

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	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>Grade Level/Band Standard:</b>	1.C.2.1 Explain who makes decisions and rules in the school.	
<b>Student Friendly Language:</b>	I can tell who makes decisions and rules in our school.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>We have reasons for rules and consequences for breaking them.</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>Rules are made by leaders such as, parents, teachers, and principals.</li> </ul>	<ul style="list-style-type: none"> <li>Rules are created for safety and keep order.</li> </ul>	<ul style="list-style-type: none"> <li>Identify who is the leader of a specific group in your school. For example: teacher/classroom and principal/school.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>Rules</li> <li>Decisions</li> <li>Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Rules may vary by location. For example, running in the gym is acceptable, but not in the hallways.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 6</a> <a href="#">OSEU 7</a>	<ul style="list-style-type: none"> <li>Oceti Sakowin Tribal members follow federal policies and treaties.</li> <li>Oceti Sakowin established policies to make positive change for tribal communities.</li> </ul>	

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<b><i>Vertical Alignment</i></b>	
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Explain why classroom rules are important and the consequences of breaking the rules.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Rules and decisions are made by leaders or groups of people.</li> </ul>
<p><b><i>C3 Framework Relevant Skills and Applications</i></b></p>	
<p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.2.K-2. Construct explanations using correct sequence and relevant information.</li> </ul>	
<p><b><i>Example strategies to reach depth and intention of the standard</i></b></p>	
<ul style="list-style-type: none"> <li>● Create a visual representation to show the different leaders within the school.</li> </ul>	
<p><b><i>Possible Civic Engagement Activities</i></b></p>	
<p>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.</p>	
<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"> <li>● Invite the principal to the classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to identify who the principal is and understand the importance of rules.</li> </ul>