

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:	8.C.1.1 Explain how European ideals of government influenced the development of the U.S. government.	
Student Friendly Language:	I can explain how the forming of the U.S. government was influenced by European models and beliefs of governments.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.C.2.1 Examine the origins and purposes of rules, laws, and key U.S. Constitutional powers <ul style="list-style-type: none"> ○ Students need to understand the governments of European countries colonizing the Americas and the basic systems of those governments. ● 6.H.4.3 Explain how events and ideas in ancient civilizations influence humans today <ul style="list-style-type: none"> ○ Students need to understand the ideas of democracy from Greece and the Roman Republic, and how the Founding Fathers utilized these ideas compared to the ideas of constitutional monarchies and absolute monarchies of Europe. ● 7.E.3.1 Describe the relationship between government and economic systems in different countries. <ul style="list-style-type: none"> ○ Understand the role that geography plays in the problems for England trying to govern various colonies with conflicting ideas of government while having the Atlantic Ocean also separating them. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● A list of European influences on government, forms of government, and ideals of government. 	<ul style="list-style-type: none"> ● How the U.S. created a form of government specific to their own needs, based on European ideals. 	<ul style="list-style-type: none"> ● Connect European beliefs and models of government to the formation of the United States government by comparing and contrasting US and European ideals.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

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<ul style="list-style-type: none"> ● Government ● Influence ● Rights ● Democracy ● Absolute Monarchy ● Constitutional Monarchy 	<ul style="list-style-type: none"> ● That European governments all have the same form of government. ● That all European governments have the same motivation for colonization. 	
<p><i>OSEUS Connection</i></p>		
<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 4</p>	<ul style="list-style-type: none"> ● The Oceti Sakowin’s Seven Council of Fires was equivalent to the Five Leagues of Nations created by the Iroquois. Benjamin Franklin used the Five Leagues as a model for the colonial states unifying into 13 united states. Some historians believe he also borrowed the phrase “E pluribus unum” from the Iroquois. 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● See Prior Knowledge Section Above 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Students will be examining European governments as inspiration for aspects of the U.S. Government. ● Cross Curricular Skill: Recognizing relationships and power of influence ● ELA Connection: 8.W.1 Students can write an argument with clear claims and reasoning. ● Science Connection: MS-PS3-4 Students plan an investigation to determine a relationship between energy transfer and types of matter. ● Math Connection: 8.SP.2 Students know the straight lines model relationships between two quantitative variables. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School Civics Connection 9-12.C.1.1 Students will rationalize the purposes of government throughout world history through the use of compelling questions. ● High School Civics Connection 9-12.C.1.4 Students will describe the influence of religion on western political thought.

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C3 Framework Relevant Skills and Applications

Constructing Compelling Questions:

- D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling questions.

Determining Helpful Resources:

- 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.

Evaluating Sources and Using Evidence:

- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources

Developing Claims and Using Evidence:

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

Communicating Conclusions:

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Example strategies to reach depth and intention of the standard

- Create a concept map with the Constitution in the center, and branch out to the different European ideals that helped shape our government.
- Create a Venn Diagram that compares and contrasts the Constitution with the different European ideals.
- Analyze the Constitution, specifically the Bill of Rights, and determine the need for the Bill of Rights based on colonists’ interactions with Britain.

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:
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<ul style="list-style-type: none">● Mock Constitutional Convention	<ul style="list-style-type: none">● Students will research European governing models and democratic beliefs to prepare for a classroom dialogue. Collectively, students will develop a list of European beliefs and models of governing that influenced the American Congress. Once the list is completed, students will describe in their own words how this will shape a discussion about a classroom constitution which will govern their conduct in the classroom (classroom procedures and rules). Students will participate in deliberations where they reach consensus on the shape and function of classroom rules and procedures. This constitution will be drafted and posted inside and outside of the classroom. It can also be amended throughout the year. *Civic Engagement Activity aligns with 8.H.4.5
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