

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.2.2 Using research, show where the ideas come from that informed the Constitution.	
Student Friendly Language:	I can identify the different ideas/concepts that helped shape our Constitution and identify where they came from.	
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. • Basic knowledge of what the Constitution is. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Constitutional Convention • Constitution • Articles of Confederation • Bill of Rights • Amendments 	<ul style="list-style-type: none"> • The building blocks of our nation’s Constitution were ideas that came from other nations and were molded to fit our nation. 	<ul style="list-style-type: none"> • Research and identify where the main ideas of our Constitution came from. • Identify how the ideas and concepts from the Constitution have changed from its beginning to the present time.
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"> • Constitutional Convention • Federalist Papers • Constitution • Articles of Confederation • Bill of Rights • Amendments 	<ul style="list-style-type: none"> • May not understand that the U.S. Constitution was built from multiple sources of philosophical and historical ideas. • May not realize that the U.S. Constitution was not the original blueprint for our federal government at the founding of the United States (Articles of Confederation). • May not understand that the Bill of Rights are Amendments to the U.S. Constitution. 	

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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 need to know why communities have rules and laws. ● I need to know there are consequences for not following rules and laws. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● I can identify the different ideas/concepts that helped shape our Constitution and identify where they came from. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● N/A
<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"> ● D3.3.3-5. 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. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> ● A close reading of primary sources such as the U.S. Constitution 		

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- Students create an interactive timeline to show the stages of development to get to the creation of the Constitution.

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">• 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.	<ul style="list-style-type: none">• 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.