

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.	
Grade Level/Band Standard:	5.C.1.3 Develop a logical argument explaining why governments are necessary.	
Student Friendly Language:	I can create a factual argument about the necessity of a government.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Forms of government • The purposes of a government • What a claim is and how to use reliable primary and secondary sources to support it 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Factual (logical) argument • Government • Functions of Government 	<ul style="list-style-type: none"> • There is a purpose for a government to maintain order within a civilization. 	<ul style="list-style-type: none"> • Research and defend an argument relating to the necessity of government.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
<ul style="list-style-type: none"> • Government • Logical • Factual argument 	<ul style="list-style-type: none"> • May not understand the functions of the government well enough to know their purpose. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 4	<ul style="list-style-type: none"> • The Oceti Sakowin kinship systems provide a framework using unwritten rules that promote harmony, compromise, a sense of order and group cohesion. 	

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<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● I can identify forms of government. ● I can identify the purposes of a government. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● I can create a factual argument about the necessity of a government. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● I can explain what a government does to ensure safety amongst its citizens while meeting their basic needs.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. ● D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.4.3-5. Use evidence to develop claims in response to compelling questions. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.1.3-5. Construct arguments using claims and evidence from multiple sources. ● D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. ● D4.4.3-5. Critique arguments. ● D4.5.3-5. Critique explanations. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> ● Students break into teams and research opinions about the necessity of government and the teacher hosts a mock debate. ● Students create their own nation and justify which government to set up. ● Collaborative assignment with literacy to write an opinion paper about the necessity for governments. 		
<i>Possible Civic Engagement Activities</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>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	
<ul style="list-style-type: none"> ● Using present day examples to argue the importance of government. 	<ul style="list-style-type: none"> ● Students analyze current events to establish the role and importance of government. Students can utilize the research gained to host a mock debate determining aspects of the government should change or stay the same. 	

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