

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.	
<b>Grade Level/Band Standard:</b>	1.E.1.2 Describe ways in which people earn money.	
<b>Student Friendly Language:</b>	I can describe ways people earn money.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• Goods and services are used to fulfill our 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>• People need money to buy wants and needs.</li> <li>• Know what it means to earn money and buy items.</li> </ul>	<ul style="list-style-type: none"> <li>• People earn money by working.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell different ways people can earn money.</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>• Earn</li> <li>• Money</li> <li>• Buy</li> <li>• Volunteer</li> </ul>	<ul style="list-style-type: none"> <li>• Understand volunteers are not paid for their work.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 7</a>	<ul style="list-style-type: none"> <li>• The Oceti Sakowin Tribal members have jobs that are driven by policy-driven federal funds.</li> </ul>	

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<i>Vertical Alignment</i>		
<b>Previous Learning Connections</b>	<b>Current Learning Connections</b>	<b>Future Learning Connections</b>
<ul style="list-style-type: none"> <li>The meaning of goods and services and how they fulfill our needs.</li> </ul>	<ul style="list-style-type: none"> <li>People earn money by working.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<i>C3 Framework Relevant Skills and Applications</i>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>D1.1.K-2. Explain why the compelling question is important to the student.</li> <li>D1.4.K-2. Make connections between supporting questions and compelling questions.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>D4.2.K-2. Construct explanations using correct sequence and relevant information.</li> <li>D4.5.K-2. Ask and answer questions about explanations.</li> </ul>		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> <li>Create a career board: Create a bulletin board featuring different jobs/occupations to help students understand.</li> <li>Guess who board: Create a bulletin board with a riddle/description of different jobs and students identify the job.</li> </ul>		
<i>Possible Civic Engagement Activities</i>		
<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>		
<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>	
<ul style="list-style-type: none"> <li>Classroom jobs</li> <li>Volunteer in the classroom or school</li> </ul>	<ul style="list-style-type: none"> <li>Students earn class designed money for classroom jobs and use it to purchase items from classroom stores.</li> <li>Students will understand that even though they aren't earning money, volunteering is still a way to help people around them.</li> </ul>	