

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.1.3 Differentiate among the factors of production of land, labor, capital, and entrepreneurship.	
Student Friendly Language:	I know that the four economic resources are natural resources, man-made resources, labor, and entrepreneurial ability.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • An understanding of scarcity. • An understanding of opportunity cost. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • All goods and services are made through a combination of the factors of production. • The factors of production are scarce, therefore goods and services are scarce. 	<ul style="list-style-type: none"> • The process of creating a good or service and how each of the factors of production is involved. • There is a difference between physical capital and human capital. 	<ul style="list-style-type: none"> • Give examples of each of the four economic resources for a given business. • Explain the relationship between each of the factors of production for a given good or service.
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"> • The four factors of production (also called the economic resources) <ul style="list-style-type: none"> ○ Land ○ Labor ○ Capital ○ Entrepreneurship 	<ul style="list-style-type: none"> • Money is not considered an economic resource, but it is used to acquire economic resources. • Labor, human capital, and entrepreneurial ability are not the same thing. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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N/A	<ul style="list-style-type: none"> N/A 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> N/A 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Creation of goods and services with basic understanding of the value based on resource utilized. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Allows for later coverage of business structures within the United States. (9-12.E.1.4, 9-12.E.1.5, 9-12.E.1.7, and 9-12.E.2) Connections to CTE business courses.
C3 Framework Relevant Skills and Applications		
<p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). 		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none"> Using popular film clips, students identify the factors of production present. Analyze historical events and the importance of factors of production on influencing history (i.e. Manifest Destiny, European exploration, labor movements, etc.) Identify the factors of production used to create a given good or service. 		
<p>Possible Civic Engagement Activities</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"> Meet with local business leaders and outline their use of the factors of production and hypothesize how they might make changes while using them. 	<ul style="list-style-type: none"> Students have the opportunity to experience business-level decision-making within a small business. This allows experiential learning through business operations and decision-making. 	

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<ul style="list-style-type: none">• Document and share the history of a specific business illustrating its use of the factors of production (i.e. Amazon, Walmart, etc.).	<ul style="list-style-type: none">• Students demonstrate the successes, and possible failings, of large businesses. Emphasis place on their use of the factors of production (i.e. labor, natural resource use, etc.).
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