

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:	6.E.4.2 Identify basic economic systems present throughout ancient civilizations and how those systems contributed to the success or failure of the respective civilization.	
Student Friendly Language:	I can identify basic economic systems in ancient civilizations and how they added to the success or failure of the civilization.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● Basic understanding of the civilizations being discussed concurrent with 6th grade history standards, such as Egypt, Mesopotamia, Roman Republic/Empire, Chinese dynasties, Nubia/Kush, etc. ● Definition of “economy”, such as the use of goods and services to meet people’s needs and wants. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● There are different economic systems. <ul style="list-style-type: none"> ○ Traditional: based mainly on farming where lower classes do most of the labor and higher classes gain the wealth (monarchy). ○ Command: Government controls resources (socialism). ○ Market: The people are in control of the production and distribution of goods (capitalism). ○ Mixed: A combination of the other systems. ● Components of an economic systems: <ul style="list-style-type: none"> ○ Supply and Demand 	<ul style="list-style-type: none"> ● Each civilization developed its own economy based on its resources, needs, and wants. ● The success or failure of an economic system depended largely on the availability of natural and human made resources. ● The economy determined whether or not a civilization would succeed or fail. 	<ul style="list-style-type: none"> ● Compare and contrast the economic systems of the ancient civilizations. ● Evaluate whether the economy contributed to the success or failure of a civilization. ● Explain how historical figures and cultural groups influenced economic systems.

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none"> ○ Resources ○ Regulation ○ Distribution 		
<p>Vocabulary (Key Terms Used by Teachers and Students)</p>	<p>What are possible misconceptions students may have with respect to this standard?</p>	
<ul style="list-style-type: none"> ● Civilization ● Economy ● Goods ● Services ● Bartering ● Traditional Economy ● Command Economy ● Market Economy ● Mixed Economy ● Supply and Demand ● Resources ● Regulation ● Distribution 	<ul style="list-style-type: none"> ● What an economic system is. 	
<p style="text-align: center;">OSEUS Connection</p>		
<p style="text-align: center;">Essential Understanding:</p>	<p style="text-align: center;">Descriptive Connection Between Social Studies and OSEU:</p>	
<p style="text-align: center;">OSEU 1</p> <p style="text-align: center;">OSEU 5</p>	<ul style="list-style-type: none"> ● The Oceti Sakowin people had a unique relationship with the land and its natural resources. ● Ancient tribal people used big game hunting to meet their basic needs and establish their economic system. ● This big game hunting lasted from approximately 30,000-10,000 BC. ● History told from the Oceti Sakowin perspective, through oral tradition and written accounts, such as Winter Counts, gave an understanding of how valuable big game hunting was to the tribal people and its economy. ● The written and oral accounts describe how big game hunting was a valuable economic tool for the tribe and how the hunting was either feast or famine. 	

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<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 5.E.3.1. Describe examples of various institutions that make up economic systems 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Identify basic economic systems present throughout ancient civilizations and how those systems contributed to the success or failure of the respective civilization. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 7.E.4.2. Describe how technology affects the economic development of places and regions
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection. ● D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. <p>Communicating conclusions:</p> <ul style="list-style-type: none"> ● D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. ● D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> ● Research and discuss the different interactions of societies of the ancient world and the impact they had on one another. ● Compare and contrast different economic systems and evaluate their successes or failures. 		
<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">● Debate on various countries' economic systems.	<ul style="list-style-type: none">● Students are randomly given a country, research their economic system, and create an argument for why their economic system was the most successful.<ul style="list-style-type: none">○ After the debate, give students the opportunity to write and/or discuss what they learned and address any new ideas that would benefit or inhibit our system of economics in the United States.
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