

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the US Constitution, the US Bill of Rights and subsequent amendments.	
Grade Level/Band Standard:	9-12.C.2.1 Differentiate between a constitutional or limited government and unconstitutional or unlimited government.	
Student Friendly Language:	I can identify the differences between a limited and an unlimited form of government.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none"> That there is a balance of power between individual rights/freedom and governmental authority. 		
<i>Students Will Know (Factual Knowledge)....</i>	<i>Students will Understand (Historical Inquiry)....</i>	<i>Students Will be Able to Do (Performance Based)</i>
<ul style="list-style-type: none"> What components are necessary to constitute a limited government. What limited and unlimited governments are. 	<ul style="list-style-type: none"> A constitutional government is also sometimes called a limited government and is characterized by citizens having the ability to limit the powers of their government. An unconstitutional government is also sometimes called an unlimited government and is characterized by the government having complete authority over its citizens. The presence of a constitution does not necessarily create a constitutional government. 	<ul style="list-style-type: none"> Identify the differences between limited and unlimited government. Compare and contrast various forms of limited and unlimited governments. Determine whether the existence of a constitution forms a limited or unlimited government.
<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	

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<ul style="list-style-type: none"> ● Rule of law ● Individual rights ● Written constitution ● Unwritten constitution ● Individual rights ● Liberty 	<ul style="list-style-type: none"> ● The presence of a constitution creates a limited government. 	
<p><i>OSEUS Connection</i></p>		
<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 1</p>	<ul style="list-style-type: none"> ● Oceti Sakowin tribal governments that were established under the IRA, created constitutions and bylaws, and all tribal governments in South Dakota currently have a constitution that they are operating under. 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 7. C.1.1 Identify and describe different forms of government used throughout the world. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Differentiate between limited and unlimited governments and the factors that create them. ● Draw connections to novels or readings that are being addressed in other courses. ● High school World History and US History classes. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Real-life application.
<p><i>C3 Framework Relevant Skills and Applications</i></p>		

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Constructing Supporting Questions:

- D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

Evaluating Sources and Using Evidence:

- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Developing Claims and Using Evidence:

- D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Communicating Conclusions:

- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.

Example strategies to reach depth and intention of the standard

- Compare and contrast limited and unlimited governments.
- Identify nations that have written and unwritten constitutions.
- Evaluate, take, and defend positions on how constitutional governments should be organized to prevent abuses of power by people in government.

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"> ● Write an article for the school newspaper ● Initiate an informed conversation ● Create a class position statement ● Create and circulate an infographic 	<ul style="list-style-type: none"> ● Civic engagement activities are a natural fit to American Government. The activities to the left are possible suggestions. They are inherently rooted in many of our standards.

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