

## South Dakota Social Studies Unpacked Standards Template

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| <b>Anchor Standard:</b>  | C.3 Students will explain how the Constitution organizes the government of the United States.   |  |
| <b>Grade Level/Band Standard:</b>  | 4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms.  |  |
| <b>Student Friendly Language:</b>  | I can explain how our freedoms are protected by the use of rules that groups of people have created.  |  |
| <b>What prior knowledge do students need to have to be successful on this standard?</b>  |   |  |
| <ul style="list-style-type: none"> <li>● What freedoms are protected by the constitution.</li> <li>● Understand the three branches of government and know titles of those operating within them. (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 process a group of citizens follows in order for a bill to be brought to the state legislature.</li> <li>● In South Dakota, Bill initiatives may be added to the ballot for voting by citizens. This is different at a national level.</li> </ul> | <ul style="list-style-type: none"> <li>● Citizens have the power to create rules and laws to promote and protect responsibilities and freedoms.</li> </ul>          | <ul style="list-style-type: none"> <li>● Track the creation of an actual law from a petition to a law and describe the role citizens had in the passage of the law or students will create a mock bill and follow the mock state process of a bill becoming a law within their classroom.</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>● Bill</li> <li>● Legislature</li> <li>● Law</li> <li>● Senator</li> <li>● Representative</li> <li>● Congress</li> <li>● Judicial Branch</li> <li>● Executive Branch</li> <li>● Legislative Branch</li> </ul>   | <ul style="list-style-type: none"> <li>● Not understanding that citizens can initiate a law.</li> <li>● Think that police determine and execute the law.</li> </ul> |  |

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| <i><b>OSEUS Connection</b></i>   |  |   |
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| <b>Essential Understanding:</b>  | <b>Descriptive Connection Between Social Studies and OSEU:</b>   |   |
| <p><a href="#">OSEU 1</a></p> <p><a href="#">OSEU 4</a></p>  | <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 to protect freedoms.</li> </ul> |   |
| <i><b>Vertical Alignment</b></i>   |  |   |
| <p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Explain why communities need rights and laws.</li> </ul>  | <p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Explain how groups of people make rules to create responsibilities and protect freedoms.</li> </ul>  | <p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Explain how groups of people make rules and laws at a National level.</li> </ul> |
| <i><b>C3 Framework Relevant Skills and Applications</b></i>  |  |   |
| <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>• D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</li> </ul> |  |   |
| <i><b>Example strategies to reach depth and intention of the standard</b></i>  |  |   |
| <ul style="list-style-type: none"> <li>• Students can track a bill that was recently introduced and track its progress. This may be difficult because this often takes a long time and may not fit within the confines of the school year; however, students can use the evidence and knowledge gained to make predictions about the outcome of the bill.</li> <li>• Students can create a mock bill and run it through a mock process of becoming a law.</li> </ul>   |  |   |
| <i><b>Possible Civic Engagement Activities</b></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>  |  |   |
| <b>Activity:</b>   | <b>Description on How to Use the Activity and How it Meets the Grade Level:</b>  |   |

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| <ul style="list-style-type: none"><li>● Get involved or start a campaign for a bill that students are passionate about</li></ul> | <ul style="list-style-type: none"><li>● Allow students to brainstorm freedoms or possible freedoms that they are passionate about and find out ways to get involved in either protecting or creating a law that protects that freedom.</li></ul> |
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