

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:	5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government.	
Student Friendly Language:	<p>I can identify the three branches of government.</p> <p>I can explain the separation of powers and understand how they are all connected.</p> <p>I can identify multiple government officials and their responsibilities.</p>	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • The basic political roles of leaders. • The basic concepts of the roles of State Government from 4th Grade. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Branches of government • Separation of powers • Checks and balances • Local, state, federal, and tribal government 	<ul style="list-style-type: none"> • In the U.S. form of government, there is a hierarchy within each branch of government. • Powers and roles will vary for officials at each level of government. 	<ul style="list-style-type: none"> • Use multiple sources to identify various government officials in each of the three branches of government and compare and contrast their responsibilities and powers.
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"> • Branches of government • Legislative Branch • Executive Branch • Judicial Branch • Separation of powers • Checks and balances • Local, state, federal, and tribal 	<ul style="list-style-type: none"> • The president/governor is not in charge of the legislative and judicial branches. • The American version of federalism contains 50 unique state governments and one national government. 	

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government		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 6	<ul style="list-style-type: none"> The reorganization and self-governance time period of the Oceti Sakowin vs. South Dakota vs. United States provided a structure of leadership. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> I can explain how our freedoms are protected by the use of rules that groups of people have created. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> I can identify the three branches of government. I can explain the separation of powers and understand how they are all connected. I can identify multiple government officials and their responsibilities. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> N/A
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> 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. <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"> D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 		

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Example strategies to reach depth and intention of the standard

- Teachers provide a list of powers, duties, and responsibilities of government and the students sort them out into categories (Local, State, Federal and Legislative, Executive, and Judicial Branches). This could be completed digitally or with cut outs of lists.
- Students create a mental map of the checks and balances, each branch of government, and level of government (local, state, federal, tribal).

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 persuade or dissuade a Senator in regard to a Presidential appointment ● Write a letter to the local mayor or city council member, school board, or other elected official on a matter that is of importance to the student. 	<ul style="list-style-type: none"> ● Students would be directly contacting their Federally elected official. ● Students would be directly contacting their local elected officials and understand the process of how they can use their role as citizens to make a change they feel is needed.