

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:	9-12.E.4.3 Weigh the impact of factors such as the availability of economic resources, level of technology, and degree of economic freedom on a nation’s economic growth.	
Student Friendly Language:	I can describe and assess the factors that influence a nation’s economic growth.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • An understanding of the three key economic questions. • An understanding of a nation’s possible economic goals. • An understanding of different economic systems. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • There are many factors that can influence a nation’s economic growth. • Available economic resources vary based on the nation. 	<ul style="list-style-type: none"> • Economic freedom has a great influence on a nation’s economic growth potential. 	<ul style="list-style-type: none"> • Describe and analyze how economic resources, technology, and government regulations can influence an economy. • Identify cause and effect relationships between the above listed factors and those countries that have experienced economic growth historically.
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"> • Technology • Economic resources • Economic freedom 	<ul style="list-style-type: none"> • This is a good opportunity to recall production possibility curves and the changes that can occur on the production possibilities frontier as a result of technology changes. • Not all nations operate the same way. 	
OSEUS Connection		

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<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 7</p>	<ul style="list-style-type: none"> ● Policies and programs were established in an attempt to improve tribal communities with varying degrees of success. ● Oceti Sakowin live in a continuum of the concept of, prepared for anything anytime, using the resources they have available. 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● Connects to standards addressed in 6,7,8 grade standards. ● Reiterates earlier standard, 9-12.E.1.6 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Provides context for contemporary political and economic events. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Provides foundation for discussions in U.S. history and civics ● Supports later standards (9-12.E.4 & 9-12.E.5 standards) ● Offers context to possible future political affiliations.
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<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>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. <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><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> ● Compare and contrast the development of countries during distinct periods of time (i.e. First Industrial Revolution: U.K. vs. U.S., Green Revolution India vs. China, etc.) ● Present hypotheses of new technologies that could cause economic growth. 		

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- Create infographics demonstrating the economic changes based on technology changes between distinct eras (i.e. 1950s U.S. and 1980s U.S.)

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"> ● Present emergent technologies to local business leaders and demonstrate the positive impact on their business. ● Create infographics demonstrating economic changes based on technology changes between distinct eras AND circulate the infographic via social media. 	<ul style="list-style-type: none"> ● Students demonstrate content-specific knowledge and create a discourse with local experts in their field. ● Students present information in a clear format in order to illustrate the changes the economy has experienced based on shifts in technology.