

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments	
<b>Grade Level/Band Standard:</b>	9-12.C.1.5 Explain the relationship between political ideologies and corresponding economic ideologies and their impact on government systems through the use of compelling and supporting questions.	
<b>Student Friendly Language:</b>	I can describe the relationship between political and economic beliefs and their impact on government systems.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>Political ideologies and economic theories.</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 correlation and impact of political and economic ideas on governmental systems.</li> </ul>	<ul style="list-style-type: none"> <li>Different governments have varying degrees of influence on their economic system.</li> <li>The complex interaction between political and economic ideologies impacts the fundamental nature of the government system.</li> <li>Political and economic ideologies are one set of factors among many that determine the features of a government system.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the role different governments have on their economic systems.</li> <li>Identify patterns between forms of governments and types of economic systems.</li> <li>Evaluate the impact of government, both historically and today, on their respective economies.</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>Capitalism</li> <li>Free market</li> <li>Socialism</li> <li>Communism</li> </ul>	<ul style="list-style-type: none"> <li>Political and economic models are not a singular unit.</li> </ul>	

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<ul style="list-style-type: none"> <li>● Laissez-faire</li> <li>● Authoritarian</li> </ul>		
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 7. E.3.1 Describe the relationship between government and economic systems in different countries.</li> <li>● 9-12.E.4.1 Compare the general characteristics of communism, socialism, and capitalism.</li> <li>● 9-12.E.4.2 Give a detailed explanation of the characteristics of capitalism citing examples from the US.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Examine the impact governments have on economic systems past and present.</li> <li>● Draw connections to novels or readings that are being addressed in other courses.</li> <li>● High school Economics or Personal Finance class.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Real-life application.</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"> <li>● D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>● D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul>		

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- D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Taking Informed Action:**

- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

***Example strategies to reach depth and intention of the standard***

- Create their own society that contains different political and economic models and explain how they work together.
- Mix and match game that helps explain different scenarios involving political and economic models.

***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.

<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>● Create short public service announcements</li> <li>● Work collaboratively to write a resolution</li> <li>● Create a class position statement</li> <li>● Create a community education pamphlet</li> </ul>	<ul style="list-style-type: none"> <li>● The listed activities work well to help students expand on the ideas of political ideologies and corresponding economic ideologies and determine the impact both of these elements play on governments. The activities allow students to expand on their thinking and questions. *Check out the Civic Engagement Activities Appendix for more activity ideas.</li> </ul>