

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	
<b>Grade Level/Band Standard:</b>	9-12.H.4.2 Evaluate how economic conditions were shaped by the unique circumstances of the time and place.	
<b>Student Friendly Language:</b>	I can understand how economic conditions during specific eras were affected by the events and circumstances of the era.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• How money is used to exchange for goods and services.</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>• Economy</li> <li>• Supply and demand</li> <li>• Social and/or natural forces impact on economy</li> <li>• Labor Practices (indentured servitude, slavery, child labor, labor unions, etc.)</li> <li>• Industrial Revolution</li> <li>• Rise of Socialism</li> <li>• Monopolies</li> <li>• How imperialism was used for economic purposes</li> <li>• 5 Year Plans</li> <li>• The Great Depression</li> <li>• Global Trade</li> </ul>	<ul style="list-style-type: none"> <li>• National and world events impact the condition of economies both negatively and positively.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of specific events that made a significant impact on economies.</li> <li>• Compare and contrast the features of the events that impacted economies.</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>	

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<ul style="list-style-type: none"> <li>● Recession</li> <li>● Depression</li> <li>● Inflation</li> <li>● Surplus</li> <li>● Free Market Economy</li> <li>● Command Economy</li> <li>● Free Trade</li> <li>● Mercantilism</li> <li>● Triangle Trade</li> <li>● Middle Passage</li> <li>● The Slave System</li> <li>● Middle Class</li> <li>● Bourgeoisie</li> <li>● Proletariat</li> <li>● Robber Baron</li> <li>● Captain of Industry</li> <li>● Robber Baron</li> </ul>	<ul style="list-style-type: none"> <li>● Peoples/Societies understanding of money prior to the 19th century.</li> <li>● A system or economic group being all good or all bad.</li> <li>● There is only one functional economic system.</li> </ul>	
<b>OSEUS Connection</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>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 7.E.4.1 Describe how economic activity affects standard of living</li> <li>● 7.E.4.4 Explain how the availability of resources provides for or challenges human activities</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Evaluating economic conditions due to time and place.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 9-12.E.1.7 Apply marginal analysis in the economic decision making process</li> <li>● 9-12.E.5.6 Analyze how the global economy has changed the interaction of buyers and sellers in the U.S. economy</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		

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**Constructing Compelling Questions:**

- 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.

**Determining Helpful Resources:**

- 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.

**Developing Claims and Using Evidence:**

- D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**Taking Informed Action:**

- 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.

***Example strategies to reach depth and intention of the standard***

- Using maps to show trade routes
- Compare economic systems
- Compare Traditional Trade vs Modern Trade

***Possible Civic Engagement Activities***

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.

<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>● Write a claim</li> </ul>	<ul style="list-style-type: none"> <li>● Write a claim about an economic issue seen in your community. Explain why the issue should be changed or stay the same. Back up by facts from history and current events that show relevance to the claim. Encourage students to share to the school or community.</li> </ul>