

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.1.3 Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security.	
Student Friendly Language:	I can explain the functions of a government.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 4.E.3.1 Describe the necessity for government to collect taxes from its citizens in order to provide services to its citizens <ul style="list-style-type: none"> ○ Taxes collected help pay for services that citizens want. The issue is who is taxed and how much, and then where the money gets utilized. ● 5.E.5.1 Describe the role of trading in early U.S. History <ul style="list-style-type: none"> ○ Trading in colonial and early US history allowed for the government to provide services citizens wanted. ● 6.C.1.3 Identify the ways in which governments meet the needs of citizens, manage conflict, and establish order and security. <ul style="list-style-type: none"> ○ The founding of the colonial governments and their relationship to the British government in terms of charters. ○ The ways in which the local, colonial, and national governments worked together for citizens. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Multiple roles a government serves in citizens' lives, along with justifying why there is a need for government. 	<ul style="list-style-type: none"> ● Different ways the government meets the needs of citizens. ● How citizens have a responsibility to participate in their government. 	<ul style="list-style-type: none"> ● Create a brief case study of an event that explains how the government either met the needs of the people, failed to do so, or a combination of both. ● Judge how effective the government was in meeting the needs of the people when analyzing specific events. ● Recommend ways in a writing conclusion that citizens can be involved in the operation of their government.

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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"> ● Articles of Confederation ● U.S. Constitution ● Legislative Branch (Congress) ● Executive Branch (President) ● Judicial Branch (Supreme Court) ● Conflict ● Citizen ● Order ● Security 	<ul style="list-style-type: none"> ● That all colonial governments had the same powers. ● That there never was conflict with the founding of the United States Constitution. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 6	<ul style="list-style-type: none"> ● Federal treaties and policies require that the federal government deal with conflicts between settlers and the Oceti Sakowin. The Oceti Sakowin did not have jurisdiction over conflicts on their lands. Conflicts were often mishandled and favored settlers. 	
Vertical Alignment		
<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 explain how government exists to meet the needs of its citizens. ● Skill: Finding, evaluating, and explaining information about a topic. ● ELA Connection: 8.W.8 Students gather relevant information from multiple sources and assess credibility of the source, and paraphrase the conclusions. ● Science Connection: MS-PS4-3 Students obtain, evaluate and 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School Civics Connection 9-12.C.1.3 Students will sequence and identify critical events in British history that had a direct or indirect impact on the origins of the United States government.

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	<p>communicate information to support a claim about digital signals.</p> <ul style="list-style-type: none"> ● Math Connection: 8.G.6. Students will explain a proof of the Pythagorean Theorem and its converse. 	
<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>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. ● D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging with strengths and weaknesses of the explanations. ● 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). 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> ● Create a classroom constitution (rules/guidelines) that clearly meet the needs of its citizens (students) and outlines a way to manage conflict, and establish order and security within the classroom. 		
<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>		

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Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">● Create a community pamphlet/community survey	<ul style="list-style-type: none">● Students will analyze the Articles of Confederation, the United States Constitution, the South Dakota State Constitution, and/or local charters and constitutions. Students will determine how successful the United States and their local area has been , both historical and present day, in meeting the goals of these founding documents. Students will develop lists of successes and areas of improvement. Based on these lists over areas of improvements, students will form committees to create pamphlets that will inform the wider school district and local community over their research and findings. With these brochures, students will advertise a survey poll, utilizing Google Forms, to ask their classmates, school community, and local area to identify what people want in “their” government.