

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.	
<b>Grade Level/Band Standard:</b>	9-12.E.1.5 Define and assess advantages and disadvantages of sole-proprietorship, partnership, and corporations in a market economy.	
<b>Student Friendly Language:</b>	I can describe the three types of business organizations in the United States and articulate the pros and cons of each.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• An understanding of the relationships between consumers and producers.</li> <li>• An understanding of the flow of money throughout an economy.</li> <li>• An understanding of the use of the factors of production to create goods and services.</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>• Different business organizations fulfill different needs within the US economy.</li> <li>• There are three types of business organizations each with their own defining characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Each type of business organization has its advantages and disadvantages.</li> <li>• Corporations control the largest percentage of dollars in the US economy.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the three types of business organizations.</li> <li>• Identify the advantages and disadvantages of each business organization.</li> <li>• Give specific examples of each type of business organization.</li> <li>• Evaluate the role each type of organization has on the economic landscape.</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>• Sole-proprietorships</li> <li>• Partnerships</li> <li>• Corporations</li> <li>• Liability</li> </ul>	<ul style="list-style-type: none"> <li>• The idea that one business organization is more important than another. All are needed for a strong economy.</li> <li>• There are differences between publicly and privately traded corporations.</li> </ul>	
<b>OSEUS Connection</b>		

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<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<b>Previous Learning Connections</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<b>Current Learning Connections</b> <ul style="list-style-type: none"> <li>• Possible current employment.</li> <li>• Entrepreneurship curriculum.</li> </ul>	<b>Future Learning Connections</b> <ul style="list-style-type: none"> <li>• Future employment, ownership, and investment opportunities.</li> <li>• Connections to CTE business courses.</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<b>Communicating Conclusions:</b> <ul style="list-style-type: none"> <li>• 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).</li> </ul>		
<b><i>Example strategies to reach depth and intention of the standard</i></b>		
<ul style="list-style-type: none"> <li>• Create a chart outlining the differences between each business organization.</li> <li>• Write a report on a business that demonstrates one of the business organizations.</li> <li>• Augment fictitious business models to demonstrate individual business organizations.</li> </ul>		
<b><i>Possible Civic Engagement Activities</i></b> 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>• Interview a local business person and report on their business organization.</li> <li>• Write a newspaper article, for use in a local newspaper or school newspaper,</li> </ul>	<ul style="list-style-type: none"> <li>• Students relate content knowledge with real-world examples from their community.</li> <li>• Students connect previous knowledge, decision-making, to business organizations and link demonstrate that information to the community around them.</li> </ul>	

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<p>tracing the decision-making process for a business based on news reports.</p>	
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