

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.2 Students will understand the nature and importance of the Five Themes of Geography; location, place, human-environment interaction, movement, and region.	
Grade Level/Band Standard:	7.G.2.3 Analyze political and economic systems.	
Student Friendly Language:	I know how different political and economic systems work.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none">● 5.E.3.1 Describe examples of various institutions that make up economic systems● 6.H.2.4 Analyze the development and cultural contributions that gave rise to economic systems and political institutions● 6.E.4.3 Identify the effects of economic systems on society		
<i>Students Will Know (Factual Knowledge)....</i>	<i>Students will Understand (Historical Inquiry)....</i>	<i>Students Will be Able to Do (Performance Based)</i>
<ul style="list-style-type: none">● Political Systems (Examples: monarchy, direct and representative democracy, oligarchy, communism)● Economic Systems. (Examples: command, capitalism, trade and barter, free market, mixed)	<ul style="list-style-type: none">● The relationship between political systems and economic systems.	<ul style="list-style-type: none">● Provide examples of how the economic and political system of a country develop to serve the needs of the citizens.
<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	
<ul style="list-style-type: none">● Political systems● Monarchy● Direct and representative democracy● Oligarchy● Communism● Economic systems● Command	<ul style="list-style-type: none">● That one political and economic system is more advanced than others.● The concept of the relationship between the two systems.	

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<ul style="list-style-type: none"> • Capitalism • Trade and barter • Free market • Mixed 			
<i>OSEUS Connection</i>			
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:		
<p style="text-align: center;">OSEU 3</p> <p style="text-align: center;">OSEU 4</p> <p style="text-align: center;">OSEU 7</p>	<ul style="list-style-type: none"> • The Oceti Sakowin people have altered their original economic system based on the buffalo, to a more contemporary economic system. • The Oceti Sakowin people use a kinship system where jobs are provided for everyone. • The Oceti Sakowin government consists of four branches and includes checks and balances. • The Oceti Sakowin people have built their economic system based on self-determination and the establishment of economic developmental ventures. 		
<i>Vertical Alignment</i>			
<p style="text-align: center;">Previous Learning Connections</p> <ul style="list-style-type: none"> • 5.E.3.1 Describe examples of various institutions that make up economic systems • 6.H.2.4 Analyze the development and cultural contributions that gave rise to economic systems and political institutions • 6.E.4.3 Identify the effects of economic systems on society 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Current Learning Connections</p> <ul style="list-style-type: none"> • 7.E.3.1 Describe the relationship between government and economic systems in different countries • 7.G.7.3 Draw conclusions on how past human and/or physical conditions influence present and/or future conditions </td><td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Future Learning Connections</p> <ul style="list-style-type: none"> • 9-12.E.3.1 Identify and critique the socio-economic goals of various countries including the U.S. • 9-12.E.3.2 Analyze and explain the relationship between households, businesses, and government agencies in the economy of the U.S. by using the circular flow chart • 9-12.E.3.5 Describe the ways in which each level of government in the U.S. generates revenue and critique the method of using that revenue for public services • 9-12.E.3.6 Analyze the potential positive and/or negative impact of changes in government policy </td></tr> </table>	<p style="text-align: center;">Current Learning Connections</p> <ul style="list-style-type: none"> • 7.E.3.1 Describe the relationship between government and economic systems in different countries • 7.G.7.3 Draw conclusions on how past human and/or physical conditions influence present and/or future conditions 	<p style="text-align: center;">Future Learning Connections</p> <ul style="list-style-type: none"> • 9-12.E.3.1 Identify and critique the socio-economic goals of various countries including the U.S. • 9-12.E.3.2 Analyze and explain the relationship between households, businesses, and government agencies in the economy of the U.S. by using the circular flow chart • 9-12.E.3.5 Describe the ways in which each level of government in the U.S. generates revenue and critique the method of using that revenue for public services • 9-12.E.3.6 Analyze the potential positive and/or negative impact of changes in government policy
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		<ul style="list-style-type: none"> 9-12.E.4.1 Compare the general characteristics of communism, socialism, and capitalism
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> 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. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Guide students through the process of researching various types of political and economic systems. Play a game with students where they must match political systems to economic systems. Host a scavenger hunt where students must match the political system and economic system to the proper country. Create a venn diagram to show the differences in political systems types and economic systems. Students can analyze the ways in which the five themes of geography influence or interact with the political and economic systems. 		
<p style="text-align: center;"><i>Possible Civic Engagement Activities</i></p> <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"> Debate/ Socratic Seminar Vote Compare and contrast 	<ul style="list-style-type: none"> Introduce students to a world where they are in charge of setting up a new country. Inquire which government system and economic system they would want to use. Ensure students back up their statements with evidence. Hold an election where students vote on which government and economic system they chose. Ask students to write a reflection to defend their decision. Have students compare and analyze the U.S. economic/political systems with other countries. 	

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