

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.	
<b>Grade Level/Band Standard:</b>	2.C.1.1 Explain, in written form, through speech, or through the use of technology, the meaning behind our national symbols.	
<b>Student Friendly Language:</b>	I can explain the meaning behind our national symbols.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>In first grade students identify primary symbols of the United States so in second grade they will understand the meanings behind the symbols.</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>National symbols represent our country.</li> <li>What values, traditions, and beliefs mean.</li> </ul>	<ul style="list-style-type: none"> <li>National symbols (specific objects) represent the beliefs, values, and traditions of a country.</li> <li>National symbols unite people of a country by reminding citizens of its history and principles.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain the meaning of selected national symbols such as the U.S. flag, the Statue of Liberty, the bald eagle, the Liberty Bell, the Pledge of Allegiance, and Mount Rushmore.</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>National symbols</li> <li>Beliefs</li> <li>Values</li> <li>Traditions</li> </ul>	<ul style="list-style-type: none"> <li>Not everyone shares the same beliefs, values, and traditions (Ex- different cultures may have different symbols such as the Native American peace pipe).</li> <li>Understanding importance isn't determined by the size of the symbol (Ex- Mount Rushmore vs. Liberty Bell).</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	

South Dakota Social Studies Unpacked Standards Template

<p><a href="#">OSEU 3</a> <a href="#">OSEU 5</a> <a href="#">OSEU 6</a></p>	<ul style="list-style-type: none"> <li>● Oceti Sakowin Tribes have flags that represent different bands.</li> <li>● Oceti Sakowin Tribal members learn the significance of symbols through oral stories.</li> <li>● Oceti Sakowin Tribal members use Winter Counts to learn about the meaning of symbols through history.</li> </ul>	
<p><b><i>Vertical Alignment</i></b></p>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Identify primary symbols of the United States</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Explain the meaning behind our national symbols</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Research and explain the meaning behind South Dakota’s symbols</li> </ul>
<p><b><i>C3 Framework Relevant Skills and Applications</i></b></p>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.1.K-2. Explain why the compelling question is important to the student.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</li> </ul>		
<p><b><i>Example strategies to reach depth and intention of the standard</i></b></p>		
<ul style="list-style-type: none"> <li>● Students research and present on a symbol</li> <li>● Identify symbols and their place in history</li> </ul>		
<p><b><i>Possible Civic Engagement Activities</i></b></p> <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>		
<p><b>Activity:</b></p>	<p><b>Description on How to Use the Activity and How it Meets the Grade Level:</b></p>	
<ul style="list-style-type: none"> <li>● Find local symbols and figure out what they mean (American Legion)</li> <li>● As a family, choose a symbol that means the most to you and share with the class.</li> </ul>	<ul style="list-style-type: none"> <li>● This connects the students to real world examples that are both local and national. The class could find national symbols (American Flag, post office, eagles) and local symbols (mascot, local historic landmarks) and our family’s cultural symbols.</li> <li>● Students will explain why the symbol was chosen and more important than others. Students can also discuss that family symbols may change over time as the family grows.</li> </ul>	

# South Dakota Social Studies Unpacked Standards Template