

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.3.2 Outline the law making process.	
Student Friendly Language:	I can explain how laws are made.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● There are three branches of government and each branch has expressed and implied powers. ● What a law is and why they are needed. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● How each branch of government plays a role in developing laws. ● A function of Congress is to make laws for the federal government. ● Congress investigates information that originates from the people. ● Congress appropriates the federal budget. 	<ul style="list-style-type: none"> ● Bills must go through a lengthy process and through several committees before they are considered a law. ● Bills must pass through the legislative branch and executive branch before they can be made into a law. ● Bills that become laws are subject to the system of checks and balances. 	<ul style="list-style-type: none"> ● Explain how a bill is referred to a committee. ● Explain why a bill is subject to committee hearings and the markup process. ● Identify the possible processes a bill undergoes when it reaches the House or Senate floor. ● Identify the different actions the president can take on a bill passed by Congress.
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"> ● Bill ● Resolution ● Veto ● Pocket veto ● Committee ● Filibuster ● Cloture 		<ul style="list-style-type: none"> ● A majority of bills introduced do become law when in reality very few do. ● The lawmaking process is simple and streamlined.

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<ul style="list-style-type: none"> ● Rider ● Pork barreling ● Appropriations ● Session ● Term 		
<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"> ● Utilize current and past resources to outline how laws are made and passed. ● Draw connections to novels or readings that are being addressed in other courses. ● Discuss contemporary legislation in other courses. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Real-life Application. ● Proposing a piece of legislation.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> ● D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. <p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. <p>Evaluating Sources and Using Evidence:</p>		

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- 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.

Communicating Conclusions:

- 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).

Example strategies to reach depth and intention of the standard

- Hold a mock legislature where students write and debate bills.
- Outline the process of how a fictional or nonfictional bill becomes a law.

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 a letter to a government official ● Work collaboratively to write a resolution ● Create a class position statement ● Initiate an informed conversation ● Organize a “flyer” campaign to raise awareness 	<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 seek to advocate for legislation (city, state, or national) that would benefit society or their community. This could be through reaching out to elected officials to present their ideas or by creating specific legislation to present to them.