

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>	5.E.1.2 Explain the role of money as a means of trade between individuals and/or groups.	
<b>Student Friendly Language:</b>	I can tell about the role of money in my daily life.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• What money is and that it is used in our everyday lives in exchange for 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>• The role and impact of money</li> <li>• Means of trade</li> </ul>	<ul style="list-style-type: none"> <li>• Serving as the medium of exchange in our economy, money helps to facilitate trade when people in the economy view it as valuable.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a logical explanation of how money works as a means of trade in their daily lives.</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>• Money</li> <li>• Means of trade</li> <li>• Currency</li> </ul>	<ul style="list-style-type: none"> <li>• May not know how currency derives its value.</li> <li>• May not know that currency cannot simply be created without affecting the value of money currently in circulation.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 1</a> <a href="#">OSEU 2</a> <a href="#">OSEU 7</a>	<ul style="list-style-type: none"> <li>• The Oceti Sakowin are taking steps to improve the lands and natural gifts.</li> <li>• The Oceti Sakowin are learning to be resilient, adapting to the market.</li> <li>• The Oceti Sakowin met their needs through supply and demand by trading and bartering. Ex. the migration of the buffalo</li> <li>• The early Oceti Sakowin Tribal members did not use money. Contemporary members use</li> </ul>	

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	money today.	
<b>Vertical Alignment</b>		
<b>Previous Learning Connections</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<b>Current Learning Connections</b> <ul style="list-style-type: none"> <li>I can tell about the role of money in my daily life.</li> </ul>	<b>Future Learning Connections</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<b>Constructing Compelling Questions</b> <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> </ul> <b>Evaluating Sources and Using Evidence:</b> <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> <b>Developing Claims and Using Evidence:</b> <ul style="list-style-type: none"> <li>D3.4.3-5. Use evidence to develop claims in response to compelling questions.</li> </ul> <b>Communicating Conclusions:</b> <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>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>Student budget simulation based on local incomes and prices for goods and services.</li> <li>Teachers can set up a classroom economy with goods for sale (pencils, sports cards, etc.) and classroom currency earned in various ways.</li> </ul>		
<b>Possible Civic Engagement Activities</b>		
<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>Teacher reaches out for community financial experts to come in and talk to the class.</li> </ul>	<ul style="list-style-type: none"> <li>These activities show connection beyond the classroom how money is a key component in the community.</li> </ul>	

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<ul style="list-style-type: none"><li>• The teacher reaches out to business/entrepreneurial entities for support in the classroom.</li></ul>	
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