

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.	
<b>Grade Level/Band Standard:</b>	9-12.C.1.2 Summarize the critical similarities and differences in the various forms of government.	
<b>Student Friendly Language:</b>	I can compare and contrast the key elements of various forms of government.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>Understand the ways in which governments meet the needs of citizens, manage conflict, and establish order and security.</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>Know the major similarities and differences between the primary forms of government.</li> </ul>	<ul style="list-style-type: none"> <li>There are differences between governments, including the functions of rulers and laws.</li> <li>There are different forms of government based on the number of people that participate in the governing process.</li> <li>There are different forms of government based on the distribution of government authority.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the various forms of government based on the degree of government influence and function of authority.</li> <li>Differentiate between various forms of government based on the number of citizens participating and the levels of government authority.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>Unitary</li> <li>Federal</li> <li>Confederation</li> <li>Autocracy</li> <li>Oligarchy</li> <li>Democracy</li> </ul>	<ul style="list-style-type: none"> <li>Confuse the definition of democracy and republic.</li> <li>To understand there is an evolutionary structure that exists among the various forms of government. (i.e. autocracy leads to a democracy)</li> </ul>	

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<ul style="list-style-type: none"> <li>● Republic</li> <li>● Nation-state</li> <li>● Civic virtue</li> <li>● Government</li> <li>● Authority</li> </ul>		
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 7. C.1.1 Identify and describe different forms of government used throughout the world.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Examine the similarities and differences between forms of government and note the impact power and citizen participation have on the different forms.</li> <li>● Draw connections to novels or readings that are being addressed in other courses.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Real life application</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>		

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**Communicating Conclusions:**

- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.
- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of 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).
- D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

***Example strategies to reach depth and intention of the standard***

- Create a Venn diagram that compares different forms of governments.
- Locate a current event or reference article that identifies a form of government from another nation.

***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.

<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"> <li>● Initiate an informed conversation</li> </ul>	<ul style="list-style-type: none"> <li>● Use a current event or reference article that inspires an informed conversation about various forms of government.                             <ul style="list-style-type: none"> <li>○ Develop an understanding of the relationship between the people and the government.</li> </ul> </li> </ul>