

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:	8.C.3.2 Describe the rationale behind the United States' ability to amend the Constitution.	
Student Friendly Language:	I can describe why it is beneficial to be able to amend the Constitution.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● The amendment process from the Constitution. ● 5.C.2.1 Examine the origins and purposes of rules, laws, and key U.S. Constitutional powers <ul style="list-style-type: none"> ○ To understand where the US Constitution comes from. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Why the U.S. Constitution is considered a “Living Document”. 	<ul style="list-style-type: none"> ● How the Constitution was created with the ability to be amended in order to adapt to future circumstances. 	<ul style="list-style-type: none"> ● Compose a hypothesis as to why the US Constitution is called a “Living Document.” ● Integrate historical and modern stories into a case study that demonstrates the US Constitution is a “Living Document.”
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"> ● Describe ● Rational ● Amend ● Articles of Confederation ● Bill of Rights 	<ul style="list-style-type: none"> ● That amendments are just one group / person making a change to the rules of government. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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<p>OSEU 6</p>	<ul style="list-style-type: none"> The Oceti Sakowin admire and desire the ability to amend the Constitution, so the tribes can stand as equals with the federal government. 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> See Prior Knowledge Section Above 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Students will explain and provide examples of why the U.S. government is able to amend the U.S. Constitution. Cross Curricular Skill: Use data and experience to explain a process. ELA Connection: 8.SL. 4 Students present claims and findings in a coherent, organized manner. Science Connection: MS-PS2-3 Students ask questions about data to determine information about magnetic force. Math Connection: 8.G.9 Students know the formulas of volumes, cones, cylinders, and spheres and use them to solve real world mathematical problems. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> High School Civics Connection 9-12.C.2.5 Students will explain the construction of the United States Constitution as a bundle of compromises reflecting differing points of view. High School Civics Connection 9-12.C.2.6 Students will identify the points of agreement and disagreement between the Federalists and the Anti-Federalists over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights High School Civics Connection 9-12.C.3.2 Students will outline the law making process.
<p>C3 Framework Relevant Skills and Applications</p>		
<p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> 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. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging with strengths and weaknesses of the explanations. 		

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Example strategies to reach depth and intention of the standard

- Create a T chart and list numerous PROS and CONS of giving a government the ability to amend its constitution.
- List the causes of the US creating a living document, and the effects it has today still on American society.
- Create a timeline that displays the amendments to the Constitution. Determine the context of each amendment and apply the amendment process to today’s society. (Timeline can also focus 13, 14th, and 15th amendment)

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"> ● Revise the Constitution (State or National) 	<ul style="list-style-type: none"> ● As a class, students will brainstorm amendments that they believe should be added to the Constitution. As a class, students will brainstorm different perspectives and peoples with unique experiences in the United States. Committees will design posters that prove the amendment is important through illustrations, evidence, and rationale. Posters will be displayed for the wider school community to review.