

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:	9-12.C.1.1 Rationalize the purposes of government throughout world history through the use of compelling questions.	
Student Friendly Language:	I can use questioning to explain the purpose a government serves for its people.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> The functions and roles that the government fulfills. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Know the ideals and purposes of government. 	<ul style="list-style-type: none"> The creation of different governments throughout world history can be understood through theory and context. There are many reasons for the creation of different government functions throughout world history. The U.S. and other governments have been impacted by multiple government theories and ideals. 	<ul style="list-style-type: none"> Identify and describe the various theories of governmental authority. Create and utilize compelling questions about the purpose of government. Apply a historical governing theory or ideal on the current U.S. and other governments.
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"> Evolution theory Force theory Divine right theory Social contract theory Nation-state Civic virtue 	<ul style="list-style-type: none"> A misconception is there is only one form of perfect government. Compelling questions, what are they? 	

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<ul style="list-style-type: none"> ● Government ● Authority 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 1</p> <p style="text-align: center;">OSEU 6</p>	<ul style="list-style-type: none"> ● Oceti Sakowin tribal governments that were established under the IRA, created constitutions and bylaws, and all tribal governments in South Dakota currently have a constitution that they are operating under. ● The leader of the Oceti Sakowin took on many different roles/opportunities to benefit the group. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 8.H.5.1 Generate a compelling question and supporting questions that address the impact of conflicting points of views in US government. ● 8.C.1.1 Explain how European ideals of government influenced the development of the US government. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Connecting the role and action of student governance boards. ● Connecting the role and action of local governance boards. ● High School Economics:K-12.E.3 Students will analyze the ways government can impact the market. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Real life application.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.1.9-12. Explain how a question reflects an enduring issue in the field. ● D1.2.9-12.Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> ● D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. <p>Communicating Conclusions:</p>		

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- D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.
- D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

Example strategies to reach depth and intention of the standard

- Rank the functions of government by power, or as students think about which one has the most value and why
- Create a model for the four theories of government
- Create a fictional government for a deserted island
- Create a functional constitution for a society
- Construct compelling and supporting questions

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"> ● Attend a board meeting ● Discussion of the purpose of government ● Analyze an elected official’s social media account 	<ul style="list-style-type: none"> ● Observe the operation and function of government. ● Use a current event or reference article that inspires an informed conversation to develop an understanding of the relationship between the people and the government. ● Use the elected official’s social media account to identify a purpose of government and explain how it impacts citizens.