

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.5 Students will describe how trade generates economic development and interdependence.	
<b>Grade Level/Band Standard:</b>	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.	
<b>Student Friendly Language:</b>	I can show why we depend on trading with others to attain what we want.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>What goods and services are. Students will understand that people use money earned to purchase goods and services.</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 can sometimes produce what they need and want.</li> <li>People also utilize trade to get items they need or want.</li> </ul>	<ul style="list-style-type: none"> <li>We depend on other people and places, both nearby and around our country and world, to provide the resources necessary for completing a product that we wish to have (such as a technology device, clothing, food items).</li> </ul>	<ul style="list-style-type: none"> <li>Explain how our country attains goods that we can't produce ourselves.</li> <li>Recognize what countries the United States currently trades with. (i.e., China, Canada, Mexico, Japan, Germany, South Korea, United Kingdom, France, India, Italy, Taiwan, Brazil, Netherlands, Ireland and Switzerland)</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>Produce</li> <li>Consume</li> <li>Trade</li> <li>Attain</li> </ul>	<ul style="list-style-type: none"> <li>Understanding why we need to trade.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	

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<p><a href="#">OSEU 1</a></p>	<ul style="list-style-type: none"> <li>Oceti Sakowin tribal governments and other leaders are taking action to improve the lands and natural gifts.</li> </ul>	
<p><b>Vertical Alignment</b></p>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>What goods and services are.</li> <li>That people use money earned to purchase goods and services.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Explain why we depend on trading to attain what we want.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>Describe how economic needs of people in South Dakota and the United States are met.</li> </ul>
<p><b>C3 Framework Relevant Skills and Applications</b></p>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults).</li> <li>D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</li> </ul>		
<p><b>Example strategies to reach depth and intention of the standard</b></p>		
<ul style="list-style-type: none"> <li>Roleplay             <ul style="list-style-type: none"> <li>Example: Give students preselected resources and have them trade with other students to get the things their community needs. They'll be able to distinguish the pros and cons of trading for certain things.</li> </ul> </li> <li>Poster             <ul style="list-style-type: none"> <li>Example: Create a poster highlighting the resources in a community.</li> </ul> </li> <li>Flyer             <ul style="list-style-type: none"> <li>Example: Students will advertise an item they would feature to be available to trade to other students when having a classroom mock trading post. Their flyer would have to show why their item is the best to be traded with.</li> </ul> </li> </ul>		

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<b>Possible Civic Engagement Activities</b>	
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.	
<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>● Mock Trading Post</li><li>● Volunteer opportunity</li></ul>	<ul style="list-style-type: none"><li>● Students would each have their own and would have the ability to trade with a classmate of a good they want. This would show students the importance of trading.</li><li>● Students will trade their time in exchange for something they need by volunteering for someone within their school or community.</li></ul>