

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics	
Grade Level/Band Standard:	1.E.1.1 Distinguish between goods and services and how families use them.	
Student Friendly Language:	I can tell the difference between goods and services and how they are used by families.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • There are differences between wants and needs. • A family has wants and needs. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • That goods and services are available to them. • The meaning of goods and services. 	<ul style="list-style-type: none"> • Families use both goods and services to meet their wants and needs. 	<ul style="list-style-type: none"> • Identify wants and needs in their lives and families • Sort and distinguish goods versus services
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"> • Goods • Services • Community 	<ul style="list-style-type: none"> • Understanding the difference between goods and services. • Relating wants and needs to goods and services. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 1</p> <p style="text-align: center;">OSEU 4</p>	<ul style="list-style-type: none"> • The Oceti Sakowin Tribal members use natural resources to preserve their food supply. • The Oceti Sakowin Tribal members teach others how to use natural resources to preserve food as well as healing purposes. • The Oceti Sakowin Tribal members share services through unwritten rules with group cohesion without pay. 	

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<ul style="list-style-type: none"> The Oceti Sakowin Tribal members believe that the kinship system benefits the whole group. Otherwise, it is considered a want. 		
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> There are differences between wants and needs and how families use them. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Families use both goods and services to meet their wants and needs. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Goods and services are provided in our community.
C3 Framework Relevant Skills and Applications		
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> D1.3.K-2. Identify facts and concepts associated with a supporting question. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.5.K-2. Ask and answer questions about explanations. 		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none"> Complete a picture sort of goods and services 		
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"> Field trip to bank, post office or other community service Field trip to the grocery stores 	<ul style="list-style-type: none"> Students will gain an understanding of services provided in the community. Students can also determine how these services help families. Students will understand the process of getting the goods to the community. Students can also determine how these goods help families. 	

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