

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:	9-12.E.3.1 Identify and critique the socio-economic goals of various countries including the US.	
Student Friendly Language:	I can understand that countries have different economic goals, that those goals impact society, and they cannot always achieve those goals.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • An understanding that a country’s available resources fluctuate depending on socio-cultural and geo-political situations. • An understanding that the economic principles of a nation are formed through a combination of political and cultural influences. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Not all countries have the same economic goals. • Not all countries have the same priorities in achieving their economic goals. • Not all countries have the same access to resources to achieve their goals. 	<ul style="list-style-type: none"> • The US may or may not be achieving their goals at any given time. • Goals are created, and change, based on public opinion, global conditions, and government oversight. 	<ul style="list-style-type: none"> • Provide a rationale for a prioritized list of economic goals from a US perspective. • Provide an argument if the US is achieving or not achieving each of its economic goals. • Compare and contrast the goals of the US economy to the economic goals of another country.
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"> • The basic economic goals • Equity • Innovation 	<ul style="list-style-type: none"> • There are many reasons why nations may have different economic goals and/or prioritize their goals differently. • Although goals are not always met or seem as if they are being sought after, they are crucial for driving an economy. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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N/A	<ul style="list-style-type: none"> N/A 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> Ties to concepts learned in history, geography, civics, etc. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Goal setting is used to understanding the creation of national markets and international relationships 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Connections to later standards throughout 9-12.E.3 Important for global education concerns, including, human rights education, global civic education, etc.
C3 Framework Relevant Skills and Applications		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. <p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> 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. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> 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. D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses. <p>Taking Informed Action:</p> <ul style="list-style-type: none"> 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. 		

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Example strategies to reach depth and intention of the standard

- As a class, create a list of economic goals the class should have. Post them in the room following the lesson and evaluate them at the end of the course.
- Document examples of the United States, or other countries, using current events or news articles to demonstrate the economic goals they have.

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"> ● Write a letter to the editor of a local newspaper advocating for the U.S. to reevaluate an economic goal or goals. ● Create posters advocating for one of the economic goals of the United States and post them around the school. 	<ul style="list-style-type: none"> ● Students relay information they have internalized and take action promoting change in their community. ● Students demonstrate course knowledge while displaying understanding to their school community.