

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.5.6 Analyze how the global economy has changed the interaction of buyers and sellers in the U.S. economy.	
<b>Student Friendly Language:</b>	I can explain how global factors influence both consumers and producers in the U.S. economy.	
<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 differences in economic resource distribution.</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>• Basic economic principles such as the economic problem and supply and demand also impact global exchange between buyers and sellers.</li> <li>• There are many complexities in the global economy.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding global interdependence is a characteristic of an informed consumer.</li> <li>• Interdependence takes on many different appearances (i.e. investment, trade, etc.).</li> <li>• Consequences of interdependence can be positive or negative and have long lasting consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a cause and effect relationship involving a change in the global economy and the resulting impact on the U.S. economy from either a buyer or seller perspective or both.</li> <li>• Give examples of how an individual citizen can have an influence on a global issue.</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>• Economic global interdependence</li> <li>• Specialization</li> <li>• Multilateralism</li> </ul>	<ul style="list-style-type: none"> <li>• Students must bring together topics of specialization, economic systems, protectionism, etc. in order to appreciate the complexities of trade throughout the global economy.</li> <li>• Trade does not exist as a win/lose proposition. In international trade, each side must receive benefits in order for true interdependence to occur.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Interdependence can bring countries close to one another, making them partners in the success of the other trading partner.</li> </ul>	
<b><i>OSEUS Connection</i></b>		
<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>		
<b>Previous Learning Connections</b>	<b>Current Learning Connections</b>	<b>Future Learning Connections</b>
<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Provides context for contemporary and historical political and economic events.</li> </ul>	<ul style="list-style-type: none"> <li>Provides foundation for discussions in U.S., world histories, and civics.</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"> <li>D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul> <p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <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> <li>D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out of school civic contexts.</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 compare and contrast chart of possible positive and negative consequences of interdependence.</li> <li>Trace the evolution of American interdependence from the Revolutionary Period to today.</li> <li>Based on the country of origin, identify and create a bar graph illustrating the number of items from each country.</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>		

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<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>● Design a marketing campaign or strategy (i.e. bumper stickers, etc.) that encourages or discourages global interdependence.</li></ul>	<ul style="list-style-type: none"><li>● Students research interdependence and illustrate their perspective through carefully planned design choices, in order to persuade others.</li></ul>