

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.1.2 Explain how government decisions impact people, places, and history.	
Student Friendly Language:	I can explain how decisions made by the government affect people, their surroundings, and their history.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S. <ul style="list-style-type: none"> ○ That government decisions change what inhabitants of an area are able to do within their own personal lives, including basic livelihood. ● 5.C.5.1 Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate <ul style="list-style-type: none"> ○ Using past and current history, students can explain how individuals also can impact government decisions - such as a group getting together for a new seatbelt law. ● 6.H.4.1 Consider alternative courses of action or outcomes for historical events <ul style="list-style-type: none"> ○ Students should see how a government decision can impact their life, and the lives of past people. For example, if the government bans a mobile app, modern citizens then will not have access to that and will need to find or invent an alternative. In the past, this could be related to who was allowed to vote and what was required for voting in each state. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● How government decisions at local, state, or national levels can impact their personal lives or history. 	<ul style="list-style-type: none"> ● How decisions made by the U.S. government have impacted American citizens and people outside of the country, along with how it impacts people today. ● How citizens are responsible for becoming informed on important issues, and can provide examples of how to participate in government (ex. voting/ expression of opinions) ● How the amendment process makes it 	<ul style="list-style-type: none"> ● Generate an individual and classroom-wide list of ways government impacts the lives of students. The list should be organized to arrange the government actions from least impactful to most impactful. ● Explain the importance of the U.S. Constitution being a living document. Use examples to support claims.

South Dakota Social Studies Unpacked Standards Template

	possible for our government to make changes to the Constitution.	
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"> ● Explain ● Impact ● Affect ● Treaty ● Legislation ● Amendment 	<ul style="list-style-type: none"> ● That living in the “frontier” meant someone could do whatever they wanted to, that no laws existed. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 6 OSEU 7	<ul style="list-style-type: none"> ● Federal policies and treaties negatively impacted the Oceti Sakowin. ● Negative past events have propelled the Oceti Sakowin people toward self-determination and resiliency. 	
Vertical Alignment		
Previous Learning Connections <ul style="list-style-type: none"> ● See Prior Knowledge Section Above 	Current Learning Connections <ul style="list-style-type: none"> ● Students will examine the role government plays in their lives. ● Skill: Participate in an intelligent discussion about important issues. ● ELA Connection: 8.SL.1 Students can engage in a discussion about a variety of texts and issues. ● Science Connection: MS-PS3-5 Students can engage in an argument with evidence about energy transfer. 	Future Learning Connections <ul style="list-style-type: none"> ● High School Civics Connection 9-12.C.5.7 Students will explain how civil disobedience has been used to influence policy making in the United States government.

South Dakota Social Studies Unpacked Standards Template

	<ul style="list-style-type: none"> ● Math Connection: 8.G.5. Students will use informal arguments to provide evidence of the sum of angles in a triangle. 	
<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"> ● D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. <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. ● 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. ● D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions to take action in their classrooms and schools, and in out-of-school civic contexts. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> ● Use graphic organizers that focus on a specific government decision and how it specifically impacted people, places, and/or history. ● Using geographical resources identify how government decisions impacted the displacement of Native Americans. 		
<i>Possible Civic Engagement Activities</i>		
<p>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.</p>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none">● Determining the impact of government on the local area.	<ul style="list-style-type: none">● Students will generate a list of questions that they will use to poll their class, school, district, and/or community. The question will focus on how the government (local and beyond) has benefited and neglected local needs. A poll can be done using Google Forms or other answer collection software. Students will create infographics (digital or non-digital) that communicate the results to the wider school and/or local community.
---	---