

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.3 Students will explain how the Constitution organizes the government of the United States.	
Grade Level/Band Standard:	2.C.3.1 Identify laws in your local government and how local laws are made.	
Student Friendly Language:	I can tell about laws in my community and how these laws are made.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • School rules and will now learn the laws of a community. • Identify services in your local community (police, fire, ambulance) 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Laws help keep our community safe and operating in an efficient manner. • Elected leaders have responsibilities which help keep our community safe and operating. (Mayor, City Council, etc.) 	<ul style="list-style-type: none"> • Our elected local leaders (mayor and city council members) work together to determine what laws would benefit our community and vote on them. 	<ul style="list-style-type: none"> • Tell about local laws. • Explain how local laws are made by our local government.
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"> • Community leaders • Mayor • City Council Members • School Board Members • Government • Laws • Vote 	<ul style="list-style-type: none"> • Laws are voted on and implemented immediately without a process. • The mayor makes all the decisions for the town. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

South Dakota Social Studies Unpacked Standards Template

<p>OSEU 6</p>	<ul style="list-style-type: none"> ● Oceti Sakowin Tribal members follow federal policies and treaties. ● Land stewardship began to change. ● As sovereign nations, Oceti Sakowin entered directly into government to government relations. 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● Identify services in your local community (police, fire, ambulance) ● Understand school rules and who makes them. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Tell about laws in my community and how these laws are made 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Identify why laws and responsibilities are needed in a community and why there are legal consequences
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.1.K-2. Explain why the compelling question is important to the student. <p>Taking Informed Action:</p> <ul style="list-style-type: none"> ● D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. ● D4.7.K-2. Identify ways to take action to help address local, regional, and global problems. ● D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms. 		
<p><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> ● Flow chart to visualize the law making process ● Show a picture of the constitution and explain its purpose ● Students can practice the process in class to “pass” a law 		
<p><i>Possible Civic Engagement Activities</i></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>Activity:</p>	<p>Description on How to Use the Activity and How it Meets the Grade Level:</p>	

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none">● School Wide Voting Process● Attend a City Council or School Board Meeting	<ul style="list-style-type: none">● The school can set up voting booths including ballots to help students understand how the voting process works. Doing this process will give students a better understanding of how laws are passed by majority.● By watching a local community organization they can see first hand how to properly conduct a meeting in order to achieve an agenda.
--	--