

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.3 Students will analyze the ways government can impact the market.	
Grade Level/Band Standard:	9-12.E.3.4 Predict the degree of economic impact of different types of unemployment and different variables creating inflation by using appropriate data.	
Student Friendly Language:	I can evaluate how unemployment influences the economy and the impact employment has on individuals.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • An understanding of the interconnected relationship between individuals, businesses, and the government. • An understanding of scarcity in economic decision making for workers and businesses. • An understanding of supply as it relates to labor and currency values. 		
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 different types of inflation that exist. • The connections between unemployment and inflation. 	<ul style="list-style-type: none"> • The role unemployment plays in a nation’s economy. • There are different types of unemployment and not all types of unemployment have the same impact on a nation’s economy. • Inflation rates can have a negative impact on a nation’s economic performance. 	<ul style="list-style-type: none"> • Give examples of the different types of unemployment. • Critique the impact on the economy of the different types of unemployment. • Explain factors that can contribute to an increasing inflation rate. • Predict the impact of higher than average unemployment and inflation rates on a nation’s economy.
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"> • Unemployment • Underemployment • Inflation • Deflation 	<ul style="list-style-type: none"> • Inflation, deflation, etc. are very difficult to understand without an understanding of supply and demand. Start with this approach as it is obtainable based on previous standards. 	

South Dakota Social Studies Unpacked Standards Template

<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"> Relates to supply and demand. Reinforces economic goals. Demonstrates government intervention in the economy. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Relationships between households, businesses, and government. Impact on availability and pricing 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Connections to later standards throughout 9-12.E.3 Implies relationships for other areas of social studies content: civics, US history, world history, and geography. Relationships of workers with business owners and government.
<i>C3 Framework Relevant Skills and Applications</i>		
<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>Determining Helpful Resources:</p> <ul style="list-style-type: none"> 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. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Construct graphs and tables documenting unemployment, inflation, etc. and construct plausible “if-then” statements. Write letters as employers to employees about being furloughed, layed off, etc. demonstrating the care needed to construct letters based on the economic outlook of the company. 		
<i>Possible Civic Engagement Activities</i>		
<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>		

South Dakota Social Studies Unpacked Standards Template

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">● Participate in a round table discussion with business leaders (small and large) about an essential question (i.e. what is the optimal way to decrease labor costs, etc.)	<ul style="list-style-type: none">● Students demonstrate an understanding of the content while sifting through difficult questions while receiving insights from experts in their field.