

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.1.2 Explain how rules and laws change society and how people change rules and laws.	
Student Friendly Language:	I can describe how people change rules and laws. I can describe the connection between how a rule/law may affect me and the people around me.	
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"> ● The role of rules and laws in society ● Forms of government <ul style="list-style-type: none"> ● Democracy ● Dictatorship ● Monarchy 	<ul style="list-style-type: none"> ● Laws and rules are made and changed to provide order and stability throughout communities. ● How a bill becomes a law ● How people work to change rules and laws and how it impacts society. 	<ul style="list-style-type: none"> ● Identify laws/rules made during different time periods and assess the effect on the people of that time period. ● Explain how people can change rules and laws.
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"> ● Laws ● Bills ● Society ● Democracy ● Dictatorship ● Capitalist ● Communist 	<ul style="list-style-type: none"> ● Government laws and school rules are different. 	

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<ul style="list-style-type: none"> ● Monarchy ● Republic 		
<i>OSEUS Connection</i>		
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. ● The Oceti Sakowin Tribal members' use of language sets up the boundaries and norms of their family structure. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● I will build off the following 3rd grade standards: ● Identify why laws and responsibilities are needed in a community and why there are legal consequences. ● Identify the structure, roles, and responsibility of local government. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● I can describe how people change rules and laws. ● I can describe the connection between how a rule/law may affect me and the people around me. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● I can explain how government decisions affect people, places, and history.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. ● 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. 		

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- D4.5.3-5. Critique explanations.

Taking Informed Action:

- 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.

Example strategies to reach depth and intention of the standard

- Role Playing: Set up a mock law-making process by assigning roles to students.
- Review current State, Tribal, or Federal legislation and the process of how the bill may become a law.

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"> ● Teachers encourage students to go with parents to vote. ● Host Mock Election ● Host Student council Election ● Write to local, state, or federal lawmakers. ● Guest Speaker ● Create/edit new laws and rules 	<ul style="list-style-type: none"> ● Students are watching firsthand their families participate in our republic. ● Students in the 5th grade hand out ballots, tally votes, and post results. ● Students become actively involved in the process of electing a representative governing body. ● Students’ voices are heard through writing to lawmakers. ● Invite senators/representatives into the classroom to speak with students ● Students can see how society could change if laws and rules were added or changed.