

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.	
<b>Grade Level/Band Standard:</b>	6. C.1.3 Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security.	
<b>Student Friendly Language:</b>	I can explain what a government does to ensure safety amongst its citizens while meeting their basic needs.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>Basic understanding of government systems (military, welfare, law enforcement, public utilities, etc).</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>The purpose of a legal system such as meet the needs of citizens, manage conflicts, and establish order and security.</li> <li>What civil services governments provide.                             <ul style="list-style-type: none"> <li>Law enforcement, judicial system, legislative system, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A government protects its people internally by the creation/enforcement of laws and externally by the military.</li> <li>Laws and systems change due to changing societal factors.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize different forms of civil service the government is responsible for providing for their people.</li> <li>Compare and contrast how different forms of government provide security and meet the basic needs of their citizens.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>Laws</li> <li>Basic needs</li> <li>Safety</li> <li>Manage conflict</li> <li>Order and security</li> <li>Civil service</li> </ul>	<ul style="list-style-type: none"> <li>All societies handle problems the same way.</li> </ul>	

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<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<p><a href="#">OSEU 3</a></p> <p><a href="#">OSEU 5</a></p>	<ul style="list-style-type: none"> <li>• The origin, thought, and philosophy of the Oceti Sakowin’s form of government, met their needs and established a type of order within its society. ex. 4 branches of government with no separation of powers.</li> <li>• History told from the Oceti Sakowin perspective, through oral tradition and written accounts, helped explain how the tribal council worked with others to have a system of government that had no separation of powers.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>• 5.C.1.3. Develop a logical argument explaining why governments are necessary</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>• 8.C.1.3. Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>• D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>• D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</li> </ul> <p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <li>• D4.7.6-8. Assess their individual and collective capacities to take action to address local,</li> </ul>		
<b><i>Example strategies to reach depth and intention of the standard</i></b>		
<ul style="list-style-type: none"> <li>• Research primary and secondary source information on Hammurabi’s Code, 10 Commandments, Roman 12 Tables, and Justinian’s Code and describe how people view the effectiveness of those systems to meet the needs of citizens, manage conflict, and establish order and security.</li> </ul>		

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<b>Possible Civic Engagement Activities</b>	
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.	
<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"><li>• Compare and contrast how previous societies handled similar problems that we face (e.g. food shortage)</li></ul>	<ul style="list-style-type: none"><li>• Students could learn how local, state, and federal agencies and organizations help people get food that they need. An example would be funding for local food banks and food assistance programs. Students would work to find an example in previous societies that either helped their citizens meet their basic needs or did not. Students can put this knowledge into practice by volunteering in their local organizations (such as the food pantry).</li></ul>