

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:	4.C.3.2 Discuss South Dakota’s government and the roles of the three branches.	
Student Friendly Language:	I can describe the responsibilities of each of the three branches of state government.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> There is a difference between the roles and responsibilities of state and national government. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> South Dakota government and the national government are similar in their three branches (legislative, executive and judicial branches). The legislators make state laws that are recommended by people in their region through a collaborative process. The legislative branch is divided into the House of Representatives and the Senate. The House of Representatives is also referred to as Congress. The governor is the leader of the executive branch. The executive branch has the power to veto laws. The governor works with the national government and with other states. The judicial branch is where the court system settles arguments about laws. 	<ul style="list-style-type: none"> The functions and structure of different systems of the South Dakota government. Each branch of government has different responsibilities and has the power to check on the other two branches to make sure one branch does not gain too much power. 	<ul style="list-style-type: none"> Compare and contrast the role of each branch of government. Describe how each branch of government can check on the other branches.

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<p>They also set punishments for breaking the law.</p> <ul style="list-style-type: none"> • The South Dakota Supreme Court is the highest court in South Dakota of the judicial branch 		
<p>Vocabulary (Key Terms Used by Teachers and Students)</p>		<p>What are possible misconceptions students may have with respect to this standard?</p>
<ul style="list-style-type: none"> • Legislature • Executive • Judicial • Checks and Balances • Senators • House of Representatives • Congress • Governor 	<ul style="list-style-type: none"> • Not understanding that the governor in a state is comparable to the President of the United States. • Not understanding that the state government is not a hierarchy of power with the governor at the top but instead is a system of checks and balances. • The Judicial Branch enforces laws, but their job is to interpret whether the law is constitutional and unconstitutional. 	
<p>OSEUS Connection</p>		
<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 5</p>	<ul style="list-style-type: none"> • The tribal government system 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. 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • Identify why laws and responsibilities are needed in a community and why there are logical consequences. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Describe the responsibilities of each of the three branches of state government. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • Distinguish between the responsibilities and powers of government officials at various levels.

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C3 Framework Relevant Skills and Applications

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.

Developing Claims and Using Evidence:

- D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.

Communicating Conclusions:

- D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Example strategies to reach depth and intention of the standard

- Students will create a three column chart with the three branches of government. They will be given different roles and responsibilities that they have to sort into the correct columns.
- Students will be broken into three groups: one for each of the branches of government. Each group will come up with a scenario or an action they are going to act out or present to the class. The other students will then be given time to decide how they can check the power of the branch that presented the scenario. The process will be repeated for the other two groups.
- The teacher could also come up with scenarios ahead of time, and then let groups of students brainstorm how they would check the power of the branch presented in the scenario.

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:
<ul style="list-style-type: none"> ● Role Play 	<ul style="list-style-type: none"> ● Students will be broken into three groups: one for each of the branches of government. Each group will come up with a scenario or an action they are going to act out or present to the class. The other students will then be given time to decide how they can check the power of the branch that presented the scenario. The process will be repeated for the other two groups. ● To make this easier for students to understand, you could use principals as the executive branch, teachers as the legislative branch, and students as the judicial branch. Students could then be broken up among the three groups and asked to present a scenario or goal they

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	<p>would like to accomplish. Then the other two groups can brainstorm ways to check the branch who presented the scenario. Each group would get a chance to present their scenario and each group would get to practice checking the other group. As an exit ticket, students could explain how this is related to the checks and balances of the three branches of government.</p>
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