

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.2.5 Analyze how price and quantity equilibriums can be impacted through changes in supply, demand, and elasticity.	
Student Friendly Language:	I can understand that there are a variety of factors that can change the amount for sale, the amount bought, and the overall price.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● An understanding of the incentives consumers respond to in fulfilling their needs and wants. ● An understanding of the incentives producers respond to in seeking profit. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● The factors that influence positive and negative shifts in demand. ● The factors that influence positive and negative shifts in supply. 	<ul style="list-style-type: none"> ● As demand increases, the price of the good or service will increase and the quantity exchanged of the good or service will increase. ● As demand decreases, the price of the good or service will decrease and the quantity exchanged of the good or service will decrease. ● As supply increases, the price of the good or service will decrease and the quantity exchanged of the good or service will increase. ● As supply decreases, the price of the good or service will increase and the quantity exchanged of the good or service will decrease. 	<ul style="list-style-type: none"> ● Predict the changes in price and quantity based on changes in the supply and/or demand curves. ● Evaluate how supply and demand change price and quantity equilibriums. ● Trace changes in equilibrium based on current events.

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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"> • Elasticity • Inelasticity • <i>Ceteris paribus</i> 	<ul style="list-style-type: none"> • Students need to be reminded of the basic incentives (9-12.E.2.2 and 9-12.E.2.3) of producers and consumers. • There can, at times, be multiple causes for changes in demand and/or supply. • Elasticity and inelasticity can demonstrate the implications of scarcity. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> • N/A 	
Vertical Alignment		
Previous Learning Connections	Current Learning Connections	Future Learning Connections
<ul style="list-style-type: none"> • Builds on the concept of Supply (9-12.E.2.2) • Builds on the concept of Demand (9-12.E.2.3) • Dependent on the concept of equilibrium (9-12.E.2.4) 	<ul style="list-style-type: none"> • Product availability and pricing • Consumer decision making • Producer decision making 	<ul style="list-style-type: none"> • Connects to supply and demand content standard. (9-12.E.2.6) • Connections to CTE business courses.
C3 Framework Relevant Skills and Applications		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> • 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) 		

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Example strategies to reach depth and intention of the standard

- Using current events, students trace changes in demand and/or supply noting the goal of reaching equilibrium.
- Debate the importance of changes in supply and demand through historical examples (i.e. World War I, II, etc., Oil Crisis of the 1970s, etc.)

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 owner and discuss changes in their market environment, consumer choice, etc. ● Create a collage of advertisements, news stories, etc. that illustrate causes for changes in supply and demand. 	<ul style="list-style-type: none"> ● Students connect content knowledge with real world phenomena while connecting with the public. ● Students take abstract course content and present it in an original work, thereby demonstrating the concepts they have internalized.