

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.4.5 Differentiate between a developing and newly developed nations.	
Student Friendly Language:	I can understand that there are factors that contribute to different growth levels of economies.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● An understanding of the differences in available economic resources for a given nation. ● An understanding of trade offs and opportunity cost in economic decision-making. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Developed countries have a common set of defining characteristics. ● The above-mentioned characteristics can vary with time and location. 	<ul style="list-style-type: none"> ● There is a range of economic development stages for developing countries. ● Both developed and developing countries have a mutual interest in the economic stability and growth of other countries. 	<ul style="list-style-type: none"> ● Identify historical and/or current examples of developed countries. ● Identify historical and/or current examples of developing countries and analyze their stage of economic development. ● Analyze the potential mutual interest and influence between developed and developing nations.
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"> ● Developed nations ● Developing nations ● Newly industrialized countries ● Less developed countries ● Non-governmental organization (NGO) 	<ul style="list-style-type: none"> ● Negative views of less developed and developing nations, the US would have once been considered a less developed nation. ● It is easy to compare countries based on their development but there are many causes for this (i.e. geographic size, historical development, governmental system, etc.). 	

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<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>		
Previous Learning Connections <ul style="list-style-type: none"> N/A 	Current Learning Connections <ul style="list-style-type: none"> Current and historical international political and economic events. 	Future Learning Connections <ul style="list-style-type: none"> Provides foundation for discussions in U.S. and world histories and civics. Supports later standards (9-12.E.4.6 & 9-12.E.5 standards)
<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. 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>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> 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. <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. D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Trace factors that led to development in specific eras in American history (i.e. Market Revolution, Industrial Revolution, Information Age, etc.). Hypothesize and discuss suggestions for development investments for countries around the world. Using digital simulations or board games, replicate global relations and economic development. 		

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<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>	
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> • Invite a representative from a non-governmental organization to meet via video conference and speak on that organization’s role in fostering economic development. 	<ul style="list-style-type: none"> • Students are allowed to interact with an entity much larger than their local community and participate in a dialogue as a global citizen.