

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.3 Students will analyze the ways government can impact the market.	
<b>Grade Level/Band Standard:</b>	9-12.E.3.3 Interpret economic indicators used by economists that may lead to differing conclusions regarding the current phase of the business cycle.	
<b>Student Friendly Language:</b>	I can recognize the signs that an economy may be experiencing good times or bad times and understand that there are different ways to interpret those signs.	
<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 economic decision making.</li> <li>● An understanding of factors that influence supply and demand.</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>● A recession is a downward turn in a nation's economy.</li> <li>● A recovery is an upward turn in a nation's economy.</li> </ul>	<ul style="list-style-type: none"> <li>● Economic cycles occur in four phases and are not equal in duration.</li> <li>● There are a variety of economic indicators that can be used to identify the current phase of an economic cycle.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify cause and effect relationships between changes in a country's economy and changes in its economic indicators.</li> <li>● Hypothesize possible outcomes of given economic indicators.</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>● Economic cycle</li> <li>● Recession</li> <li>● Depression</li> <li>● Recovery</li> <li>● Basic economic indicators</li> </ul>	<ul style="list-style-type: none"> <li>● It is possible to view this as a cycle consisting of equal periods, similar to seasons during the year, one needs to understand that economic cycles differ based on the context of the world around them.</li> </ul>	
<b>OSEUS Connection</b>		

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<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>Relates to supply and demand.</li> <li>Reinforces economic goals.</li> <li>Demonstrates government intervention in the economy.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Relationships between households, businesses, and government.</li> <li>Impact on availability and pricing</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>Connections to later standards throughout 9-12.E.3</li> <li>Implies relationships for other areas of social studies content: civics, US history, world history, and geography.</li> <li>Relationships of workers with business owners and government.</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"> <li>D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.</li> </ul>		
<b><i>Example strategies to reach depth and intention of the standard</i></b>		
<ul style="list-style-type: none"> <li>Construct a timeline illustrating the evolution of indicators to given stages of the economic cycle.</li> <li>Create and perform a skit illustrate someone experiencing a stage in the economic cycle.</li> </ul>		

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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.

<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>● Research a given economic indicator and write a letter to a state or national lawmaker voicing concern or appreciation for the treatment of that indicator.</li></ul>	<ul style="list-style-type: none"><li>● Students connect course content with historical evidence to advocate for continuation or change in current legislation.</li></ul>