

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	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.	
Grade Level/Band Standard:	5.C.2.1 Examine the origins and purposes of rules, laws, and key U.S. Constitutional powers.	
Student Friendly Language:	<p>I can identify and describe how rules/ laws are made.</p> <p>I can explain why rules/laws are important to people.</p> <p>I can explain the role the government plays when enforcing and making new rules/laws.</p>	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Why communities have rules and laws. • There are consequences for not following rules and laws. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Checks and balances • Declaration of Independence • U.S. Constitution • Bill of Rights • Branches of Government 	<ul style="list-style-type: none"> • Rules and laws originated with the need to protect people from conflicts and to provide law and order. 	<ul style="list-style-type: none"> • Create a diagram showing how a bill becomes a law. • Explain why the U.S. system of checks and balances is important to this process.
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"> • Checks and balances • Declaration of Independence • U.S. Constitution • Bill of Rights • Branches of Government • Amendment 	<ul style="list-style-type: none"> • May not understand that all three branches of government impact how laws are enforced. • Often misunderstand the differences between the Declaration of Independence and the US Constitution. • May not understand that the Bill of Rights is part of the U.S. Constitution. • May not understand the roles in each branch and how checks and balances work. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p>OSEU 4</p> <p>OSEU 5</p> <p>OSEU 6</p>	<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. ● The Oceti Sakowin Tribal Constitution was based on the United States Constitution and is comparable to the South Dakota Constitution. ● Federal policies and treaties affected the Oceti Sakowin people, particularly the 1934 Indian Reorganization Act. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● I can compare and contrast the important ideas within the South Dakota Constitution and the US Constitution 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● I can identify and describe how rules/laws are made. ● I can explain why rules/laws are important to people. ● I can explain the role the government plays when enforcing and making new rules/laws. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● I can explain the significance of primary documents from ancient civilizations.
<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. <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. ● D4.3.3-5. 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). <p>Taking Informed Action:</p> <ul style="list-style-type: none"> ● D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. 		

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- D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

Example strategies to reach depth and intention of the standard

- Close reading of primary documents such as the United States Constitution.
- Discussion of the purpose of each of the primary documents.
- Role Play the checks and balances process in the classroom by assigning roles.
- Research proposed amendments to the U.S. Constitution that were not ratified.
- Investigate how different amendments to the U.S. Constitution directly impact students' lives.

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"> ● Tour the local county courthouse. ● Write a letter to their local, state, or federal lawmakers about a current piece of legislation. ● Invite a local attorney or judge to explain the purpose of the judicial branch of government in checks and balances. ● Invite a state legislator (or U.S. legislator) to explain the purpose of the legislative branch of government. ● Invite a local mayor or other member of the executive branch to discuss the purpose of their branch. 	<ul style="list-style-type: none"> ● Students will learn the roles of each of the county officials and their role in the executive branch of government as civil servants. ● As the author of the letter, the students are becoming actively engaged in the process of government. ● Students will learn from members of the community that are involved in the judicial branch of government. ● Students will learn from members of the community that are involved in the legislative branch of government. ● Students will learn from members of the community that are involved in the executive branch.