

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:	9-12.C.3.1 Evaluate the effectiveness of the separation of powers and the role of checks and balances	
Student Friendly Language:	I can identify the three branches of government and explain and evaluate how they place limits on the other branch.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> Identify the three branches of government including the separation of powers and checks and balances in the Constitution. 		
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 expressed powers of each branch of government and how they can limit the other branches' powers. 	<ul style="list-style-type: none"> The separation of powers is an essential principle of American government. The intention of the system of checks and balances keeps any one branch of government from gaining too much power. 	<ul style="list-style-type: none"> Explain how the separation of powers divides the responsibilities of government. Explain how the system of checks and balances provides oversight amongst the different branches of government. Determine how the system of checks and balances and the separation of powers can be limited.
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"> Separation of powers Checks and balances Legislative power Executive power Judicial power Express power Veto Judicial review Impeachment 	<ul style="list-style-type: none"> A contemporary misconception is that the executive branch is more powerful than the other two branches. A misconception is that impeachment means the immediate removal of the president. 	

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<ul style="list-style-type: none"> Appointment 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> N/A 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> 8.C.3.1 Identify the three branches of government including the separation of powers and checks and balances in the Constitution. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> The roles of the three branches of government and evaluate the effectiveness of checks and balances. Draw connections to novels or readings that are being addressed in other courses. High school World History class. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Real-life application.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses. D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Write an essay describing which of the three branches each student believes is most powerful today with contemporary evidence connected to language in the U.S. Constitution. Current event connections. 		

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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"> ● Present research to decision makers ● Write a newspaper editorial ● Make a press release ● Start a social media campaign ● Create and circulate an infographic ● Make and circulate a video ● Write a letter to a government official ● Work collaboratively to write a resolution ● Create a class position statement ● Circulate a petition 	<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. ● Your class could have students develop a position statement that either affirms our current system of checks and balances or advocates for changes to the system. This could be presented to elected officials, written as an editorial in the local paper, or for ambitious students this could result in seeking to have the state push for an amendment to the US Constitution.