

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.3.6 Analyze the potential positive and/or negative impact of changes in government policy.	
Student Friendly Language:	I can understand that government intervention in the economy can have helpful and harmful effects.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● An understanding of the impact scarcity has on government spending. ● An understanding of taxation and government expenditures. ● An understanding of U.S. economic goals. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Government intervention has intended consequences. ● Government intervention has unintended consequences. 	<ul style="list-style-type: none"> ● Different levels of government have different programs, and therefore impact individuals differently. ● Not all government programs benefit people equally. 	<ul style="list-style-type: none"> ● Give specific examples of transfer and subsidy programs. ● Create an argument for which individuals and groups will most likely benefit from different government programs. ● Predict possible unintended consequences on the economy of government programs.
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"> ● Transfer payments ● Subsidy payments ● Taxation ● Positive externalities ● Negative externalities 	<ul style="list-style-type: none"> ● It can be easy to see the need for government programs but difficult to understand the larger impact of these decisions. ● Current political views can cause subjective discussions. Historical context is always important when discussing why programs were initially created. 	
OSEUS Connection		

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<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 5</p> <p>OSEU 7</p>	<ul style="list-style-type: none"> • Traditional community decisions were made by a leader and when that leader was no longer making effective decisions, the leader was changed. • Traditional leadership roles were defined in within Oceti Sakowin culture • Policies established during the self-determination era both positively and negatively impacted tribes 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • Relates to supply and demand. • Reinforces economic goals. • Demonstrates government intervention in the economy. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Current and predicted economic cycle stages 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • Connections to later standards throughout 9-12.E.3 • Implies relationships for other areas of social studies content: civics, US history, world history, and geography. • Individual roles in the larger economy and the consequences of government spending.
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<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><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> • Analyze the historical introduction of government programs in the context of their original implementation and compare/contrast that to its implementation today (i.e. Interstate highway system, smoking bans, etc.) • Discuss a current event, hypothesize and analyze the positive and negative consequences of a given government program or expenditure. 		
<p style="text-align: center;"><i>Possible Civic Engagement Activities</i></p> <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>		

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Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">● Debate, contemporary or historical, government expenditures based on their negative and positive consequences.	<ul style="list-style-type: none">● Students discuss the merits of government programs and expenditures based on economic merit.