

## 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>	4.C.2.1 Compare and contrast major themes within the SD Constitution and the U.S. Constitution.	
<b>Student Friendly Language:</b>	I can compare and contrast the important ideas within the South Dakota Constitution and the U.S. Constitution.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>An understanding of the elements of the Constitution. Before this lesson, students need to understand the three branches of government. (Standards: 4.C.3.1 and 4.C.3.2)</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>The U.S. Constitution is the highest law in the U.S.</li> <li>The state constitution is the highest law in the state</li> </ul>	<ul style="list-style-type: none"> <li>The U.S. constitution provides structure for their national system of government and the South Dakota state constitution provides structure for their state system of government.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast important ideas within the South Dakota constitution and the U.S. Constitution. For example some important ideas may include:</li> <li>Compare the three branches of government: executive, legislative, and judicial of the South Dakota Government and the U.S. Government.</li> <li>Explain the checks and balances between each branch.</li> <li>Explain the meaning of the 10th Amendment to the constitution: "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."</li> <li>Describe how the SD constitution may be amended (either by a majority vote of both</li> </ul>

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		houses of the legislature, or by voter initiative) and compare this to the process for amending the U.S. Constitution.
<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>• Themes - important ideas</li> <li>• Constitution - a set of rules that guides how a country, state, or other political organization works</li> <li>• National- refers to a nation or the United States as a whole in this circumstance</li> <li>• Amendment</li> <li>• Voter Initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Not understand the difference between the local branches and the federal branches of government.</li> <li>• Not understand that tribal lands do not fall under state government.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<p style="text-align: center;"><a href="#">OSEU 5</a></p> <p style="text-align: center;"><a href="#">OSEU 6</a></p>	<ul style="list-style-type: none"> <li>• The Tribal Constitution came about because of the 1934 Indian Reorganization Act. It was modeled after the American system of government. The Tribal Council is the Legislative, the Chairmen is the Executive, and the Tribal Courts is the Judicial.</li> <li>• Federal policies and treaties affected the Oceti Sakowin people, particularly the 1934 Indian Reorganization Act.</li> </ul>	
<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning and the importance of the Constitution.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the important ideas within the South Dakota constitution and the US Constitution.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Develop a deeper understanding of the US Constitution.</li> </ul>

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<b><i>C3 Framework Relevant Skills and Applications</i></b>	
<p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.1.3-5. Construct arguments using claims and evidence from multiple sources.</li> </ul>	
<b><i>Example strategies to reach depth and intention of the standard</i></b>	
<ul style="list-style-type: none"> <li>● Students will be able to identify examples and nonexamples of both constitutions. Students will be given two cards: a U.S. Constitution card and a state constitution card. Teachers will then read examples and nonexamples and students will hold up either the U.S. constitution, state constitution, or both. Discussion will take place after each example or nonexample to ensure understanding for all students.</li> <li>● Students will create a venn diagram that compares and contrasts the major themes or ideas of the South Dakota State Constitution and the United States Constitution.</li> </ul>	
<b><i>Possible Civic Engagement Activities</i></b>	
<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>● Pamphlet/Mock Election</li> </ul>	<ul style="list-style-type: none"> <li>● Students will participate in/host a state mock election for their school and will create a pamphlet to educate others in their community about state powers and issues.</li> </ul>