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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 andsurplus 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 laborand governmental policies on the economy of the UnitedStates. [U.S. History, Civics (Government)]• Explain how supply and demand for labor affects wages.• Explain the impact of outsourcing on the market economyand labor.• Describe the positive and negative aspects of governmentpolicies that affect employment.Examples: minimum wage, affirmative action, age |  |  |  |  |  |  |  |  |  |  |  |  |
| 9-12.E.1.5. Students are able to use graphs to illustratechanges in economic trends. [U.S. History, Civics(Government)]• Supply and demand and their effects on priceExamples: supply and demand x graph chartExamples: gas prices, Great Depression• Production possibilities curve, business cyclesExamples: recession, prosperity, inflation, deflation |  |  |  |  |  |  |  |  |  |  |  |  |