

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:	4.E.1.1 Discuss what factors (both positive and negative) influence individual choices.	
Student Friendly Language:	I can weigh the positive and negative factors that will lead me to a final decision of how to use my economic resources.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> An understanding of economic resources. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Resources can include land, money, property and renewable resources. 	<ul style="list-style-type: none"> Positive and negative factors lead to choices of how people use their economic resources. 	<ul style="list-style-type: none"> When given about limited resources, students will be able to weigh the positive and negative factors that will lead them to a final decision.
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"> Resources Renewable resources Positive factors Negative factors 	<ul style="list-style-type: none"> The only factors that go into making an economic decision are financial. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 4	<ul style="list-style-type: none"> The Oceti Sakowin family structure and extended family influence both positive and negative individual and group behaviors. The Oceti Sakowin’s boarding school experience allowed a gain of knowledge, but a loss of language and culture. 	

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<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> N/A 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Understand positive and negative factors influence how people use their economic resources 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Understand supply and demand and how it influences the market.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Students will be given a mock decision to make (for example if they should buy their shoes locally or order them online). Students will then have to weigh the factors of purchasing locally (gas to get to the store, money going back into the local economy, cost, time) vs. the factors of purchasing virtually (cost, carbon footprint, the cost of shipping, time) to make a decision on how they will order their shoes. They will then need to be able to make a decision and explain it. 		
<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>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	
<ul style="list-style-type: none"> Create a Poster 	<ul style="list-style-type: none"> Students will create a poster outlining the positives and negatives of shopping locally or find a local issue that students can analyze the negative and positive factors that would go into making a decision. 	