

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:	6. C.1.2 Identify how government decisions impact people, places, and history.	
Student Friendly Language:	I can explain how government decisions affect people, places, and history.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● Various government systems. ● The role government plays in people’s lives and why government is needed. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Who made decisions for a particular society (emperor, king, priest, the people, etc.). ● Examples of decisions that governments made. 	<ul style="list-style-type: none"> ● Governments make decisions differently based on their form of government. ● Government decisions affect more than just its citizens. ● Government decisions impact the culture and economics of a society. 	<ul style="list-style-type: none"> ● Explain how government decisions impacted their people, places, and history of a region. ● List specific government decisions and how they impacted people, places, and history. ● Compare and contrast how different governments’ decisions had varying outcomes on the people, places, and history of a region.
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"> ● Forms of government <ul style="list-style-type: none"> ○ Autocracy ○ Oligarchy ○ Theocracy ○ Democracy ● Impact 	<ul style="list-style-type: none"> ● Not all the ancient governments' decisions make sense to us (cultural differences). ● Governments didn’t always make decisions for the good of the people. 	

South Dakota Social Studies Unpacked Standards Template

<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p>OSEU 3 OSEU 6</p>	<ul style="list-style-type: none"> ● Tribal philosophies and cultures were impacted by governmental decisions. ● Analyze the cause and effect relationships between the federal policies and treaties and how they impacted the Oceti Sakowin people. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 5.C.1.2. Explain how rules and laws change society and how people change rules and laws 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Identify how government decisions impact people, places, and history. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 8.C.1.2. Explain how government decisions impact people, places, and history
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● 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. ● D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. <p>Taking Informed Action:</p> <ul style="list-style-type: none"> ● D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. ● D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. 		

South Dakota Social Studies Unpacked Standards Template

Example strategies to reach depth and intention of the standard

- Students can compare and contrast the effects of decisions made by governments (examples are not limited to those listed below):
 - Athens’ decision to expand their control in Greece leading to the Peloponnesian War.
 - Cyrus the Great deciding to send people back to their native lands after they had been taken captive by the Babylonians.
 - Alexander the Great’s conquest of the Persian Empire.

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"> ● Students research decisions made by their district’s school board and how those decisions affect them personally. 	<ul style="list-style-type: none"> ● Have a school board member speak to the class about what they do and decisions that the board has made that impact the school. Students can write an opinion response for a particular school board decision.