

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.1.4 Describe the influence of religion on western political thought.	
Student Friendly Language:	I can explain how politics reflect religious influences.	
<i>What prior knowledge do students need to have to be successful on this standard?[p</i>		
<ul style="list-style-type: none"> That classical Greek and Roman writers, natural rights philosophy, the Bible, Protestant theology, ancient and modern European history, and the Enlightenment in Europe and America were among the sources of the ideas that influenced the Founders. 		
<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"> How different religious values and ideals contributed to political understanding. 	<ul style="list-style-type: none"> Religious movements had wide ranging influence on the formation of political ideologies in America. Religious institutions heavily influenced the culture and values of colonial society. 	<ul style="list-style-type: none"> Identify how different religious movements impacted political thought in the U.S. Evaluate the varying degree with which religious ideals and values influenced political thought in the U.S.
<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"> Protestant Democracy Republic Natural rights Limited government Enlightenment 	<ul style="list-style-type: none"> Fact: The framers were influenced by several factors not limited to Judeo-Christian beliefs when creating the U.S. Governmental structure as referenced in this standard. 	
<i>OSEUS Connection</i>		

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<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 2</p>	<ul style="list-style-type: none"> The four aspects of life; physical, mental, emotional, and spiritual well being are the guiding elements of Oceti Sakowin leadership never separated. 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> No examples of previous learning could be found. This may be the first time students are exposed to this. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Examine how different religious ideas impacted the U.S. government. Draw connections to novels or readings that are being addressed in other courses. High school World History and U.S. History classes. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Real-life application.
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> 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. 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>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> 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. <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. 		
<p><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> Research and cite how different religious values and ideals contributed to political understanding through the creation of a product. Provide researched examples on how religion influences politics. 		

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<i>Possible Civic Engagement Activities</i>	
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"> ● Create art to advocate (music, photography, murals, etc.) ● Deliberate essential question with invited guests ● Initiate an informed conversation ● Document and share oral histories/narratives 	<ul style="list-style-type: none"> ● These four listed activities would enable students to educate their fellow students/citizens on religion's role in shaping western political thought. <ul style="list-style-type: none"> ○ For example the guests (2nd bullet point) could be local religious or political leaders that you invite to have a large group discussion with your class. <p style="margin-left: 40px;">*Check out the Civic Engagement Activities Appendix for more activity ideas.</p>