

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.4 Students will understand the fundamental principles of American democracy and the United States Constitution and the inherent conflicts that may arise.	
Grade Level/Band Standard:	5.C.4.1 Describe ways in which people benefit from and are challenged by working together in government, workplaces, volunteer organizations, and families.	
Student Friendly Language:	<p>I can describe the benefits of working together in different environments.</p> <p>I can describe the challenges of working together in different environments.</p> <p>I can identify ways that compromise can lead to an effective outcome for multiple teams.</p>	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> The benefits of working on a team. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Teamwork Volunteer organization 	<ul style="list-style-type: none"> There are benefits and challenges when working with a group of people. The group effectiveness is determined by how the group works together. 	<ul style="list-style-type: none"> Make a pro/con list of working in a group in a variety of settings like government, school, and family.
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"> Teamwork Volunteer organization Benefit Challenge 	<ul style="list-style-type: none"> N/A 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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<p>OSEU 4</p> <p>OSEU 6</p> <p>OSEU 7</p>	<ul style="list-style-type: none"> • The Oceti Sakowin families changed from governing through themselves to governing through the IRA. • The reorganization and self-governance time period of the Oceti Sakowin vs. South Dakota vs. United States provided a structure of leadership. • The Oceti Sakowin Tribal members strived for a balance between mind, body and spirit. For example: medicine men 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • N/A 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • I can describe the benefits of working together in different environments. • I can describe the challenges of working together in different environments. • I can identify ways that compromise can lead to an effective outcome for multiple teams. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • N/A
<p>C3 Framework Relevant Skills and Applications</p>		
<p>Taking Informed Action:</p> <ul style="list-style-type: none"> • D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. • 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. • D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools. 		
<p>Example strategies to reach depth and intention of the standard</p>		

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- Students are given a challenge and have to work together as a team. After the challenge is completed, the students reflect on how the team functioned.
- Teachers invite local volunteer and philanthropic organizations (ex. United Way, Lions Club) to share how to become involved and how the organization supports the community.
- Teachers use direct instruction to cite historical compromises leading to the development of our Nation, State, or Local Entity. (Ex. The Great Compromise, Missouri Compromise)

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"> ● Local Speakers ● Volunteer Activity 	<ul style="list-style-type: none"> ● Teachers invite local volunteer and philanthropic organizations (ex. United Way) to share how to become involved and how the organization supports the community. ● Teachers, students, and community members work with a local organization to volunteer.