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| **South Dakota Standards- Economics** | **Dream of a Nation Chapter(s)** | | | | | | | | | | | |
|  | ***1. A People Centered and Accountable Government*** | ***2. Citizen Stewardship*** | ***3. Creating a Stable and Equitable Economy*** | ***4. A New Media That Informs and Empowers*** | ***5. Aiming for the Best in Education*** | ***6. Re-Powering America*** | ***7. Improving Health and Avoiding Alarming Trends*** | ***8. Ending Poverty and Building Common Wealth*** | ***9. Re-Imaging Business*** | ***10. Strengthening Communities*** | ***11. Waging Peace*** | ***12. A Nation That Shines*** |
| 9-12.E.1.2. Students are able to explain how scarcity and  surplus affect the basic questions of what, how, how much,  and for whom to produce. [Geography, Civics (Government)]  • Identify negative and positive aspects of economic growth.  • Differentiate between wants versus needs. |  |  |  |  |  |  |  |  |  |  |  |  |
| 9-12.E.1.4. Students are able to explain the impact of labor  and governmental policies on the economy of the United  States. [U.S. History, Civics (Government)]  • Explain how supply and demand for labor affects wages.  • Explain the impact of outsourcing on the market economy  and labor.  • Describe the positive and negative aspects of government  policies that affect employment.  Examples: minimum wage, affirmative action, age |  |  |  |  |  |  |  |  |  |  |  |  |
| 9-12.E.1.5. Students are able to use graphs to illustrate  changes in economic trends. [U.S. History, Civics  (Government)]  • Supply and demand and their effects on price  Examples: supply and demand x graph chart  Examples: gas prices, Great Depression  • Production possibilities curve, business cycles  Examples: recession, prosperity, inflation, deflation |  |  |  |  |  |  |  |  |  |  |  |  |