

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.6 Students will describe the elements of how US foreign policy is made and understand the challenges and influences the United States.	
Grade Level/Band Standard:	8.C.6.1 Identify the impact of foreign policy decisions throughout US history.	
Student Friendly Language:	I can identify the effect foreign policy decisions have had on the United States throughout U.S. history.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.E.3.1 Describe examples of various institutions that make up economic systems <ul style="list-style-type: none"> ○ How other governments impact the economic system of the United States through their own policies, such as a trade embargo. ● 5.C.1.2 Explain how rules and laws change society and how people change rules and laws <ul style="list-style-type: none"> ○ The Branches of Government and to the roles they play in foreign policy, such as funding, treaties, war, etc. 		
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 foreign policy has changed in the U.S. throughout the course of history. 	<ul style="list-style-type: none"> ● How different individuals/documents in American History have had a great impact on U.S. foreign policy. ● How different events/attitudes in foreign countries have directly influenced the U.S. 	<ul style="list-style-type: none"> ● Appraise and critique the fears George Washington expressed in his “Farewell Address.” ● At different points in history, estimate how dependent (socially, economically, politically) the United States was on other countries. ● Calculate how much influence foreign policy decisions of the past affect modern day foreign solutions and issues.
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"> ● Identify ● Foreign Policy ● Isolationism ● Louisiana Purchase 	<ul style="list-style-type: none"> ● That the United States government is not impacted by events going on outside of our country. ● That foreign policy decision of the past does not have an impact on foreign relations today. 	

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<ul style="list-style-type: none"> ● Monroe Doctrine ● King Cotton 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 6	<ul style="list-style-type: none"> ● Federal policies and treaties negatively impacted the Oceti Sakowin Tribal members. 	
<i>Vertical Alignment</i>		
<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 exploring how the United States’ relationship with other countries affects history. ● ELA Connection: 8.W.1.A Students write arguments to support claims with clear reasons and relevant evidence: introduce claim, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School Civics Connection 9-12.C.6.1 Students will explain the foreign policy process in the United States and give examples of its impact on foreign policy initiatives. ● High School Civics Connection 9-12.C.6.2 Students will identify the purpose of various international organizations in which the United States is involved
<i>C3 Framework Relevant Skills and Applications</i>		
<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. ● 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. 		

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<i>Example strategies to reach depth and intention of the standard</i>	
<ul style="list-style-type: none"> ● Create a T chart that diagrams that appraisals and critiques of the fears of George Washington. ● Use mathematical knowledge and skills to estimate how dependent the United States was on foreign aid. 	
<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:
<ul style="list-style-type: none"> ● Create a campaign poster 	<ul style="list-style-type: none"> ● Students will create a campaign poster for George Washington’s hypothetical third term. These posters will display George Washington’s ideas regarding foreign policy. Students can also create posters displaying the foreign concept policies of Thomas Jefferson, John Adams, James Monroe and James Madison. These posters can include concepts such as Embargo Act, Monroe Doctrine, etc. Once students complete these historical posters, they can then review modern policy that is similar to the topics that Washington and other presidents were focusing on. Students should complete a compare and contrast of the modern and past policies and determine whether or not the past policy has influenced the present day one.