

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.5 Students will describe how trade generates economic development and interdependence.	
Grade Level/Band Standard:	9-12.E.5.1 Apply the concept of comparative advantage to explain why goods and services are produced in one nation versus another.	
Student Friendly Language:	I can understand that it is usually more efficient and productive to specialize and trade.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● An understanding of economic decision-making and opportunity costs. ● An understanding of economic resource distribution. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● The economic problem is also present on a global scale. ● Economic resources are unevenly distributed globally. 	<ul style="list-style-type: none"> ● Economic decision making also applies to the global economy. ● Specialization leads to greater economic efficiency. 	<ul style="list-style-type: none"> ● Give examples of specialization and trade on a global scale. ● Explain why specialization and trade among countries would be considered economically efficient from a global perspective.
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"> ● Economic problem ● Absolute advantage ● Comparative advantage ● Opportunity cost ● Specialization 	<ul style="list-style-type: none"> ● Recent changes in technology, i.e. the internet and cloud computing, have caused many to question the role of comparative advantages. However, comparative advantages still exist in resource acquisition and production chains. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

South Dakota Social Studies Unpacked Standards Template

<p>OSEU 1</p>	<ul style="list-style-type: none"> A variety of factors influence (d) the economy of Oceti Sakowin tribes, (examples- historically, introduction of the horse in buffalo hunting - contemporary, casinos). 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> Connects to standards addressed in 3, 4, 5 grade standards. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Provides context for contemporary and historical 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 economics standards (9-12.E.5 standards)
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<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. <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. 		
<p><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> Using an image of a good, have students trace the materials used to make the item, paying specific attention to where those materials originated. Identify local resources that could provide economic advantages on a regional, national, or international scale. 		
<p><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>		
<p>Activity:</p>	<p>Description on How to Use the Activity and How it Meets the Grade Level:</p>	

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none">● Bring local leaders (i.e. business owners, community leaders, and state representatives) together to discuss the possibility of utilizing local resources on a global scale.	<ul style="list-style-type: none">● Students connect classroom content to large-scale thinking, while networking with local experts, producing possibly viable economic growth options.
--	---