Anchor Standard:	C.4 Students will understand the fundamental principles of American democracy and the United States Constitution and the inherent conflicts that may arise.		
Grade Level/Band Standard:	3.C.4.1 Explain the role of government agencies in a community.		
Student Friendly Language:	I can explain what local government agencies do in my community.		

What prior knowledge do students need to have to be successful on this standard?			
● Knowing what the roles and responsibilities of a local government is.			

Students Will Know (Factual Knowledge)….	Students will Understand (Historical Inquiry)….	Students Will be Able to Do (Performance Based)
● Government agencies (the administration of a particular town, county, or district, with representatives elected by those who live there.) ● Government agencies' role in the community	● All communities have specific agencies within the community. ● Agencies in a community have specific jobs to help out the community. ● There is a need for specific agencies in all communities.	● List the agencies in a community. ● Explain what each agency does for the community. ● Explain why the agency is necessary.

Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
● Government agency ● Administration ● Representatives ● Elected	● Government places not people.	

OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1	● The Oceti Sakowin environmental responsibilities protect and improve the lands and natural	

OSEU 4	resources. ● The Oceti Sakowin unwritten rules promote harmony, compromise, a sense of order and group cohesion protect freedoms.

Vertical Alignment

Previous Learning Connections	Current Learning Connections	Future Learning Connections
● Knowing what the roles and responsibilities of a local government is.	● Discuss local government agencies.	● N/A

C3 Framework Relevant Skills and Applications

Constructing Supporting Questions:
- D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.

Determining Helpful Resources:
- D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

Evaluating Sources and Using Evidence:
- D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

Communicating Conclusions:
- D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Example strategies to reach depth and intention of the standard

- Research
  - Example: Pick one local government agency to research.
- Report
  - Example: Prepare a report on one local government agency.
- Poster
  - Example: Create a poster highlighting one government agency.
- Field Trip

○ Example: Take a class trip to visit the local government agencies.	
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:**
● Bring in a representative from a local government agency.	● This would allow students to see which government agencies are in their community, their functions and how to access them.