

South Dakota Social Studies Unpacked Standards Template

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| Anchor Standard: | E.5 Students will describe how trade generates economic development and interdependence. | |
| Grade Level/Band Standard: | 9-12.E.5.4 Identify and provide the historical foundations for various international trade agreements and any impact on the US economy. | |
| Student Friendly Language: | I can give examples and the historical background of various trade agreements between countries, especially those that involve the US. | |
| What prior knowledge do students need to have to be successful on this standard? | | |
| <ul style="list-style-type: none"> ● An understanding of comparative and absolute advantages. ● An understanding of opportunity cost and economic decision-making. ● An understanding of global supply and demand. | | |
| Students Will Know (Factual Knowledge).... | Students will Understand (Historical Inquiry).... | Students Will be Able to Do (Performance Based) |
| <ul style="list-style-type: none"> ● Interdependence forces nations to trade, but nations sometimes need assistance to trade equally, thus reinforcing the need for global trade agreements. | <ul style="list-style-type: none"> ● There are a variety of reasons behind international trade agreements, many of which impact the U.S. economy. ● The level of participation by individual countries varies based on their economic goals. | <ul style="list-style-type: none"> ● Give examples and provide the rationale of historical and/or current international trade agreements. ● Compare and contrast examples of historical or current international trade agreements which directly or indirectly influence (or has influenced) the U.S. economy. |
| 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"> ● Global trade agreements <ul style="list-style-type: none"> ○ NAFTA & NAFTA 2.0 ○ European Union ● Economic multilateralism <ul style="list-style-type: none"> ○ World Trade Organization | <ul style="list-style-type: none"> ● Students tend to look at national trends for either supporting or refuting economic cooperation but they can easily look to local concerns (i.e. agriculture, tourism, etc.) when discussing international economic cooperation and its impacts on individuals. ● This is an abstract concept that when discussed in classrooms, often fails to address the human aspects of trade. | |

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| <i>OSEUS Connection</i> | | |
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| Essential Understanding: | Descriptive Connection Between Social Studies and OSEU: | |
| N/A | <ul style="list-style-type: none"> • N/A | |
| <i>Vertical Alignment</i> | | |
| <p>Previous Learning Connections</p> <ul style="list-style-type: none"> • N/A | <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., world histories, and civics. • Supports later standards (9-12.E.5 standards) |
| <i>C3 Framework Relevant Skills and Applications</i> | | |
| <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"> • Research past or current trade agreements and outline the requirements of member countries, paying special attention to those that the United States is a part of. • While focusing on a local economy, compare and contrast the effects of the United States acting unilaterally and multilaterally. | | |
| <i>Possible Civic Engagement Activities</i> | | |
| <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: | |

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- Write an editorial promoting or refuting the implementation of a trade agreement.

- Students must research and formulate arguments in a logical order and advocate for the creation or dissolution of trade agreements based on those standards, thus promoting deep content knowledge.