

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.	
Grade Level/Band Standard:	5.C.1.1 Explain why the U. S. was established as a republic over other forms of government.	
Student Friendly Language:	I can give details about why the authors of the U.S. Constitution chose to be a nation governed by its people. I can identify that the U.S. is a republic form of government.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> Living in South Dakota which is a state in the United States. Both South Dakota and the U.S. have a Constitution which outlines how we are governed. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Republic Forms of government <ul style="list-style-type: none"> Democracy Monarchy Dictatorship Governed 	<ul style="list-style-type: none"> The United States is a nation governed by the people and for the people. 	<ul style="list-style-type: none"> Provide examples of various forms of government and identify the important elements of a republic. Analyze and compare the advantages and disadvantages of a republic versus another form of 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"> Government Republic Monarchy Democracy Dictatorship U.S. Constitution 	<ul style="list-style-type: none"> May not understand the different types of a republic (representative vs. direct democracy). May not understand that the U.S. Constitution established the republic. 	

South Dakota Social Studies Unpacked Standards Template

<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p>OSEU 2</p> <p>OSEU 5</p> <p>OSEU 6</p>	<ul style="list-style-type: none"> ● The Oceti Sakowin development happened during the same time frame. ● The Oceti Sakowin events could be compared with other perspectives during the same time frame. Examples: Battle of Wounded Knee, treaty changes, etc. ● The Oceti Sakowin federal policies and treaties can be compared throughout American history. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● I live in South Dakota which is a state in the United States. ● Both South Dakota and the U.S. have a Constitution which outlines how we are governed. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Identify that the U.S. is a republic form of government. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● I can compare and contrast the different forms of ancient government.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. <p>Constructing Supporting Questions</p> <ul style="list-style-type: none"> ● D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation. <p>Determining Helpful Resources:</p> <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. <p>Evaluating Sources and Using Evidence:</p> <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. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.4.3-5. Use evidence to develop claims in response to compelling questions. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.1.3-5. Construct arguments using claims and evidence from multiple sources. 		

South Dakota Social Studies Unpacked Standards Template

- D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- D4.4.3-5. Critique arguments.
- D4.5.3-5. Critique explanations.

Taking Informed Action:

- D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions

Example strategies to reach depth and intention of the standard

- Direct instruction and discussion using primary resources.
- Students can compile a list of advantages and disadvantages of living (or being a political leader) in a country that is a republic.

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"> ● Teachers encourage students to go with parents to vote. ● Host Mock Election ● Host Student Council Election 	<ul style="list-style-type: none"> ● Students are watching firsthand their families participate in our republic. ● Students in the 5th grade hand out ballots, tally votes, and post results. ● Students become actively involved in the process of electing a representative governing body.