

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	C.4 Students will understand the fundamental principles of American democracy and the United States Constitution and the inherent conflicts that may arise.	
<b>Grade Level/Band Standard:</b>	3.C.4.2 Explain why communities have rules and laws.	
<b>Student Friendly Language:</b>	I can explain why communities need to have rules and laws.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• Need to know what a rule is and what a law is.</li> <li>• Why we need laws and the 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>• Difference between laws and rules</li> <li>• Local laws</li> </ul>	<ul style="list-style-type: none"> <li>• Laws are needed to protect people in a community.</li> <li>• Rules are needed to keep order when there are a lot of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the need for rules and laws in their community and give examples of each.</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>• Laws</li> <li>• Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Confuse rules and laws.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 1</a>  <a href="#">OSEU 4</a>	<ul style="list-style-type: none"> <li>• The Oceti Sakowin environmental responsibilities protect and improve the lands and natural resources.</li> <li>• The Oceti Sakowin unwritten rules promote harmony, compromise, a sense of order and group cohesion protects freedoms.</li> </ul>	

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<i>Vertical Alignment</i>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Need to know what a rule is and what a law is.</li> <li>● Why we need laws and the consequences for breaking them.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Explaining rules and laws within their communities.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 4.C.3.1: Explain how groups of people make rules to create responsibilities and protect freedoms.</li> <li>● 6.C.5.1: Explain ways that people can affect or influence society and government.</li> </ul>
<i>C3 Framework Relevant Skills and Applications</i>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults).</li> <li>● D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.4.3-5. Use evidence to develop claims in response to compelling questions.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</li> <li>● 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).</li> <li>● D4.4.3-5. Critique arguments.</li> <li>● D4.5.3-5. Critique explanations.</li> </ul>		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> <li>● Poster <ul style="list-style-type: none"> <li>○ Example: Show how laws and rules benefit the community</li> </ul> </li> <li>● Speech <ul style="list-style-type: none"> <li>○ Example: Show how laws and rules benefit the community.</li> </ul> </li> <li>● Report <ul style="list-style-type: none"> <li>○ Example: Discuss how laws and rules benefit the community</li> </ul> </li> </ul>		

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<b>Possible Civic Engagement Activities</b>	
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.	
<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>● Present a rule or law.</li><li>● Classroom or Virtual Visit</li><li>● Create your own law/rule</li></ul>	<ul style="list-style-type: none"><li>● Presenting a rule or law to the class each day will help students understand what regulates a community.</li><li>● Have a police officer or lawmaker come and visit with the class on how laws and rules benefit the community.</li><li>● After students examine community laws and the reasons behind their creation, students could create their own law/rules for their classroom.</li></ul>