

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:	5.E.3.1 Describe examples of various institutions that make up economic systems.	
Student Friendly Language:	I can tell about and give examples of the various institutions that make up economic systems.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> In 4th Grade, students discuss South Dakota economic systems. They also discuss the role of the government collecting taxes from its citizens in order to provide services. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> What an economic system is What the examples of institutions that make up economic systems are and their roles. <ul style="list-style-type: none"> Businesses Households Government Global corporations 	<ul style="list-style-type: none"> Businesses, households, and government are institutions that drive our U.S. market economy. 	<ul style="list-style-type: none"> Describe and give examples of how businesses help to make up economic systems. Describe and give examples of how households help to make up economic systems. Describe and give examples of how governments help to make up economic systems.
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"> Institutions <ul style="list-style-type: none"> Businesses Households Government Global corporations Economic systems 	<ul style="list-style-type: none"> All economic systems are the same. 	

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<ul style="list-style-type: none"> Taxes 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 7	<ul style="list-style-type: none"> In creating resiliency of the Oceti Sakowin, various institutions are involved like the BIA, Indian Health Service, school systems, the Tribe, and individual businesses/enterprises. 	
<i>Vertical Alignment</i>		
Previous Learning Connections	Current Learning Connections	Future Learning Connections
<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> I can tell about and give examples of the various institutions that make up economic systems. 	<ul style="list-style-type: none"> I can describe the relationship between government and economic systems in different countries.
<i>C3 Framework Relevant Skills and Applications</i>		
Evaluating Sources and Using Evidence: <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. 		
Communicating Conclusions: <ul style="list-style-type: none"> D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Students can investigate the local production and distribution of goods and services in their surrounding communities. Students can assess how their household consumption of goods and services affects the local economy. Teachers can use a flow chart/diagram to explain how taxes are collected, pooled, and distributed at different levels of government (ex. Local sales, property, federal income). 		
<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">● Teacher reaches out for community financial experts, business owners, and various corporations, to come in and talk to the class.● If in a rural area of South Dakota, teachers could reach out to elevators, farmers/ranchers, or commodity brokers to discuss their role in the production and distribution of goods as an institution of the local economy.	<ul style="list-style-type: none">● This activity shows the connection beyond the classroom how money is a key component in the community.● A rural South Dakota connection to the standards.
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