

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.5 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.
Grade Level/Band Standard:	8.H.5.1 Generate a compelling question and supporting questions that address the impact of conflicting points of views in the U.S. government.
Student Friendly Language:	I can create compelling and supporting questions that show the effect of opposing views in the United States government.
<i>What prior knowledge do students need to have to be successful on this standard?</i>	
<ul style="list-style-type: none"> ● 4.H.5.1 Infer the intended audience and purpose of a historical source from information within the source itself <ul style="list-style-type: none"> ○ Learners need to be able to infer from sources for supporting answering of compelling questions. ● 4.H.5.2 Use evidence to develop a claim about the past <ul style="list-style-type: none"> ○ Learners need to be able to make claims based on evidence. ● 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"> ○ Learners need to be able to evaluate the various societal issues from the development of the US to help answer their compelling and supporting questions. ● 5.H.3.1 Explain why individuals and groups during the same historical period can differ in their perspectives <ul style="list-style-type: none"> ○ Learners need a critical lens to look at various sources to see how perspectives are shaped by different individuals and groups in any historical period. ● 5.C.5.3 Illustrate historical and contemporary means of changing society <ul style="list-style-type: none"> ○ In order to see conflicting points of view in US government, learners need to be able to examine how different groups saw a change to society in multiple ways. (For instance, women’s right to vote - some sources see the leaders as heroes, others see them as leading society astray.) ● 6.C.5.1 Explain ways that people can affect or influence society and government <ul style="list-style-type: none"> ○ Learners need to be able to see the agency of individuals and how one person can influence a greater societal, and sometimes governmental policy change. ● 8.C.5.1 Analyze ways that citizens can affect or influence the U.S. society and government <ul style="list-style-type: none"> ○ Learners need to see how citizens can influence society and government - outside of just voting, and are agents of change by what they support for local laws, state laws, and also national laws. 	

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<i>Students Will Know (Factual Knowledge)...</i>	<i>Students will Understand (Historical Inquiry)....</i>	<i>Students Will be Able to Do (Performance Based)</i>
<ul style="list-style-type: none"> • The difference between a compelling question and a supporting question, along with understanding how they can be used to convey opposing governmental viewpoints. 	<ul style="list-style-type: none"> • That conflicting viewpoints don't align with an author's point of view, and that oftentimes they are used to strengthen the author's argument and/or acknowledge the opposing side. 	<ul style="list-style-type: none"> • Construct a compelling question that illustrates the effect of opposing governmental viewpoints in today's society; then will use supporting questions to provide additional information regarding their viewpoint.
<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	
<ul style="list-style-type: none"> • Compelling • Effect • Point of View • Opposing View • Impact 	<ul style="list-style-type: none"> • Opinions are facts that do not need to be researched. • That only one historical lens can be used when looking at events involving the United States government. 	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> • N/A 	
<i>Vertical Alignment</i>		
<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"> • Depending on the time period teachers choose to teach this standard, political parties could be examined (i.e. First Administration, Jackson Era, Causes of Civil War, Reconstruction etc.). • ELA: 8.W.1.A. Students write arguments to support claims with clear reasons 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • High School History Connection 9-12.C.5.5. Students will explain the role of political parties and special interest groups in the political process • High School Civics Connection 9-12.C.2.4 Students will explain how the goals set forth in

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	<p>and relevant evidence. Students introduce claims, acknowledge and distinguish the claims from alternate or opposing claims and organize the reasons and evidence logically.</p>	<p>the preamble of the United States Constitution reflect enduring issues of American society.</p> <ul style="list-style-type: none"> ● High School Civics Connection 9-12.C.2.5 Students will explain the construction of the United States Constitution as a bundle of compromises reflecting differing points of view. ● 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

Constructing Compelling Questions:

- 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 questions.

Constructing Supporting Questions

- D1.3.6-8. Explain points of agreement experts have interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing.

Example strategies to reach depth and intention of the standard

- Students can create either presentations, Venn Diagrams, or T charts that present a compelling question that illustrates the effect of opposing governmental viewpoints in today’s society. Students then will use supporting questions to provide additional information regarding their viewpoint and to also explain how the relationships between supporting questions and compelling questions is mutually reinforcing.

Possible Civic Engagement Activities

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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">• Conflicting points of view in middle school	<ul style="list-style-type: none">• Teachers could choose a “hot button” topic for middle school students to analyze and debate. Examples could include chewing gum in class, texting in class, hats in class, food in class, school start/end time, homework debates, etc. Students create the essential question around the topic to be debated with involvement from students across grade levels in the building, administration, teachers, paraprofessionals, custodial staff, and a parent. Students will consider all points of view from each of the above mentioned parties and come to a vote on the issue. Students will see that politicians should hear and consider all points of view from their constituents before voting on an issue in the U.S. government.