

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.	
<b>Grade Level/Band Standard:</b>	6.E.4.3 Identify the effects of economic systems on society.	
<b>Student Friendly Language:</b>	I can describe an economic system’s effect on a society.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• What “economic system” means.</li> <li>• Having a job is a way to obtain wants and needs.</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>• Economic systems contain a variety of specialized jobs. <ul style="list-style-type: none"> <li>○ Example: pottery, metal working, agriculture, woodworking, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Job specialization helped create a more efficient economy.</li> <li>• New technologies developed due to the specialization of jobs and provided greater access to goods and services.</li> <li>• Trade increased when a society created more goods.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the types of economies civilizations developed and analyze how the people were affected by it.</li> <li>• Compare and contrast imports and exports in ancient civilizations.</li> <li>• Explain the importance of the trade of region specific products on local economies.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>• Society</li> <li>• Economic System</li> <li>• Job Specialization</li> <li>• Interdependence</li> <li>• Surplus</li> </ul>	<ul style="list-style-type: none"> <li>• What exactly does specializing in a job entail?</li> </ul>	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p><a href="#">OSEU 1</a></p> <p><a href="#">OSEU 2</a></p>	<ul style="list-style-type: none"> <li>● The Oceti Sakowin people had a unique relationship with the land and its natural resources.</li> <li>● Ancient tribal people used big game hunting to meet their basic needs and establish their economic system.</li> <li>● Analyze the knowledge and understanding of the relationship between spiritual, physical, social, and emotional health of the Oceti Sakowin in regards to their big game hunting--economic development.</li> <li>● Big game hunting eventually became non-abundant and tribes began to migrate to the Woodland areas.</li> </ul>	
<i>Vertical Alignment</i>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 5.E.1.1. Explain how supply and demand influences sellers in markets</li> <li>● 5.E.1.2. Explain the role of money as a means of trade between individuals and/or groups</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Identify the effects of economic systems on society.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 7.E.4.3 Describe the role of trade barriers and agreements in the global economy</li> </ul>
<i>C3 Framework Relevant Skills and Applications</i>		
<p><b>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> </ul>		

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**Taking Informed Action:**

- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

***Example strategies to reach depth and intention of the standard***

- Examine how specialization, interdependence, and trade affected the production of goods and services in the ancient world.
- Analyze examples of job/regional specialization, such as silk production, bronze casting, and terraced farming.
- Describe the effects of agricultural surplus and job specialization on the emergence of early towns and cities.
- Analyze and describe the relationship between the surplus of food production and the development of societal hierarchies.

***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.

<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"> <li>● Corporate/Business Speaker</li> </ul>	<ul style="list-style-type: none"> <li>● Have a local corporate/business representative speak to the class to discuss where they acquire their goods (local, regional, global) and why. Explain the chain of production to produce their goods or provide their services. What impacts do they see that they make in their local communities?</li> </ul>