

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.	
<b>Grade Level/Band Standard:</b>	9-12.E.4.6 Analyze differing arguments regarding the impact of transitional economies on the global economy and specifically on the U.S. economy.	
<b>Student Friendly Language:</b>	I can understand that countries shift between types of economic systems.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● An understanding of the differences in available economic resources for a given nation.</li> <li>● An understanding of trade offs and opportunity cost in economic decision-making.</li> <li>● An understanding of the interrelationships between political and economic philosophies.</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>● In a global economy, national economies are economically interdependent.</li> <li>● Countries transition between types of economic systems.</li> </ul>	<ul style="list-style-type: none"> <li>● Countries experience different levels of interdependence: supply chain, consumption and production, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize examples of transitional economies.</li> <li>● Analyze the influence of transitional economies on the global economy including that of the U.S.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>● Transitional economy</li> <li>● Non-governmental organizations</li> <li>● Economic multilateral organizations                             <ul style="list-style-type: none"> <li>○ World Bank, UN Development Program, International Monetary Fund</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Compartmentalizing the issues of supply and demand, inflation and deflation, and political and economic philosophies. This standard needs a holistic view when considering the causes for transitions between economic systems.</li> <li>● Oftentimes, a view exists that these transitions occur quickly. These transitions can take decades to occur.</li> </ul>	
<b>OSEUS Connection</b>		

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<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Current and historical international political and economic events.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>Provides foundation for discussions in U.S, world histories, and civics.</li> <li>Supports later economics standards (9-12.E.5 standards)</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>D1.1.9-12. Explain how a question reflects an enduring issue in the field.</li> <li>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.</li> </ul> <p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b><i>Example strategies to reach depth and intention of the standard</i></b>		
<ul style="list-style-type: none"> <li>Create a timeline of a country demonstrating the transition from one economic system to another (i.e. United States, China, Russia, Cuba, etc).</li> <li>Research a non-governmental organization or economic multilateral organization, citing specific initiatives, their successes, and their failures.</li> </ul>		
<b><i>Possible Civic Engagement Activities</i></b>		
<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>		
<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>	

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<ul style="list-style-type: none"><li>● Invite a representative from a non-governmental organization or an international economic organization to meet via video conference and speak on that organization's role in fostering economic development.</li></ul>	<ul style="list-style-type: none"><li>● Students will be able to interact with an entity much larger than their local community and participate in a dialogue as a global citizen.</li></ul>
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