

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:	3.C.3.1 Identify why laws and responsibilities are needed in a community and why there are legal consequences.	
Student Friendly Language:	I can explain why my community needs laws and consequences.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none">What a law is and how it is made.		
<i>Students Will Know (Factual Knowledge)....</i>	<i>Students will Understand (Historical Inquiry)....</i>	<i>Students Will be Able to Do (Performance Based)</i>
<ul style="list-style-type: none">Difference between laws and rulesDefinition of lawConsequenceCivil society	<ul style="list-style-type: none">Communities need laws and consequences to maintain a civil society.Communities need reasonable consequences for laws that are broken.Each citizen is responsible for following the laws.	<ul style="list-style-type: none">Describe the difference between a rule and a law.Explain the need for laws in a society.Explain why consequences are necessary when laws are broken.
<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	
<ul style="list-style-type: none">LawRuleConsequenceCivil societyResponsibilities	<ul style="list-style-type: none">The consequences for breaking a law.Consequences no matter the age.	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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OSEU 1 OSEU 4	<ul style="list-style-type: none">● Oceti Sakowin tribal responsibilities involve communal stewardship, by improving the land base and natural gifts.● The Oceti Sakowin unwritten rules promote harmony, compromise, a sense of order and group cohesion protect freedoms.	
Vertical Alignment		
Previous Learning Connections <ul style="list-style-type: none">● Tell about laws in my community and how these laws are made.	Current Learning Connections <ul style="list-style-type: none">● The connection between a law and its consequence.	Future Learning Connections <ul style="list-style-type: none">● Citizens have the power to create rules and laws to protect responsibilities and protect freedoms.
C3 Framework Relevant Skills and Applications		
Constructing Compelling Questions: <ul style="list-style-type: none">● D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults).● D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. Constructing Supporting Questions: <ul style="list-style-type: none">● D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry. Determining Helpful Resources: <ul style="list-style-type: none">● D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. Evaluating Sources and Using Evidence: <ul style="list-style-type: none">● D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. Developing Claims and Using Evidence: <ul style="list-style-type: none">● D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. Communicating Conclusions: <ul style="list-style-type: none">● D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none">● Venn Diagram<ul style="list-style-type: none">○ Example: Compare laws to consequences● Summarize laws and reasonable consequences that students see in their community, state, and country.		

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Possible Civic Engagement Activities	
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.	
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">● Create a short public service announcement addressing the school/ community rules and the consequences that follow● Classroom or Virtual Visit	<ul style="list-style-type: none">● Creating a public service announcement for the students at the school to address the school/ community rules and the consequences will ensure each student knows that rules cannot be broken without some consequence following it.● Invite a judge, police officer and lawyer to come and visit with the class on the consequences of breaking laws.