

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:	1.C.3.1 Identify services in your local community including but not limited to police, fire, and ambulance.	
Student Friendly Language:	I can name services available in my community.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> This is the first time students are addressing the skills in this standard, but is linked to Standard 1.E.1.1. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> An example of community service such as police, fire, ambulance, postal, sanitation, transportation and medical, as well as others. 	<ul style="list-style-type: none"> Several services are provided in their community to maintain a standard of living. 	<ul style="list-style-type: none"> State different services, such as police, fire, ambulance, postal, sanitation, transportation and medical, as well as others.
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"> Services Community 	<ul style="list-style-type: none"> What services are offered in different communities depending on population What services are provided by different groups 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 2</p> <p style="text-align: center;">OSEU 7</p>	<ul style="list-style-type: none"> Oceti Sakowin Tribal members embrace the relationship between spiritual, physical and social health. Oceti Sakowin Tribal members use medicine men to heal holistically. Oceti Sakowin Tribal members based their wicoun (way of life) on the values of the Oyate including education, wellness and economic development ventures. Oceti Sakowin had ways of healing and taking care of the Oyate. 	

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<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> Linked to 1.E.1.1: Distinguish between goods and services and how they are used. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Several services are provided in their community. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Explain how local government services are funded
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> D1.1.K-2. Explain why the compelling question is important to the student. <p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> D1.3.K-2. Identify facts and concepts associated with a supporting question. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Create a bulletin board of the different services in our community. 		
<i>Possible Civic Engagement Activities</i>		
<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>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	
<ul style="list-style-type: none"> Field trips to places that offer community services, such as the fire station, police station, post office and others. Write a thank you note to a community service member 	<ul style="list-style-type: none"> Services would be explained by those who actually work in that field. Help students understand and be thankful for the variety of community services available and the sacrifices these services offer. 	