

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.3 Students will analyze and evaluate historical events from multiple perspectives.	
Grade Level/Band Standard:	8.H.3.2 Evaluate competing ideas about the purposes government should serve.	
Student Friendly Language:	I can explain different reasons for having a government.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 6.H.2.4 Analyze the development and cultural contributions that gave rise to economic systems and political institutions <ul style="list-style-type: none"> ○ Throughout history, people have wanted different systems / institutions that become their economic and political - this can be very localised, or work for large areas. ● 8.C.3.1 Identify the three branches of government including the separation of powers and checks and balances in the Constitution <ul style="list-style-type: none"> ○ Knowing the powers of the Federal government, and the checks and balances help see the various ideas of what the government should do for citizens. ● 8.C.3.2 Describe the rationale behind the United States’ ability to amend the Constitution <ul style="list-style-type: none"> ○ The Founders allow a way to amend the Constitution because they realize that the government will need to be able to change based on what future generations think the government should do. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● The role the Declaration of Independence played in expressing colonists’ views of government and their reasons for separating from Great Britain to create their own form of government. 	<ul style="list-style-type: none"> ● Different ideas about the purpose of the U.S. Constitution on the American people. 	<ul style="list-style-type: none"> ● Read the different ideas that the government should serve and create a diagram that characterizes the viewpoints. Students can use a liberal-conservative model for their diagram, or they can develop their own characteristics.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

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<ul style="list-style-type: none"> ● Explain ● Competing Ideas ● Purpose 	<ul style="list-style-type: none"> ● That all governments are the same and serve their citizens in the same way. 	
<p><i>OSEUS Connection</i></p>		
<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 1 OSEU 6</p>	<ul style="list-style-type: none"> ● The Oceti Sakowin tribal government protects natural resources. ● Negative past events have propelled the Oceti Sakowin people towards self-determination and resiliency due to governmental policies. 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● See prior knowledge section above for standards and explanations. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Students will research the goals of a democratic society, and discuss the purpose of those goals and impact they have on society. ● ELA Connection: 8.RL.6 Students analyze how differences in points of view of characters and audience or reader create such effects as suspense or humor. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School History Connection 9-12.H.4.5 Students will analyze the development of American constitutional frameworks during the Revolutionary Era. (Courses: Early, Comprehensive) ● High School Civics Connection 9-12.C.3.5. Students will differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding American federalism through the use of compelling questions
<p><i>C3 Framework Relevant Skills and Applications</i></p>		

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Determining Helpful Resources:

- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

Developing Claims and Using Evidence:

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

Communicating Conclusions:

- D4.4.6-8. Critique arguments for credibility.

Example strategies to reach depth and intention of the standard

- Illustrate the Liberal-Conservative spectrum displaying the differences between the two viewpoints.
- Place students into groups and have them research different types of government around the world. Then facilitate a debate amongst the class where each group must argue the pro’s and con’s of their assigned government. At the end, take a class vote as to which government they feel is best, along with engaging in a whole class discussion justifying their decision.

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"> ● Should the government tell us what to do? 	<ul style="list-style-type: none"> ● Students will compare and contrast a historical event in which the United States government required something of citizens (ie. the draft, required to own a gun to be in the militia, ect.), and the current demands during the COVID-19 pandemic. Students will read information about both events and then answer the following questions in whole class or small group discussions; Should the government require us to wear facemasks? Should the government order its citizens to shelter in place? Should the government shut down public schools? Should the government require vaccinations against Covid-19?