

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.3 Students will analyze the ways government can impact the market.	
Grade Level/Band Standard:	9-12.E.3.7 Compare and contrast economic stabilization approaches to the US economy.	
Student Friendly Language:	I can understand that the government wants to keep the US economy healthy and stable and will take measures to do this.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • An understanding of the U.S. economic goals. • An understanding of government funding and expenditures. • An understanding of marginal analysis. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • The role taxation plays in funding government programs. • Goods and services provided by government programs not available in the market. 	<ul style="list-style-type: none"> • Not everyone agrees on the role the government should play in stabilizing and/or growing the US economy. • One approach to stabilizing and/or growing the economy is through taxation refinements. • Another approach to stabilizing and/or growing the economy is through government programs. 	<ul style="list-style-type: none"> • Give historical and/or current examples of fiscal policy proposals in maintaining the US economy. • Analyze which individuals and/or groups would most likely propose each approach.
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"> • Neutral fiscal policy • Expansionary fiscal policy • Contractionary fiscal policy • Multiplier effect • Monetarism 	<ul style="list-style-type: none"> • Small differences present in fiscal philosophies. • Separating political affiliations from this discussion. In a mixed economy, all policies have strengths and weaknesses. 	

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<ul style="list-style-type: none"> Keynesianism 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> N/A 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> Relates to marginal analysis. Reinforces economic goals. Demonstrates government intervention in the economy. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Current and predicted economic cycle stages and possible reactions from the government 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Connections to later standards throughout 9-12.E.3 Implies relationships for other areas of social studies content: civics, US history, world history, and geography. Future taxation and government spending policies.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> D1.1.9-12. Explain how a question reflects an enduring issue in the field. D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Construct a graph tracing the history of taxation, funding, etc. with special attention to the type of fiscal policy used during each presidency (i.e. neutral, expansionary, and contractionary). Create a political cartoon illustrating fiscal policy under a given president. 		

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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">• Write a letter to a state or national lawmaker supporting or refuting current fiscal policy.	<ul style="list-style-type: none">• Students identify key attributes, positive and negative, of a fiscal policy in hopes of persuading others and thereby demonstrating their understanding of the course content.