

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.	
<b>Grade Level/Band Standard:</b>	9-12.E.4.1 Compare the general characteristics of communism, socialism, and capitalism.	
<b>Student Friendly Language:</b>	I can explain the difference between communism, socialism, and capitalism.	
<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 the key economic questions.</li> <li>• An understanding of the differences between economic systems.</li> <li>• An understanding of the possible differences in economic goals.</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>• The fundamental economic questions are answered differently for individual nations.</li> <li>• The strengths and weaknesses of capitalism, socialism, communism.</li> </ul>	<ul style="list-style-type: none"> <li>• Government influence in answering the fundamental economic questions, will be the primary factor in determining the type of economic system a society will have.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a connection between the degree and means of government involvement in addressing the fundamental economic questions and the type of economic system prevalent in that country.</li> <li>• Give historical and/or current examples of communism, socialism, and capitalism.</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>• Communism</li> <li>• Command Economy</li> <li>• Centrally Planned Economy</li> <li>• Socialism</li> <li>• Mixed Economy</li> <li>• Capitalism</li> <li>• Collectivism</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals are often familiar with popularized and political forms of communism and socialism rather than the economic ideals they are based on.</li> <li>• All economic systems have strengths and weaknesses.</li> </ul>	

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<ul style="list-style-type: none"> <li>Privatization</li> </ul>		
<b>OSEUS Connection</b>		
<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>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>Connects to standards addressed in 6,7,8 grade standards.</li> <li>Reiterates earlier standard, 9-12.E.1.2</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Differentiates economic goals and answers to key questions between different nations.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>Provides foundation for concerns over global education and international economics (9-12.E.5 standards)</li> <li>Offers context to possible future political affiliations.</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>D1.1.9-12. Explain how a question reflects an enduring issue in the field.</li> <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>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>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>Map nations using a spectrum format, based off of general knowledge about their economic systems. Look for similarities, differences, and different perceptions.</li> <li>Hypothesize how a circular flow diagram might look for a communist economy.</li> </ul>		
<b>Possible Civic Engagement Activities</b>		

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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>• Create artwork (i.e. music, collage, mural, photography, sculpture, etc.) illustrating a positive or negative aspect of communism, socialism, or capitalism.</li></ul>	<ul style="list-style-type: none"><li>• Students internalize content information and form depictions to present to others in order to communicate the key concepts of that content.</li></ul>