

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.	
Grade Level/Band Standard:	8.E.4.2 Identify economic support for America during conflicts.	
Student Friendly Language:	I can explain who gave money to the U.S. during its various conflicts and why.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.E.3.1 Describe examples of various institutions that make up economic systems <ul style="list-style-type: none"> ○ That economic support includes numerous components - goods, services, troops, etc. ● 6.E.4.1 Explain societies’ attempts throughout history to satisfy their basic needs and wants <ul style="list-style-type: none"> ○ The United States will require economic support (troops, military goods, food, etc) from other nations / regions of the USA during conflicts. ● 7.E.4.3 Describe the role of trade barriers and agreements in the global economy <ul style="list-style-type: none"> ○ During conflicts, such as the Quasi-War, the United States economics were impacted by rules made by European nations on allowable trade. ● 8.H.4.3 Identify economic support for the Patriots during the American Revolution <ul style="list-style-type: none"> ○ The Patriots will get support from France, in the form of troops, money, and a navy after the Battle of Saratoga. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Who sent different types of economic support to the U.S. Government during times of conflict, and why. 	<ul style="list-style-type: none"> ● Why the U.S. needed additional economic support to have success during times of conflict, along with describing why some countries were hesitant to provide economic support if they feared they may not win. 	<ul style="list-style-type: none"> ● Employing calculations of supply and demand, determine how much the American Patriots relied on foreign involvement. ● Based on analysis of figures and charts, determine what and the amount of resources foreign powers provided the new United States at specific historical events and eras.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

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<ul style="list-style-type: none"> ● Identify ● Economic Assistance <ul style="list-style-type: none"> ○ Money ○ Troops ○ Weapons ○ Transportation ● Foreign Relationships ● Conflict 	<ul style="list-style-type: none"> ● That the United States never asked nor received help/aid from other countries during various conflicts. ● That the United States did not need help/aid from other countries. 	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 6	<ul style="list-style-type: none"> ● Economic support during conflict was driven by a desire to acquire resources and/or land. 	
<i>Vertical Alignment</i>		
<p style="text-align: center;">Previous Learning Connections</p> <ul style="list-style-type: none"> ● See Prior Knowledge Section Above 	<p style="text-align: center;">Current Learning Connections</p> <ul style="list-style-type: none"> ● Students will list various forms of economic support the Patriots received during the Revolution (i.e. Von Stueben, Lafayette, ships, weapons, money). ● ELA Connection: 8.W.2.D. Write informative texts to examine a topic and convey ideas, concepts, and information using precise language and domain-specific vocabulary to explain or inform about the topic. 	<p style="text-align: center;">Future Learning Connections</p> <ul style="list-style-type: none"> ● High School Economics Connection 9-12.E.3.5 Students will describe the ways in which each level of government in the U.S. generates revenue and critique the method of using that revenue for public services ● High School Economics Connection 9-12.E.3.8 Students will explain the structure of U.S. banking system
<i>C3 Framework Relevant Skills and Applications</i>		

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Constructing Compelling Questions:

- D1.1.6-8. Explain how a question represents key ideas in the field.
- D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling questions.
- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

Evaluating Sources and Using Evidence:

- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection.
- D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

Communicating Conclusions:

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging with strengths and weaknesses of the explanations.

Example strategies to reach depth and intention of the standard

- Cause and effect chart on how supply and demand determined how much the American Patriots relied on foreign involvement.
- Students use knowledge and skills from mathematics to calculate the reliance of the United States on foreign aid.

Possible Civic Engagement Activities

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.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Create a Community Education Pamphlet 	<ul style="list-style-type: none"> ● Students will identify current organizations and countries that the United States supports (ex. WHO) and create a community education pamphlet displaying what type of support is given. ● This can also be used at the local/state level (ex. Federal funding of public schools.) The pamphlets will also contain the consequences of what “could” happen if funding was taken away from the organization.