

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.1.3 Sequence and identify critical events in British history that had a direct or indirect impact on the origins of the United States government.	
Student Friendly Language:	I can explain the significance of events and documents in Britain’s history that influenced the U.S. system of government.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> Understanding the European ideals of government influenced the development of the U.S. government. 		
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 order of the events and documents that affected the creation of the U.S. government. 	<ul style="list-style-type: none"> Events and documents in Britain’s history played a role in the creation of the U.S. government. The creation of Parliament and the English Bill of Rights established a precedent that influenced later governments. 	<ul style="list-style-type: none"> Identify key events that influenced the formation of the U.S. government. Evaluate the degree to which different events and historical documents influenced the formation of the U.S. government. Compare and contrast similarities and differences between British and American historical political documents.
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"> Limited government Bicameral Parliamentarian 	<ul style="list-style-type: none"> A popular misconception is that History is not a part of Government class. 	
OSEUS Connection		

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<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 1 and OSEU 4</p>	<ul style="list-style-type: none"> There is a difference between the traditional forms of government of the Oceti Sakowin and the contemporary governments established under the Indian Reorganization Act. 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> 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"> Students examine how events and documents from British history led to the creation of the U.S. government. Draw connections to novels or readings that are being addressed in other courses. High school World History and US History classes. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Real-life application.
<p>C3 Framework Relevant Skills and Applications</p>		
<p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> 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. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses. D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). 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). 		

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<i>Example strategies to reach depth and intention of the standard</i>	
<ul style="list-style-type: none"> ● Create a timeline of events pertaining to the American revolution ● Compare and contrast the Declaration of Independence with the U.S. Constitution. 	
<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"> ● Write a mock newspaper editorial ● Initiate an informed conversation ● Document and share oral histories/narratives 	<ul style="list-style-type: none"> ● All three of the activities on the left, will let students take a deeper dive into the British history that had a direct or indirect impact on the origins of the United States government. *Check out the Civic Engagement Activities Appendix for more ideas