

## 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.4.3 Describe the role of trade barriers and agreements in the global economy.	
<b>Student Friendly Language:</b>	I can explain how trade barriers and agreements will affect local and world economies.	
<b><i>What prior knowledge do students need to have to be successful on this standard?</i></b>		
<ul style="list-style-type: none"><li>● 3.E.5.1 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</li><li>● 5.E.1.2 Explain the role of money as a means of trade between individuals and/or groups</li></ul>		
<b><i>Students Will Know (Factual Knowledge)....</i></b>	<b><i>Students will Understand (Historical Inquiry)....</i></b>	<b><i>Students Will be Able to Do (Performance Based)</i></b>
<ul style="list-style-type: none"><li>● Trade barriers. (Examples: tariffs, quotas, subsidies, embargos, voluntary export restraints)</li><li>● Trade agreements</li><li>● Global economy v. local economy</li><li>● Ideals</li></ul>	<ul style="list-style-type: none"><li>● Decisions made in the global economy will impact local economies.</li><li>● The trade barriers are set because the differences in ideals can greatly impact the economy.</li><li>● The trade agreements are made because like-minded ideals impact the economy.</li></ul>	<ul style="list-style-type: none"><li>● Examine the trade barriers the United States has in place and explain the purpose, reason, effects of our national economy as well as the global economy.</li><li>● Examine countries in the world where there are trade barriers versus agreements and explain why these are in place.</li></ul>
<b><i>Vocabulary (Key Terms Used by Teachers and Students)</i></b>	<b><i>What are possible misconceptions students may have with respect to this standard?</i></b>	
<ul style="list-style-type: none"><li>● Trade barriers</li><li>● Trade agreements</li><li>● Global economy</li><li>● Local economy</li><li>● Ideals</li></ul>	<ul style="list-style-type: none"><li>● Understanding the concepts associated with trading and economy.</li><li>● All trade barriers are negative.</li></ul>	

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OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<a href="#">OSEU 6</a>	<ul style="list-style-type: none"><li>The early Oceti Sakowin conflicts with other tribal people affected trade and the economy.</li></ul>	
Vertical Alignment		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"><li>3.E.5.1 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</li><li>5.E.1.2 Explain the role of money as a means of trade between individuals and/or groups</li></ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"><li>E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.</li></ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"><li>9-12.E.5.3 Identify and critique various barriers to international trade</li><li>9-12.E.5.4 Identify and provide the historical foundations for various international trade agreements and any impact on the U.S. economy</li></ul>
C3 Framework Relevant Skills and Applications		
<p><b>Constructing Compelling Questions</b></p> <ul style="list-style-type: none"><li>D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling questions.</li></ul> <p><b>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"><li>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.</li></ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"><li>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection.</li></ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"><li>D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</li><li>D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.</li></ul> <p><b>Communicating Conclusions:</b></p>		

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- 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).

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

- One strategy to reach depth and intention of the standard would be to play a trading game with students where they reenact trade. Some examples are: the silk road, and the Hudson River.
- Students are asked to bring in something and the value could be whatever they wanted. Examples: candy, pencils, etc. Students were given time to trade what they have for something they want. Conduct a discussion of which strategies students used. This will help students apply what they learned to the standard.

### *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>● Trade affairs</li></ul>	<ul style="list-style-type: none"><li>● Students can research how the US interacts with and trades with the economies of other countries. The teacher could hold a similar class to model UN focused on trade. This activity will help students reach this standard by applying their in class trade strategies to what is currently happening in the world around them.</li></ul>