

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.3 Students will analyze the ways government can impact the market.	
Grade Level/Band Standard:	9-12.E.3.2 Analyze and explain the relationship between households, businesses, and government agencies in the economy of the US by using the circular flow chart.	
Student Friendly Language:	I can demonstrate how businesses and people exchange resources while the government interacts in a circular flow diagram.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● An understanding of consumption and production within markets. ● An understanding of supply, demand, and equilibrium. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Businesses provide goods and services for profit from households ● Households provide the factors of production in return for factor payments 	<ul style="list-style-type: none"> ● The government expects taxes to be paid from both individuals and businesses to the government. ● Government will redistribute tax dollars to individuals in the form of factor payments. ● Factor payments are not equally distributed to individuals. ● Government will redistribute tax dollars to businesses in the form of subsidy payments. 	<ul style="list-style-type: none"> ● Explain and provide examples of interactions between government and individuals and government and businesses through the use of a circular flow chart. ● Illustrate how a student, or their family, participates in the circular flow diagram.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

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<ul style="list-style-type: none"> ● Goods ● Services ● Factors of Production ● Factor payment ● Expenditures ● Circular Flow Diagram 	<ul style="list-style-type: none"> ● Placing themselves in this diagram. ● It can be difficult to view the economy as a whole though this scenario rather than one individual business and household. 	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 1</p> <p style="text-align: center;">OSEU 4</p>	<ul style="list-style-type: none"> ● The U.S. government expects taxes to be paid from both individuals and businesses to the government; however the Oceti Sakowin tribal members do not pay taxes because of their communal ownership beliefs. ● The Oceti Sakowin people choose to share their monies between households unlike the typical households outside the reservations where they tend to save money. ● The number of members supported within a Native American household greatly differs from the number of members supported in a non-Native American household. 	
<i>Vertical Alignment</i>		
<p style="text-align: center;">Previous Learning Connections</p> <ul style="list-style-type: none"> ● Relates to supply and demand. ● Reinforces voluntary exchange and free market economy. 	<p style="text-align: center;">Current Learning Connections</p> <ul style="list-style-type: none"> ● Work relationships and pay structures. 	<p style="text-align: center;">Future Learning Connections</p> <ul style="list-style-type: none"> ● Connections to later standards throughout 9-12.E.3 ● Implies relationships for other areas of social studies content: civics, US history, world history, and geography. ● Relationships as workers or business owners.
<i>C3 Framework Relevant Skills and Applications</i>		
<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, 		

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chronological, procedural, technical).

Example strategies to reach depth and intention of the standard

- Journal about a daily activity (i.e. working, trip to the store, etc.) and how that demonstrates part of the circular flow diagram.
- Research and report on an expenditure that the government provides and the political discussion that surrounds that issue.

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.

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 owners and discuss the importance of economic resources (i.e. human capital, labor, etc.) as they attempt to produce goods and services. ● Create a poster demonstrating local examples of the circular flow diagram and post them throughout the school. 	<ul style="list-style-type: none"> ● Students tie information learned in class to local community and business structures. ● Students portray class content to the greater school community and raise awareness of the interconnected nature of the economy.