

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.3 Students will analyze the ways government can impact the market.	
Grade Level/Band Standard:	4.E.3.1 Describe the necessity for the government to collect taxes from its citizens in order to provide services to its citizens.	
Student Friendly Language:	I can explain that the government provides services to citizens and citizens pay for those services with taxes.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • What services are. • What the government is. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • What taxes are and that citizens pay taxes to the government. • What public services (i.e., roads, police, fire departments, schools, and libraries) are. 	<ul style="list-style-type: none"> • The government pays for the goods and services it provides with revenue collected from taxes. • Taxes have to be collected. 	<ul style="list-style-type: none"> • List a variety of public services paid for by taxes (transportation, education, recreation) and explain why we need those 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"> • Taxes • Public service • Revenue 	<ul style="list-style-type: none"> • May think that tax money only goes to Washington D.C. or the president. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 4	<ul style="list-style-type: none"> • The Oceti Sakowin’s unwritten rules of the land and the natural resources gave a sense of order and did not require a tax system. 	

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<i>Vertical Alignment</i>		
Previous Learning Connections	Current Learning Connections	Future Learning Connections
<ul style="list-style-type: none"> Identify how local public services are funded 	<ul style="list-style-type: none"> The government pays for the goods and services it provides with income collected from taxes. 	<ul style="list-style-type: none"> N/A
<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"> As a class, brainstorm public services. Students will then draw a picture to describe what life would be like if the government didn't collect taxes to pay for those services. Examples may include no police department, fire department, roads, education, etc. If short on time, students could also write a paragraph explaining which government service they couldn't live without. Example stem: It is necessary for citizens to pay taxes because..... 		
<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 an educational pamphlet/poster 	<ul style="list-style-type: none"> Students will create an educational pamphlet or poster which explains what services our tax money is used for. For an added use of technology, students could create an infographic explaining what tax money is used for. 	