

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.	
<b>Grade Level/Band Standard:</b>	2.E.1.1 Identify goods and services available in the students' communities.	
<b>Student Friendly Language:</b>	I can give examples of goods and services in my community.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>They can identify goods and services so they will now connect them with their community.</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>Know the goods and services provided by businesses in their community.</li> </ul>	<ul style="list-style-type: none"> <li>Goods and services are provided in our community.</li> <li>People earn money to pay for needed goods and services.</li> </ul>	<ul style="list-style-type: none"> <li>List goods and services available in their community and who provides them.</li> <li>Explain how it benefits their community to buy locally.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>Goods</li> <li>Services</li> <li>Community</li> <li>Businesses</li> </ul>	<ul style="list-style-type: none"> <li>Good and services are only provided at a physical business. (private lesson at someone's home or a repair man)</li> <li>Only adults provide services.</li> <li>Businesses can only provide a service OR goods.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<p style="text-align: center;"><a href="#">OSEU 1</a></p> <p style="text-align: center;"><a href="#">OSEU 4</a></p>	<ul style="list-style-type: none"> <li>The Oceti Sakowin Tribal members use natural resources to preserve food supply.</li> <li>The Oceti Sakowin Tribal members taught others how to use natural resources to preserve food and for healing purposes.</li> <li>The Oceti Sakowin Tribal members share services through unwritten rules with group</li> </ul>	

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	cohesion without pay. <ul style="list-style-type: none"> <li>Currently, services are provided for monetary purposes.</li> </ul>	
<b>Vertical Alignment</b>		
<b>Previous Learning Connections</b> <ul style="list-style-type: none"> <li>They distinguished between goods and services and how families used them. They understand why and how people earn money.</li> </ul>	<b>Current Learning Connections</b> <ul style="list-style-type: none"> <li>Identify goods and services available in students communities.</li> </ul>	<b>Future Learning Connections</b> <ul style="list-style-type: none"> <li>Explain ways producers use resources to produce goods and services.</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<b>Constructing Compelling Questions:</b> <ul style="list-style-type: none"> <li>D1.1.K-2. Explain why the compelling question is important to the student.</li> </ul> <b>Constructing Supporting Questions:</b> <ul style="list-style-type: none"> <li>D1.3.K-2. Identify facts and concepts associated with a supporting question.</li> <li>D1.4.K-2. Make connections between supporting questions and compelling questions.</li> </ul> <b>Communicating Conclusions:</b> <ul style="list-style-type: none"> <li>D4.2.K-2. Construct explanations using correct sequence and relevant information.</li> </ul>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>Categorizing business by goods, services or both</li> <li>Reach out to local 4-H extension office--They have programs/curriculum to teach about community goods and services.</li> </ul>		
<b>Possible Civic Engagement Activities</b>		
These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.		
<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>	

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<ul style="list-style-type: none"><li>● Bring in local business to explain the goods and services they provide OR</li><li>● Walk around your community and identify business with goods and services</li></ul>	<ul style="list-style-type: none"><li>● When students can identify goods and services provided in their community, they will understand the impact businesses have on a community (this description fits for both activities).</li></ul>
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