

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	
Grade Level/Band Standard:	8.H.4.6 Connect the fundamental liberties and rights stated in the first 15 amendments of the Constitution to current events.	
Student Friendly Language:	I can understand how the first 15 amendments of the Constitution have an effect on current events in the United States today.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● What the first 15 amendments mean, along with why those amendments were added to the Constitution. ● The Constitutional Convention process, including the Federalist and Anti-Federalist positions and the compromises from these. ● 3.C.2.1 Explain the meaning and importance of the Declaration of Independence and the Constitution <ul style="list-style-type: none"> ○ The basic knowledge of the Constitution will be built on to help understand how amendments happen later. ● 6.C.1.2 Identify how government decisions impact people, places, and history <ul style="list-style-type: none"> ○ The ability to change the Constitution allows for various changes to happen within the context of creating amendments to have the Constitution reflect the society of the time. ● 8.H.4.5 Summarize the basic structure of government adopted through compromises at the Constitutional Convention <ul style="list-style-type: none"> ○ Learners need to understand the amendment process. ● 8.H.5.1 Generate a compelling question and supporting questions that address the impact of conflicting points of views in U.S. government <ul style="list-style-type: none"> ○ This becomes important for understanding where the amendments come from, and also the connection to current events today. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● The first 15 amendments along with giving an example as to how each one still has an effect on them today. 	<ul style="list-style-type: none"> ● How the Constitution is applied to events that take place in the U.S. today, to its citizens who are guaranteed rights through the first 15 amendments. 	<ul style="list-style-type: none"> ● First, analyze the first 15 amendments and determine their effectiveness in today's world. Then examine a current event and explain what liberties and fundamental rights are present, as guaranteed by the first 15 Amendments.

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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"> ● Connect ● Effect ● Fundamental Liberties and Rights ● Amendments ● Current Events 	<ul style="list-style-type: none"> ● That the first 15 amendments do not impact current events - they are from the past only. ● That only the first 10 amendments - the Bill of Rights - are important to citizens. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 6	<ul style="list-style-type: none"> ● The federal government passed the 1968 Indian Bill of Rights. The Oceti Sakowin who live on the reservation are affected by this document. Those Oceti Sakowin who live outside of the reservation fall under the US Bill of Rights. Both documents ensure the Oceti Sakowin have due process and habeas corpus. ● The Oceti Sakowin did not become US citizens until the 1924 Indian Citizenship Act. 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● See prior knowledge section above for standards and explanations. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Students will read/analyze/annotate the first 15 Amendments of the United States Constitution and work to find examples of them in current events. ● ELA Connection: 8.RI.4 Students determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School History Connection 9-12.H.4.5. Students will analyze the development of American constitutional frameworks during the Revolutionary Era. (Courses: Early, Comprehensive) ● High School Civics Connection 9-12.C.2.6 Students will identify the points of agreement and disagreement between the Federalists and the Anti-Federalists over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights.

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C3 Framework Relevant Skills and Applications

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.

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).
- D4.4.6-8. Critique arguments for credibility.

Example strategies to reach depth and intention of the standard

- Using real-world examples identify how the first 15 amendments are applicable to daily life in 2020.
- Students examine and explain the different perspectives of the amendments throughout different decades in the United States.
- Students analyze the first 15 amendments and determine their effectiveness in today’s world, along with ranking them from most important to least important in their opinions.
- Students create a poster (paper or digital) of which of the amendments is the most important to them along with justifying why.

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:
<ul style="list-style-type: none"> ● 15 Amendments in Current Events 	<ul style="list-style-type: none"> ● Teachers will provide students with articles, research, events, and news outlets which focus on the first 15 amendments to the Constitution. Teachers must ensure that for each amendment, there are at least two perspectives from the articles. For instance, students should have access to materials that discusses why people should be allowed to bear arms,

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	<p>and another perspective that discusses how we should limit that freedom. In addition, students should read historical documents that describe the purpose of the amendment from different historical eras. For example, how was the right to bear arms different in the early 1800s, to World War II, to today. Based on their reading, students should write a summary of how they position themselves in the debate and use the examples from history to secure themselves in their beliefs.</p>
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