

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:	9-12.E.5.2 Construct an argument for free-traders and construct a counter-argument for protectionists.	
Student Friendly Language:	I can understand there are advantages and disadvantages to global trade and explain the arguments presented by both sides.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • An understanding of economic decision-making and opportunity costs. • An understanding of economic resource distribution and specialization • An understanding of comparative advantage. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • There are reasons why some people are in favor of free trade among countries. • There are reasons why some people think they need to protect their own nation’s economy from the impact of global trade. 	<ul style="list-style-type: none"> • There are negatives and positives to both sides of the “free-trader and protectionist” argument. 	<ul style="list-style-type: none"> • Compare and contrast the major arguments offered by free-traders vs. those offered by protectionists. • Critique free-trader and protectionist arguments.
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"> • Free trader • Protectionist 	<ul style="list-style-type: none"> • Rarely does a country decide on an entirely protectionist or free-trade approach. Nations may mix and match approaches given their economic concerns and goals. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> • N/A 	

South Dakota Social Studies Unpacked Standards Template

Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> N/A 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Provides context for contemporary and historical political and economic events. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Provides foundation for discussions in U.S., world histories, and civics. Supports later economics standards (9-12.E.5 standards)
C3 Framework Relevant Skills and Applications		
<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>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses. 		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none"> Participate in a mock debate over the merits of protectionism or free trade. Analyze given periods of American history based on its perspective of protectionism (i.e. Jeffersonian America, 1970s Oil Crisis, etc.). 		
Possible Civic Engagement Activities		
<p>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.</p>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	
<ul style="list-style-type: none"> As a class or individually, students can write letters to government officials in favor or against a protectionist action. 	<ul style="list-style-type: none"> Students demonstrate an understanding of content material and the consequences of such actions by advocating and attempting to persuade government leaders. 	