

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.2 Students will demonstrate how the forces of supply and demand impact economic decision making.	
Grade Level/Band Standard:	5.E.2.1 Explain the meaning of inflation, deflation, and unemployment.	
Student Friendly Language:	I can explain inflation, deflation, and unemployment.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> The students are being exposed to these concepts for the first time in this standard. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Inflation Deflation Unemployment 	<ul style="list-style-type: none"> Factors in our economy such as inflation, deflation, and unemployment affect the value or purchasing power of the dollar. 	<ul style="list-style-type: none"> Compare and contrast inflation and deflation and how they relate to unemployment. Explain the effects of inflation, deflation and unemployment on the economy.
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"> Inflation Deflation Unemployment Employment Underemployment Depression Recession 	<ul style="list-style-type: none"> May not know that people can have a job but be underemployed. May not know that inflation and/or deflation can be applied to both currency and also individual goods. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1	<ul style="list-style-type: none"> The Oceti Sakowin Tribal members relied on the buffalo for food and materials. 	

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<p>OSEU 4</p>	<ul style="list-style-type: none"> The Oceti Sakowin kinship system takes care of the groups to avoid inflation, deflation and unemployment. 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> N/A 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> I can explain inflation, deflation, and unemployment. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> N/A
<p>C3 Framework Relevant Skills and Applications</p>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults). <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.4.3-5. Use evidence to develop claims in response to compelling questions. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 		
<p>Example strategies to reach depth and intention of the standard</p>		
<ul style="list-style-type: none"> Teachers can create a classroom economy with goods for sale (pencils, sports cards, etc.) and classroom currency and then show how increasing and decreasing the amount of currency within the class can cause inflation and/or deflation. Students can research historical examples of inflation throughout the country or world. Specifically, ideas from tumultuous times in our world’s history (pandemics, world wars, periods of civil unrest, Great Depression, Great Recession, etc.). Students would present information in poster form or using a technology application. Teachers can collaborate with the School Counselor to have students review employment opportunities in the region. 		
<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>		
<p>Activity:</p>	<p>Description on How to Use the Activity and How it Meets the Grade Level:</p>	

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<ul style="list-style-type: none">● Teacher reaches out for community financial experts to come in and talk to the class.● Teacher reaches out to business/entrepreneurial entities for support in the classroom.● Review local newspapers for want ads and determine what employment needs there are in the community.	<ul style="list-style-type: none">● These activities show connection beyond the classroom for how money is a key component in the community. ● Newspaper “want ads” will help students to understand employment opportunities and how certain jobs will cause underemployment based on the wage and/or hours available.
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