

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.	
Grade Level/Band Standard:	9-12.E.1.2 Analyze the factors that may lead to different responses to the basic economic questions.	
Student Friendly Language:	I can explain why the basic economic questions, what to produce, how to produce it, and who is allowed to consume it, are important.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • An understanding of needs and wants. • An understanding of available resources. • An understanding of scarcity in decision making. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • The basic economic questions: <ul style="list-style-type: none"> ○ What goods and services should be produced? ○ How should those goods and services be produced? ○ Who is allowed to consume those goods and services? 	<ul style="list-style-type: none"> • Societal priorities, available resources, and political structures influence a nation’s response to the basic economic questions. • The degree of government involvement in a country’s economic decision making will determine its type of economic system. 	<ul style="list-style-type: none"> • List the fundamental economic questions faced by society. • Compare and contrast different types of economic systems. • Cite evidence explaining the role of government in the economies of various countries.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
<ul style="list-style-type: none"> • Basic economic questions • Economic Systems 	<ul style="list-style-type: none"> • There is a wide spectrum of ways to answer each basic economic question. • There are deep cultural, political, geographic, and historical reasons for differing answers to the basic economic questions. 	
OSEUS Connection		

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<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 4</p> <p>OSEU 7</p>	<ul style="list-style-type: none"> • Roles and responsibilities in the kinship system prioritized the needs of the group first, followed by the wants of the individual. • Tribal policies are developed and referred to vote in order to meet the needs of the entire community. 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • Covered several times from K-5, last covered in 5.E.1.2. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Differences in local, national, and international economic decision making. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • Provides foundation for analysis of economic systems (9-12.E.4.1, 9-12.E.4.2, 9-12.E.4.3, 9-12.E.4.4) • Context for world geography and government systems
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> • D1.1.9-12. Explain how a question reflects an enduring issue in the field. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> • D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). 		
<p><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> • Create cartoons illustrating each phase of the decision-making process. • Analyze geographic regions (i.e. Eastern South Dakota and WesternSouth Dakota, the Middle East, etc.) and political entities (i.e. United States, Russia, Brazil, etc.) on their assumed answers to the basic economic questions. 		
<p><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>		

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Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">● Write a letter to a government leader advocating for change in how the United States answers one of the basic economic questions.● Research the decision-making process of a governmental body, local, state, or national, based on the basic economic questions.	<ul style="list-style-type: none">● Students research individual issues, creating action plans for change and discuss those possibilities with members of government.● Students gain knowledge on current or historical events and how they relate to specific economic content knowledge.