

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.2.6 Explain the concerns with surplus and shortage in the marketplace and what factors can potentially create disequilibrium in a market.	
Student Friendly Language:	I know that the market is negatively impacted when there is too much or too little of a good or service available and I can give reasons why this happens.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● An understanding of the importance of equilibrium. ● An understanding that supply and demand change separately from one another. 		
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 goal of an economy is to have a balance between the amount supplied and the amount demanded in a given market. ● Government can play a role in creating surplus and shortage. 	<ul style="list-style-type: none"> ● Surplus exists when there is more quantity supplied than quantity demanded of a product. ● Shortage exists when there is more quantity demanded of a product than quantity supplied. ● The presence of surplus or shortage is considered undesirable in a market economy. 	<ul style="list-style-type: none"> ● Explain why a surplus or a shortage of a good or service is not considered economically efficient. ● Predict the economic influence in the marketplace of a government action such as a price ceiling or a price floor. ● Explain the role of government intervention to lessen the impact of surpluses and shortages.
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"> ● Equilibrium ● Surplus ● Shortage ● Price ceiling ● Price floor 	<ul style="list-style-type: none"> ● It is easy to overlook the human impact of shortages and surpluses (i.e. Great Depression, COVID-19, etc.). ● The world rarely works in a state of “equilibrium” but markets continually change to reflect the push for equilibrium. 	

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<ul style="list-style-type: none"> • Subsidy 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> • N/A 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <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) • Expands on changes in Supply and Demand (9-12.E.2.5) 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Product availability and pricing • Consumer decision making • Producer decision making • Government intervention 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • Connects to future consumption habits and business operations. • Connections to CTE business courses.
<i>C3 Framework Relevant Skills and Applications</i>		
<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). • D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations. <p>Taking Informed Action:</p> <ul style="list-style-type: none"> • D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> • Debate the importance of government intervention in supply and demand through historical examples (i.e. Korean War, Great Recession, etc.) 		

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- Create a supply and demand curve demonstrating possible price floors and price ceilings.
- Using current events and/or historical documents, research markets or businesses that have received subsidies from the government and evaluate the possible effects of not receiving those subsidies.

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"> ● Write a letter to a government official about a locally produced good or service noting the need for implementation or removal of price ceilings, price floors, and/or subsidies. 	<ul style="list-style-type: none"> ● Students connect course content with logical persuasively formatted arguments while linking them to decision makers in the community.