

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.5 Students will describe how trade generates economic development and interdependence.	
<b>Grade Level/Band Standard:</b>	9-12.E.5.3 Identify and critique various barriers to international trade.	
<b>Student Friendly Language:</b>	I can explain types of government action that can impact trade between countries and the reasons they are used.	
<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 comparative and absolute advantages.</li> <li>● An understanding of opportunity cost and economic decision-making.</li> <li>● An understanding of global supply and demand.</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>● The government has the ability to impact trade to encourage or discourage domestic and foreign consumption and production.</li> </ul>	<ul style="list-style-type: none"> <li>● There are a variety of reasons (economic, historical, political, and cultural) that influence government action in international trade.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide examples and analyze the impact of historical and/or current examples of trade barriers.</li> <li>● Analyze the costs and benefits of trade barriers.</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>● Trade Barriers</li> <li>● Tariff</li> <li>● Quota</li> <li>● Embargo</li> <li>● Economic Sanctions</li> </ul>		<ul style="list-style-type: none"> <li>● The use of protectionism as part of trade barriers. Trade barriers can be used by protectionists but are not limited in application to economic concerns. Political ideals and human rights often cause trade barriers to be implemented between countries.</li> </ul>
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	

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N/A	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Vertical Alignment</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>Provides context for contemporary and historical 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>C3 Framework Relevant Skills and Applications</b>		
<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>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>Evaluate a blog post, social media post, or news editorial article based on its economic reasoning.</li> <li>Participate in a debate supporting or refuting the implementation of trade barriers in a period of American history (i.e Embargo Act, 2019 Chinese Tariffs, etc.).</li> </ul>		
<b>Possible Civic Engagement Activities</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>	
<ul style="list-style-type: none"> <li>Initiate an informed conversation with a knowledgeable adult face-to-face, via video conferencing technology, or</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to evaluate meaningful and accurate source material while participating in an informed conversation, thus engaging in higher order thinking.</li> </ul>	

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blogpost and document the conversation.	
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