

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:	9-12.E.1.1 Through the construction of compelling questions, explain how the fundamental economic problem of unlimited wants with limited resources reflects enduring issues at all levels.	
Student Friendly Language:	I can understand that people want more than they can have and that impacts their decision-making process.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • An understanding of personal decision making. • An understanding of acquiring goods and services. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Identify the differences between needs and wants. • Identify the relationships between resources and needs and wants. • Understand needs and wants differ between people and groups. 	<ul style="list-style-type: none"> • Every person has needs and unlimited wants. • Economics involves the study of systematic decision making with scarce resources. • Even with maximum efficiency, all of the world has limited resources. • Economic decision making involves opportunity cost. 	<ul style="list-style-type: none"> • Generate a list of needs. • Prioritize a list of wants. • Give examples of scarce resources. • Create and utilize compelling questions that depict the fundamental economic problem of unlimited wants with limited resources.
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"> • Needs • Wants • Resources • Decision making • Opportunity cost 	<ul style="list-style-type: none"> • Recognizing that wants differ widely between different people. • There are many levels of fulfillment for needs and wants. • Not all decision making is clear cut between cost and benefit. 	

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<ul style="list-style-type: none"> ● Scarcity 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> ● N/A 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● Covered several times from K-5, last covered in 5.E.1.1. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Personal budgeting, time management, short-term vs. long-term goals. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Decision making for post-high planning. ● Development of personal belief system(s) (i.e. money use, political affiliation, etc.)
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.1.9-12. Explain how a question reflects an enduring issue in the field. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> ● Simulations, case studies, role-playing to create scenarios of decision making ● Use of decision-making grids ● Compare and contrast between needs and wants ● Teachers and Students generated compelling questions might include: <ul style="list-style-type: none"> ○ What do people need? ○ Is there such a thing as a “free lunch?” 		
<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:	

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<ul style="list-style-type: none">● Create a family budget for a trip.● Assist in event planning for school and community activities (i.e. post-prom, 4-H, etc.)● Create and distribute information for a school-wide public service campaign.	<ul style="list-style-type: none">● Students would work with family to prioritize needs and wants within family budget constraints.● Students would work with school or activity committees to create plans, etc. in order to meet organizational goals.● Students would create posters, pamphlets, etc. encouraging time and money management.
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