

# High School Social Studies

High School Civics/Government		OSEU Connections						
		1	2	3	4	5	6	7
<b>K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.</b>								
9-12.C.1.1	Rationalize the purposes of government throughout world history through the use of compelling questions,	X						
9-12.C.1.2	Summarize the critical similarities and differences in the various forms of government							
9-12.C.1.3	Sequence and identify critical events in British history that had a direct or indirect impact on the origins of the United States government							
9-12.C.1.4	Describe the influence of religion on western political thought		X	X				
9-12.C.1.5	Explain the relationship between political ideologies and corresponding economic ideologies and their impact on government systems through the use of compelling and supporting questions						X	
<b>K-12.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.</b>								
9-12.C.2.1	Differentiate between a constitutional or limited government and unconstitutional or unlimited government	X						
9-12.C.2.2	Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies							
9-12.C.2.3	Evaluate its effectiveness through identifying strengths and weaknesses of the Articles of Confederation							
9-12.C.2.4	Explain how the goals set forth in the United States preamble reflect enduring issues of American society							
9-12.C.2.5	Explain the construction of the United States Constitution as a bundle of compromises reflecting differing points of view							
9-12.C.2.6	Identify the points of agreement and disagreement between the Federalists and the Anti-Federalist over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights							
<b>K-12.C.3 Students will explain how the Constitution organizes the government of the United States.</b>								
9-12.C.3.1	Evaluate the effectiveness of the separation of powers and the role of check and balances							
9-12.C.3.2	Outline the law making process							
9-12.C.3.3	Make arguments for and against the use of the Electoral College given its intended purpose							
9-12.C.3.4	Cite historical evidence justifying the power of judicial review							
9-12.C.3.5	Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding in American federalism through the use of compelling	X			X			

	questions,							
<b>K-12.C.4 Students will understand the fundamental principles of American democracy and the United States Constitution and the inherent conflicts that may arise.</b>								
<b>9-12.C.4.1</b>	Define the concept of civic virtue through the use of compelling questions							
<b>9-12.C.4.2</b>	Summarize the general principles of American democracy such as the fundamental worth of the individual, equality of all persons, majority rule/minority rights, necessity of compromise, and individual freedom in light of the purpose of government							
<b>9-12.C.4.3</b>	Summarize the constitutional principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism							X
<b>9-12.C.4.4</b>	Differentiate between positive and negative rights protected by the United States Constitution and give examples of how they may come into conflict							
<b>K-12.C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic.</b>								
<b>9-12.C.5.1</b>	Differentiate between rights and responsibilities of a citizen and the practice of civic virtue		X					X
<b>9-12.C.5.2</b>	Identify ways of becoming a United States citizen including the keys steps in the naturalization process and recognize the intended and unintended consequences of this process							
<b>9-12.C.5.3</b>	Explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate				X			X
<b>9-12.C.5.4</b>	Demonstrate the ability to make informed decisions through the use of multiple, credible sources							
<b>9-12.C.5.5</b>	Explain the role of political parties and special interest groups in the political process							
<b>9-12.C.5.6</b>	Critique consistencies and inconsistencies throughout a variety of media sources		X			X		
<b>9-12.C.5.7</b>	Explain how civil obedience has been used to influence policy making in United States government							
<b>9-12.C.5.8</b>	Assess options for action to address local, regional, and global problems by volunteer engagement							
<b>9-12.C.5.9</b>	Demonstrate and/or show examples of how technology has changed the way people participate beyond their traditional sphere of influence							
<b>K-12.C.6 Students will describe the elements of how US foreign policy is made and understand the international challenges and influences of the United States government</b>								
<b>9-12.C.6.1</b>	Explain the foreign policy process in the United States and give examples and their impact of foreign policy initiatives						X	
<b>9-12.C.6.2</b>	Identify the purpose of various international organizations in which the United States is involved						X	

## Oceti Sakowin Essential Understandings

**OSEU 1 - The original land base and natural resources of the Oceti Sakowin were under communal stewardship prior to immigrant settlement. The Oceti Sakowin tribes have a distinct and unique interrelationship with the environment that contributes to South Dakota.**

- Indicator 1 - Analyze the land base and natural resources of the nine reservations in South Dakota.
- Indicator 2 - Analyze the interrelationships of the Oceti Sakowin people, places, and the environment as they relate to all reservations in South Dakota.
- Indicator 3 - Evaluate the strategies in which the tribal governments and other leaders are taking action to improve the lands and natural gifts.

**OSEU 2 - There is variety and resiliency among individual Tribal people as identity is developed, defined and redefined by entities, organization and people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no "generic American Indian".**

- Indicator 1 - Analyze the impact of Euro-American ideals, values, rights, philosophy, and beliefs of Oceti Sakowin people as tribal, state, and US citizens.
- Indicator 2 - Analyze the knowledge and understanding of the relationship between spiritual, physical, social and emotional health of the Oceti Sakowin.

**OSEU 3 - The origin, thought and philosophy of the Oceti Sakowin continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and are observed by many Tribal members both on and off the reservations.**

- Indicator 1 - Evaluate the different forms of Lakota/Dakota/Nakota language dialects.
- Indicator 2 - Analyze the Oceti Sakowin sacred sites, creation stories, star knowledge and how they relate to each other.

**OSEU 4 - The Oceti Sakowin kinship systems provide a framework for both individual and group behavior. Its unwritten rules promote harmony, compromise, a sense of order, and group cohesion.**

- Indicator 1 - Analyze the importance of the Oceti Sakowin family structure and extended family.
- Indicator 2 - Analyze the Oceti Sakowin social etiquette, proper behavior and values.

**OSEU 5 - History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.**

- Indicator 1 - Analyze the Oceti Sakowin culture through oral tradition, written accounts and unbiased information.
- Indicator 2 - Analyze the impact of Imperialism and Manifest Destiny and its impact on the culture of the Oceti Sakowin.

**OSEU 6 - Federal policies and treaties put into place throughout American history have affected Oceti Sakowin people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationships with the States are not the same for each tribe.**

- Indicator 1 - Analyze the Oceti Sakowin historical eras recorded through Oceti Sakowin Winter Counts.
- Indicator 2 - Analyze how land stewardship began to change through the process of treaty-making to land ownership.
- Indicator 3 - Analyze the historical eras of the Oceti Sakowin to examine the connection between the cause/effect relationships during the Removal and Relocation era.
- Indicator 4 - Analyze the reorganization and self-governance time period of the Oceti Sakowin.

**OSEU 7 - The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on the values of the Oceti Sakowin which has created resiliency of the Oyate. Tribal communities have put considerable efforts into economic development ventures, Tribal universities, alternative education, wellness centers, cultural, traditions and language revitalization.**

- Indicator 1 - Analyze the policies that were established during the self-determination era to make a positive change for tribal communities.
- Indicator 2 - Analyze the actions taken by individuals and communities in an effort to bring about positive social change.