

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:	9-12.E.2.2 Explain the law of supply and analyze the factors that create a change in supply.	
Student Friendly Language:	I can demonstrate, using supply curves and economic models, that production is influenced by the ability to earn money.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • An understanding of marginal decision-making. • An understanding of the relationship between scarce factors of production and the creation of goods and 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"> • Producers act with the incentive of profit as a basis for decision-making. • As the price of a good or service goes up, the quantity supplied at that price level will increase and as price goes down, the quantity supplied at that price level would also go down. 	<ul style="list-style-type: none"> • There is a direct relationship between price and quantity supplied and the graphing of this relationship will result in an upward-sloping supply curve. • There are critical factors that influence overall changes in supply. • To show an increase in supply, the overall supply curve should move to the right. • To show a decrease in supply, the overall supply curve should move to the left. 	<ul style="list-style-type: none"> • Explain the difference between quantity supplied and supply. • Explain the factors that contribute to shifts in supply. • Construct a supply curve based on data from a supply schedule.
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"> • Supply • Quantity supplied • Law of Supply 	<ul style="list-style-type: none"> • Difficulty identifying with the producer’s perspective as opposed to the consumer’s perspective. 	

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<ul style="list-style-type: none"> • Factors that influence supply 	<ul style="list-style-type: none"> • The law of supply is less dependent on mathematical reasoning and more on incentivized decision-making. 	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 2	<ul style="list-style-type: none"> • Roles and responsibilities in the kinship system prioritized the needs of the group first, followed by the wants of the individual. 	
<i>Vertical Alignment</i>		
<p style="text-align: center;">Previous Learning Connections</p> <ul style="list-style-type: none"> • N/A 	<p style="text-align: center;">Current Learning Connections</p> <ul style="list-style-type: none"> • Changes in product availability and pricing. 	<p style="text-align: center;">Future Learning Connections</p> <ul style="list-style-type: none"> • Connects to supply and demand content standards. (9-12.E.2.4, 9-12.E.2.5, and 9-12.E.2.6) • Connections to CTE business courses.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> • D1.1.9-12. Explain how a question reflects an enduring issue in the field. • D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> • 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). 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> • Construct a supply curve based on data from a supply schedule. • Participate in a discussion (socratic, roundtable, etc.) hypothesizing possible causes for shifts (right or left) in the supply of a good or service. • Describing historical examples of shifts in supply (i.e. Industrial Revolution, World War II, etc.). 		

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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.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">• Meet with a local business leader, document supply factors, and create a supply schedule and curve for a specific product.	<ul style="list-style-type: none">• Students connect with local business leaders and apply economic knowledge to issues in their community.