

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.3 Students will explain how the Constitution organizes the government of the United States.	
Grade Level/Band Standard:	8.C.3.1 Identify the three branches of government including the separation of powers and checks and balances in the Constitution.	
Student Friendly Language:	I can recognize the three branches of government and the powers specifically given to each branch.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5. C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government. <ul style="list-style-type: none"> ○ Understand the different government systems (local, state, national, and tribal) and the compromises reached to create the United States Constitutional government. ● 6.C.2.1 Explain the historical impact of ancient world history documents created by ancient civilizations <ul style="list-style-type: none"> ○ Use the English Bill of Rights, Magna Carta, documents from Ancient Greece and Roman Republic to see how these ideas were utilized in the creation of the US Constitution. ● 7.E.3.1 Describe the relationship between government and economic systems in different countries <ul style="list-style-type: none"> ○ Understand how the various regions of the United States’ economic and government systems varied, and how this impacted what the powers to each branch of government would be. For instance, the Executive branch can make treaties, which would impact the economy, but must be approved by the Legislative branch. If the Legislative branch doesn’t agree, because it would economically impact the USA negatively, the treaty is not approved and is non-existent. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Some information regarding the branches of government, checks and balances, and separation of powers. 	<ul style="list-style-type: none"> ● The three branches of government and differentiate between each one’s powers and duties. ● How the system of checks and balances exists to prevent one branch from having more power than the others. 	<ul style="list-style-type: none"> ● Using multimedia or posters, illustrate how the national branches of government operate, their roles, separation of powers, and checks & balances. ● Based on readings of political actions, summarize the system of checks and balances (support with evidence from readings). ● Based on readings, construct a hypothesis on

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		<p>why checks and balances are important. Connect the hypothesis to a historical or modern day political issue where checks and balance has not happened.</p>
<p>Vocabulary (Key Terms Used by Teachers and Students)</p>		<p>What are possible misconceptions students may have with respect to this standard?</p>
<ul style="list-style-type: none"> ● Identify ● Constitution ● Legislative Branch (Congress) ● Executive Branch (President) ● Judicial Branch (Supreme Court) ● Separation of Powers ● Checks and Balances 	<ul style="list-style-type: none"> ● The powers of the different branches of the United States Constitutional Government. ● The members that make up the various branches of the United States Constitutional Government. 	
<p style="text-align: center;">OSEUS Connection</p>		
<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 7</p>	<ul style="list-style-type: none"> ● Prior to Removal and Relocation, the Oceti Sakowin government consisted of four branches including checks and balances, however, they did not have separation of powers. ● Today the Oceti Sakowin have three branches of government that mirror the US Constitutional system. 	
<p style="text-align: center;">Vertical Alignment</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 list the three branches of the U.S. Federal government, and explain how each branch is affected by the separation of powers. ● ELA Connection: 8.W.2.C. Students write explanatory text to examine and 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School Civics Connection 9-12.C.3.1 Students will evaluate the effectiveness of the separation of powers and the role of checks and balances. ● High School Civics Connection 9-12.C.4.3 Students will summarize the constitutional

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	<p>explain a topic, using transitions to create cohesion and clarify the relationship among the ideas.</p>	<p>principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.</p>
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.1.6-8. Explain how a question represents key ideas in the field. ● D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling question. <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. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● 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. 		
<p><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> ● Create graphics organizers using visuals that show each branch of government, along with listing its basic function. <ul style="list-style-type: none"> ○ Ex. a tree with three branches labeled (executive, judicial, legislative), along with baskets hanging from the branch that are labeled with each branch’s basic function. (make/change laws, study/interpret laws, execute/enforce laws) ● Create a graphic organizer using visuals to map out each branch's check/power over the other branches, showing how they balance out. 		
<p><i>Possible Civic Engagement Activities</i></p> <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>		
<p>Activity:</p>	<p>Description on How to Use the Activity and How it Meets the Grade Level:</p>	
<ul style="list-style-type: none"> ● “Fake” bills activity. 	<ul style="list-style-type: none"> ● Students will demonstrate knowledge over checks and balances and separation of powers through participation in a classroom wide mock government. The classroom is separated into the three branches of government. The teacher will read “fake” bills and the branch that “checks” the bill stands and explains their reasoning for checking the bill. 	

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<ul style="list-style-type: none">● The three branches of government in action	<ul style="list-style-type: none">● Students will demonstrate knowledge over checks and balances and separation of powers by following a historical bill through the process of becoming a law (ie. the 13th Amendment). Students will examine the procedures, the political action, and the voting process that were used to help or hinder the passing of the bill. At different stages of the process, students will judge how well checks and balance and the separation of powers was upheld (ie. Lincoln’s support and distribution of political job to ensure the 13 amendment being passed, two houses of Congress voting on the 13 amendment, the Supreme Court’s deliberations on the meaning of the 13th amendment). This Civic Engagement Activity is especially powerful if students reach decisions based on consensus with the entire class or small groups.
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