

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.	
<b>Grade Level/Band Standard:</b>	K.E.1.1 Describe the difference between wants and needs.	
<b>Student Friendly Language:</b>	I can tell the difference between a want and a need.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>This is the first time students are addressing the skills in this standard.</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>What wants and needs are.</li> </ul>	<ul style="list-style-type: none"> <li>There are differences between wants and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a want and a need in their lives.</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>Wants</li> <li>Needs</li> <li>Survival</li> <li>Difference</li> </ul>	<ul style="list-style-type: none"> <li>Different families may classify different things as wants versus needs.</li> <li>Not all families have their needs met.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 1</a> <a href="#">OSEU 7</a>	<ul style="list-style-type: none"> <li>The Oceti Sakowin Tribal members rely on natural resources for their needs.</li> <li>The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on values of need.</li> </ul>	

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<i>Vertical Alignment</i>		
<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>● Tell the difference between a want and a need.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Distinguish between goods and services</li> </ul>
<i>C3 Framework Relevant Skills and Applications</i>		
<p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.1.K-2. Construct an argument with reasons.</li> <li>● D4.4.K-2. Ask and answer questions about arguments.</li> </ul> <p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <li>● D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</li> </ul>		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> <li>● Drawing and sorting wants versus need items.</li> <li>● Journaling about an item they want.</li> <li>● Make lists of things they need versus want and discuss the comparison.</li> <li>● Students take turns around the classroom saying a want or a need where they can't repeat what others said.</li> <li>● Pull items out of a bag or have them laid out to have students decide whether the item is a want or a need.</li> </ul>		
<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:	
<ul style="list-style-type: none"> <li>● Classroom PSA or video about helping others in need.</li> <li>● Classroom hosting a food drive or clothing drive to donate.</li> <li>● Classroom makes posters to advocate for local food drives or donation centers.</li> </ul>	<ul style="list-style-type: none"> <li>● Students work together in small or large groups (depending on time of year) and make posters about ways to help others.</li> <li>● Students can have a competition to see what classroom/building could collect the most of an item and donate to a local organization.</li> <li>● Students can draw or create posters about different organizations and how they help the community.</li> </ul>	

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