

## South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.	
<b>Grade Level/Band Standard:</b>	7.E.4.2 Describe how technology affects the economic development of places and regions.	
<b>Student Friendly Language:</b>	I can examine the technology of an area and explain how it affects the economy.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"><li>● K-12.E.5 Students will describe how trade generates economic development and interdependence.</li><li>● Basic understanding that people adapt their environment and methods to meet their wants and needs.</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>● Economic development.</li><li>● Types of technology. (Examples: phones, computers, farming equipment, transportation, internet, electricity, water systems)</li></ul>	<ul style="list-style-type: none"><li>● The geographical location and/or terrain of an area may affect the amount of technology in that area.</li><li>● The amount of technology in an area directly affects the development of an area.</li><li>● The amount of technological development in an area affects the economy, and the economy of an area affects the technological development of the area.</li></ul>	<ul style="list-style-type: none"><li>● Compare and contrast the technology of developed areas and developing areas.</li><li>● Explain how technology plays a role in economic development.</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>● Technology</li><li>● Development</li><li>● Economic development</li></ul>	<ul style="list-style-type: none"><li>● Not all countries do not have the same technology or technological advances.</li><li>● That many areas of the world do not have the same technology as the United States.</li><li>● There are different types of technology available in different cities, states, towns, etc.</li></ul>	

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OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<a href="#">OSEU 1</a>  <a href="#">OSEU 6</a>	<ul style="list-style-type: none"><li>• Mid-1800s technology and subsequent faster moving immigrants harmed the Oceti Sakowin people’s environment and destroyed the game.</li><li>• Mid-1800s technology both helped and hurt the Oceti Sakowin people.</li></ul>	
Vertical Alignment		
<b>Previous Learning Connections</b> <ul style="list-style-type: none"><li>• K-12.E.5 Students will describe how trade generates economic development and interdependence.</li></ul>	<b>Current Learning Connections</b> <ul style="list-style-type: none"><li>• 7.E.4.2 Describe how technology affects the economic development of places and regions</li></ul>	<b>Future Learning Connections</b> <ul style="list-style-type: none"><li>• 7.G.7.2 Articulate how changes in technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices</li><li>• 8.E.3.1 Describe the impact of technology and industrialization on mid-1800s America</li><li>• 8.H.4.9 Assess the impact of significant inventors, technology and industrialization on mid-1800s America</li><li>• 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</li><li>• 9-12.C.5.9 Demonstrate and/or show examples of how technology has changed the way people participate beyond their traditional sphere of influence</li><li>• 9-12.G.6.3 Explain the ways technology expands the human capacity to use and modify the physical environment</li></ul>
C3 Framework Relevant Skills and Applications		

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### Constructing Supporting Questions:

- D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing.

### Determining Helpful Resources:

- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

### Developing Claims and Using Evidence:

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

### Communicating Conclusions:

- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

### Taking Informed Action:

- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

### *Example strategies to reach depth and intention of the standard*

- Students could choose a major economic region, determine the technology available in that region and share how access to the technology affects the economic growth.
- Using a map of the technology or web connected devices around the world, students could use to support a claim as to why some areas of the world have more or less technology than others, and how that affects that area.
- Students could select a technology and consider how their region would improve with this tool or how it would be negatively affected without it.

### *Possible Civic Engagement Activities*

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"> <li>• Student research advocacy project</li> </ul>	<ul style="list-style-type: none"> <li>• Students could do a research project to determine how adding or upgrading technology in a specific area of the world could have an effect on a social issue (ex: clean water) in that area, and how that effect would relate to economic development for the area.</li> </ul>

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