

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.			
Grade Level/Band Standard:	9-12.E.4.4 Explain, citing evidence, why the US is an example of a mixed economy.			
Student Friendly Language:	I can understand and explain why the US economy is best described as a mixed economy.			
<i>What prior knowledge do students need to have to be successful on this standard?</i>				
<ul style="list-style-type: none"> • An understanding of the economic goals of the US. • An understanding of differences between free markets and command economies. 				
<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"> • There is a spectrum of mixed economies throughout the world. 	<ul style="list-style-type: none"> • Individuals, businesses, and the government participate in different capacities in the U.S. • The government has an active role in the US economy thus making it an example of a mixed economy. 	<ul style="list-style-type: none"> • Give specific examples of government influence in the US economy. • Explain examples of other mixed economies in the world. 		
<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"> • Capitalism • Mixed economy • Free Enterprise • Socialism 	<ul style="list-style-type: none"> • Understand that there are no pure economic systems. • Preconceptions based on known terms (i.e. socialism, capitalism, etc.) cause unneeded value judgments. 			
<i>OSEU Connection</i>				
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:			

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N/A	• N/A	
<i>Vertical Alignment</i>		
Previous Learning Connections <ul style="list-style-type: none"> • Connects to standards addressed in 7 grade standards. • Reiterates earlier standards, 9-12.E.4.1 & 9-12.E.4.2 	Current Learning Connections <ul style="list-style-type: none"> • Provides context for contemporary political and economic events. 	Future Learning Connections <ul style="list-style-type: none"> • Provides foundation for discussions in U.S. history and civics • Supports later standards (9-12.E.4 & 9-12.E.5 standards) • Offers context to possible future political affiliations.
<i>C3 Framework Relevant Skills and Applications</i>		
<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. • D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> • D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> • Create a spectrum of economies throughout the world, hypothesize with reasoning, where the U.S. economy would be placed. • Using a current issue (i.e. 2008 Recession, COVID-19, etc), compare and contrast people using free market thinking and public policy to respond to economic concerns. • Through posters of a business, isolate how the government intervenes (i.e. inspections, licensure, wages, etc.). 		
<i>Possible Civic Engagement Activities</i>		
<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:	

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<ul style="list-style-type: none">• Present to lower grades student-created businesses and how the government interacts with them.	<ul style="list-style-type: none">• Students demonstrate their understanding while teaching others, thereby providing sound assessments of their learned skills.
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