

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.5 Students will describe how trade generates economic development and interdependence.	
Grade Level/Band Standard:	4.E.5.1 Describe how the economic needs of South Dakotans and people in other regions of the U.S. have been met.	
Student Friendly Language:	I can describe how the economic needs of South Dakotans are met. I can describe how the economic needs of people in other regions of the US are met.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● Understand what resources are. ● The difference between a need and a want. ● What producers are and how they use resources to produce goods and services. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Needs vs. wants of South Dakotans ● South Dakotan needs vs. wants compared to the needs vs. wants of other people in the U.S. 	<ul style="list-style-type: none"> ● People in each region of the U.S. produce unique goods and services, depending upon the resources available in those regions, which they sell to other regions. 	<ul style="list-style-type: none"> ● Describe the goods and services that are produced in the midwest that provide income for our state. ● Describe the goods and services produced in other regions of the U.S. that we rely on to meet our needs. ● Describe the goods and services that cannot be created in South Dakota and how and where we get those services from.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
<ul style="list-style-type: none"> ● Economic needs ● Economy ● Interdependence ● Economic development ● Generates 	<ul style="list-style-type: none"> ● May think that income is only generated by producing items as opposed to both goods and services. 	

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<ul style="list-style-type: none"> Resources Natural resources 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 7	<ul style="list-style-type: none"> The Oceti Sakowin tribal communities have put considerable efforts into economic development: education, wellness, and language revitalization. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> Use examples to show that people in modern society may not be able to produce everything they want and depend upon trade with others to meet their wants 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Describe how the economic needs of South Dakotans and people in other regions of the US have been met. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Describe the role of trading in early U.S. History Describe examples of various institutions that make up economic systems
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.1.3-5. Construct arguments using claims and evidence from multiple sources. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Students will create a list of goods and services created in South Dakota and then create a list of goods and services used in South Dakota. They will then create a relationship/cycle graph to model how goods and services in our region are traded for goods and services in other regions of the United States. 		

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<i>Possible Civic Engagement Activities</i>	
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.	
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">• Present to another class	<ul style="list-style-type: none">• Students will present their relationship graphs to another class. They will describe how our region depends on goods and services from other regions to meet our economic needs. They will also explain how other regions rely on our goods and services to meet their economic needs.