

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.2 Students will demonstrate how the forces of supply and demand impact economic decision making.	
<b>Grade Level/Band Standard:</b>	9-12.E.2.1 Compare and contrast the characteristics of perfectly competitive and less competitive market structures.	
<b>Student Friendly Language:</b>	I can describe the differences between competitive and less competitive markets.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• An understanding of scarcity in creating value.</li> <li>• An understanding of the circular flow diagram of market economies.</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>• There are four types of market structures in the US economy each with their own defining characteristics.</li> <li>• There are different types of monopolies.</li> </ul>	<ul style="list-style-type: none"> <li>• The advantages and disadvantages of each market structure.</li> <li>• The importance of each type of monopoly.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the characteristics of the four types of market structures in the US economy.</li> <li>• Give examples of industries and/or specific businesses that exist within each type of market structure.</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>• Market Structures <ul style="list-style-type: none"> <li>○ Perfect Competition</li> <li>○ Monopoly</li> <li>○ Oligopoly</li> <li>○ Monopolistic Competition</li> </ul> </li> <li>• Types of monopolies</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of competition in establishing price and determining availability of products.</li> <li>• The roles different types of monopolies play in the economy.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	

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N/A	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>Remotely covered in 5.E.2.1.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Product pricing and availability.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>Connects to supply and demand content standards. (9-12.E.2.4, 9-12.E.2.5, and 9-12.E.2.6)</li> <li>Connections to CTE business courses.</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>Identify and explain examples of each market structure in the community, state, nation, or world.</li> <li>Identify and explain examples of monopolies in the community, state, nation, or world.</li> </ul>		
<p><b>Possible Civic Engagement Activities</b></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>		
<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>Create an artist representation contrasting perfect competition and imperfect competition.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply concrete economic reasoning in an abstract interpretive format for display to others in their school or community.</li> </ul>	

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