

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.3.2 Compare and contrast procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	
Student Friendly Language:	I can identify the similarities and differences between how decisions are made in classrooms, schools, the government, and/or society.	
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"> • Policy • Procedure • Forms of government 	<ul style="list-style-type: none"> • The policies and procedures of making decisions are different depending on the setting or type of institution you are to make decisions for. • Each has its own set of written or understood rules to follow when making decisions. 	<ul style="list-style-type: none"> • Demonstrate an understanding of how a decision is made in schools by identifying each step in the process. At each step of the process, compare and contrast to the decision making at the government level.
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"> • Policy • Procedure • Forms of government • Area- Specific local entities of government (HOA, Township Board, Ambulance Board, City Council, etc.) 	<ul style="list-style-type: none"> • Students may not understand that their lives can be heavily influenced at the local levels of government. • The limits of the jurisdiction of the executive branch, especially at the national and state levels with the President and Governor. 	

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OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p>OSEU 4</p> <p>OSEU 6</p>	<ul style="list-style-type: none"> • The Oceti Sakowin families changed from governing through themselves to governing through the IRA. • The reorganization and self-governance time period of the Oceti Sakowin vs. South Dakota vs. United States, provided a structure of leadership. 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • I can describe the responsibilities of each of the three branches of state government. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • I can identify the similarities and differences between how decisions are made in classrooms, schools, government, and/or society. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • N/A
C3 Framework Relevant Skills and Applications		
<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>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>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. <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. <p>Taking Informed Action:</p> <ul style="list-style-type: none"> • 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. • D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools. 		

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Example strategies to reach depth and intention of the standard

- Provide students a map of the South Dakota legislative districts to show how citizens in our state have equal representation based on the population of each district.
- Compare and contrast school expectations within a building as a representation of State and Federal Laws and responsibilities.
- Compare and contrast using a Venn Diagram of each entity of government and their process by which to make law or policy (i.e. Congress, State Legislature, School Board, City Council). Students present out to the rest of the class about their assigned entity and the Diagram.

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 local government entity on a decision. ● Attend a local government entity’s meeting. 	<ul style="list-style-type: none"> ● Students would be directly contacting their local officials. ● Students would understand the process of a meeting.