

South Dakota Social Studies Unpacked Standards Template

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| <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>   | 7.C.1.1 Identify and describe different forms of government used throughout the world.  |   |
| <b>Student Friendly Language:</b>   | I can describe the similarities and differences in the many forms of governments in the world. I can use history to explain why different countries choose to have different governments. |   |
| <b>What prior knowledge do students need to have to be successful on this standard?</b>   |   |   |
| <ul style="list-style-type: none"> <li>● 3.C.3.2 Identify the structure, roles, and responsibility of local government</li> <li>● 5.C.1.1 Explain why the U. S. was established as a republic over other forms of governments</li> <li>● 5.C.1.3 Develop a logical argument explaining why governments are necessary</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>● Forms of government. (Examples: dictatorship, direct democracy, representative democracy, monarchy, oligarchy.)</li> <li>● History behind those forms of government.</li> <li>● Examples of countries with different governments.</li> </ul>   | <ul style="list-style-type: none"> <li>● Many forms of government exist in the world.</li> <li>● Each government created is specific to the needs and wants of that country.</li> </ul>   | <ul style="list-style-type: none"> <li>● Compare and contrast the different forms of government in the world.</li> <li>● Differentiate the characteristics of governments.</li> <li>● Understand multiple points of view and argue from evidence.</li> <li>● Gain an understanding of why there are so many forms of governments in the world and why each country chooses the form they have.</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>  |   |

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| <ul style="list-style-type: none"> <li>• Types of government (representative democracy, direct democracy, communism, dictatorship, monarchy, oligarchy)</li> <li>• Philosophy</li> <li>• Analyze</li> </ul>   | <ul style="list-style-type: none"> <li>• May feel as if there is a “good” and “bad” government. Students may struggle with separating American values and ideals with other countries’ customs, traditions, etc.</li> </ul>  |  |
| <b><i>OSEUS Connection</i></b>  |  |  |
| <b>Essential Understanding:</b>   | <b>Descriptive Connection Between Social Studies and OSEU:</b>   |  |
| <p style="text-align: center;"><a href="#">OSEU 2</a></p> <p style="text-align: center;"><a href="#">OSEU 5</a></p> <p style="text-align: center;"><a href="#">OSEU 6</a></p>   | <ul style="list-style-type: none"> <li>• The Oceti Sakowin people created a unique form of a seasonal government to help preserve their heritage.</li> <li>• The Oceti Sakowin people used Winter Counts to show their nonviolent and violent ways of settling disputes.</li> <li>• The Oceti Sakowin people’s political traditions were adversely affected by the U.S. federal policies.</li> </ul> |  |
| <b><i>Vertical Alignment</i></b>  |  |  |
| <p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>• 3.C.3.2 Identify the structure, roles, and responsibility of local government</li> <li>• 5.C.1.1 Explain why the U. S. was established as a republic over other forms of governments</li> <li>• 5.C.1.3 Develop a logical argument explaining why governments are necessary</li> </ul> | <p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>• 7.G.2.3 Analyze political and economic systems</li> </ul>  | <p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>• 9-12.G.3.4 Apply the concept of interdependence to regions and places</li> <li>• 9-12.G.5.3 Explain how human migration impacts local and global politics, economies, societies, and regions</li> </ul> |
| <b><i>C3 Framework Relevant Skills and Applications</i></b>   |  |  |

## South Dakota Social Studies Unpacked Standards Template

**Constructing Supporting Questions:**

- D1.3.6-8. Explain points of agreement experts have interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing.

**Evaluating Sources and Using Evidence:**

- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection.

**Developing Claims and Using Evidence:**

- D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

**Communicating Conclusions:**

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

***Example strategies to reach depth and intention of the standard***

- Students practice research skills to find out what kinds of government exist. Researching the characteristics of each government and the countries that match.
- Ask students to support with evidence why a country might have a particular form of government.
- Venn Diagram or another visual model to choose two countries with different governments and look for commonalities and differences.
- Hold a philosophical conversation / socratic seminar to discuss countries and if their governments are working for them and why.

***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.

| <b>Activity:</b>   | <b>Description on How to Use the Activity and How it Meets the Grade Level:</b>   |
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| <ul style="list-style-type: none"> <li>● Hold a debate on the purposes that the government can serve.</li> </ul> | <ul style="list-style-type: none"> <li>● Pose a debate question to students for example: “You are going to start a new country. Which government do you want to use.” Students will debate their government choice and support it with evidence to see how that foundation would be beneficial to their new country.</li> </ul> |

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| <ul style="list-style-type: none"><li>● Research on uprisings and Constitutional amendments.</li><li>● Socratic seminar</li></ul> | <ul style="list-style-type: none"><li>● Students will research events where the government did not work for its citizens. They will analyze what went wrong, and how it was resolved.</li><li>● Hold a socratic seminar in the classroom to discuss countries and if their governments are working for them and why.<ul style="list-style-type: none"><li>○ Students will analyze and identify the government structure of their local community by identifying the leaders and current projects they're working on.</li><li>○ Students could also research how their local government has changed over time and reasons for that change.</li></ul></li></ul> |
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