

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.4.2 Give a detailed explanation of the characteristics of capitalism citing examples from the U.S.	
<b>Student Friendly Language:</b>	I can explain what capitalism is by using examples from the U.S. economy.	
<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 free market circular flow diagram.</li> <li>● An understanding of the U.S. 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>● Competition drives decisions between businesses.</li> <li>● The differences between pure capitalism and modern capitalism.</li> <li>● The U.S. has many of the defining characteristics of a capitalist economy.</li> </ul>	<ul style="list-style-type: none"> <li>● The evolution of the U.S. economy from pure capitalism to modern capitalism.</li> <li>● The strengths and weaknesses of the U.S.' capitalistic economy.</li> </ul>	<ul style="list-style-type: none"> <li>● Use specific examples from the U.S. economy to explain capitalism.</li> <li>● Identify the role the government plays in the U.S. economy.</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>● Capitalism (Modern)</li> <li>● Free enterprise</li> <li>● Economic freedom</li> <li>● Individual ownership of resources</li> <li>● Profit motive</li> <li>● Competition</li> </ul>	<ul style="list-style-type: none"> <li>● There are few examples, contemporary or historical, of pure capitalism or communism. Regardless, it is important to note the influences found in the U.S. economy.</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>Connects to standards addressed in 6,7,8 grade standards.</li> <li>Reiterates earlier standard, 9-12.E.1.4</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Provides context for contemporary political and economic events.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>Provides foundation for discussions in U.S. history and civics</li> <li>Supports later standards (9-12.E.4 standards)</li> <li>Offers context to possible future political affiliations.</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>D1.1.9-12. Explain how a question reflects an enduring issue in the field.</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>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>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).</li> </ul>		
<b><i>Example strategies to reach depth and intention of the standard</i></b>		
<ul style="list-style-type: none"> <li>Debate the positives and negatives of capitalistic tendencies, in contemporary terms or through historical context, in the U.S. economy (i.e. competition, copyrights, technology, etc.).</li> <li>Create a political cartoon of an American political leader based on their perspective of America’s economic stance.</li> </ul>		
<b><i>Possible Civic Engagement Activities</i></b>		
<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>		

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<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>● Collaboratively write a resolution for implementation in a mock legislative session based on the level of government in the economy (i.e. environmental concerns, minimum wage, etc.)</li></ul>	<ul style="list-style-type: none"><li>● Students describe and advocate for change based on current events and sensibilities.</li></ul>