

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.	
<b>Grade Level/Band Standard:</b>	7.E.4.1 Describe how economic activity affects standard of living.	
<b>Student Friendly Language:</b>	I can explain how the economy of an area can affect how people live.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• 5.E.3.1 Describe examples of various institutions that make up economic systems</li> <li>• 6.E.4.3 Identify the effects of economic systems on society</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>• Standard of living.</li> <li>• Economic activity. (Examples: supply, demand, needs, wants, manufacturing, distribution, production, consumption)</li> </ul>	<ul style="list-style-type: none"> <li>• The income level of an area will affect the life of the people who live there.</li> <li>• The standard of living is directly affected by how the economy is functioning.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the economy of an area and describe how the amount of economic activity affects the standard of living in the area.</li> <li>• Compare and contrast the economies of different areas and list specific examples of how the economy affects the standard of living.</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 Systems.(Examples: capitalism, command economy, socialism, trade and barter, free market)</li> <li>• Socio-economic classes.(Examples: middle class, upper Class, lower class)</li> <li>• Standard of living</li> </ul>	<ul style="list-style-type: none"> <li>• The relationship between socio-economic class to a person’s education level or work ethic.</li> <li>• The role that the economy has on the everyday life of a citizen.</li> <li>• That all areas have equal economic opportunities.</li> </ul>	

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<ul style="list-style-type: none"> <li>Economic activity. (Examples: supply, demand, needs, wants, manufacturing, distribution, production, consumption)</li> </ul>		
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 2</a>	<ul style="list-style-type: none"> <li>The Oceti Sakowin people created a unique form of a seasonal government to help preserve their heritage and standard of living.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>5.E.3.1 Describe examples of various institutions that make up economic systems</li> <li>6.E.4.3 Identify the effects of economic systems on society</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>7.E.4.2 Describe how technology affects the economic development of places and regions</li> <li>7.E.4.4 Explain how the availability of resources provides for or challenges human activities</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>9-12.G.7.2 Elaborate upon the interaction of physical and human systems and their influence on current and future condition</li> <li>9-12.G.6.3 Explain the ways technology expands the human capacity to use and modify the physical environment</li> <li>9-12.G.6.2 Evaluate how different cultures identify and utilize natural resources</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling questions.</li> </ul> <p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>D1.3.6-8. Explain points of agreement experts have interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of</li> </ul>		

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sources to guide the selection.

**Communicating Conclusions:**

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**Taking Informed Action:**

- D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

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

- Students can develop their research skills by inquiring about the characteristics of different socio-economic classes.
- Students can evaluate and analyze data that demonstrates the ways in which economic systems can affect citizens’ daily lives (this can be their own lives, or even the lives of citizens in other countries).

***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>● Census data</li> </ul>	<ul style="list-style-type: none"> <li>● Instruct students to look at census data to see the average income levels in various areas. Have students create charts and graphs to analyze and present this data. This will meet the standards when students describe how economic activity affects standard of living. This activity promotes students to be aware of the world around them by understanding the socio-economic status of those who live around them.</li> </ul>