes have a distinct and unique interrelationship with the environment that contributes to South Dakota.

- Indicator 1 - Analyze the land base and natural resources of the nine reservations in South Dakota.
- Indicator 2 - Analyze the interrelationships of the Oceti Sakowin people, places, and the environment as they relate to all reservations in South Dakota.
- Indicator 3 - Evaluate the strategies in which the tribal governments and other leaders are taking action to improve the lands and natural gifts.

OSEU 2 - There is variety and resiliency among individual Tribal people as identity is developed, defined and redefined by entities, organization and people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian”.

- Indicator 1 - Analyze the impact of Euro-American ideals, values, rights, philosophy, and beliefs of Oceti Sakowin people as tribal, state, and US citizens.
- Indicator 2 - Analyze the knowledge and understanding of the relationship between spiritual, physical, social and emotional health of the Oceti Sakowin.

OSEU 3 - The origin, thought and philosophy of the Oceti Sakowin continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and are observed by many Tribal members both on and off the reservations.

- Indicator 1 - Evaluate the different forms of Lakota/Dakota/Nakota language dialects.
- Indicator 2 - Analyze the Oceti Sakowin sacred sites, creation stories, star knowledge and how they relate to each other.

OSEU 4 - The Oceti Sakowin kinship systems provide a framework for both individual and group behavior. Its unwritten rules promote harmony, compromise, a sense of order, and group cohesion.

- Indicator 1 - Analyze the importance of the Oceti Sakowin family structure and extended family.
- Indicator 2 - Analyze the Oceti Sakowin social etiquette, proper behavior and values.

OSEU 5 - History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.

- Indicator 1 - Analyze the Oceti Sakowin culture through oral tradition, written accounts and unbiased information.
- Indicator 2 - Analyze the impact of Imperialism and Manifest Destiny and its impact on the culture of the Oceti Sakowin.

OSEU 6 - Federal policies and treaties put into place throughout American history have affected Oceti Sakowin people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationships with the States are not the same for each tribe.

- Indicator 1 - Analyze the Oceti Sakowin historical eras recorded through Oceti Sakowin Winter Counts.
- Indicator 2 - Analyze how land stewardship began to change through the process of treaty-making to land ownership.
- Indicator 3 - Analyze the historical eras of the Oceti Sakowin to examine the connection between the cause/effect relationships during the Removal and Relocation era.
- Indicator 4 - Analyze the reorganization and self-governance time period of the Oceti Sakowin.

OSEU 7 - The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on the values of the Oceti Sakowin which has created resiliency of the Oyate. Tribal communities have put considerable efforts into economic development ventures, Tribal universities, alternative education, wellness centers, cultural, traditions and language revitalization.

- Indicator 1 - Analyze the policies that were established during the self-determination era to make a positive change for tribal communities.
- Indicator 2 - Analyze the actions taken by individuals and communities in an effort to bring about positive social change.