

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the US Constitution, the US Bill of Rights and subsequent amendments.	
Grade Level/Band Standard:	9-12.C.2.4 Explain how the goals set forth in the United States preamble reflect enduring issues of American society.	
Student Friendly Language:	I can identify the goals of the Preamble and how they impact American societal issues throughout time.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Due to the weaknesses of the Articles of Confederation, a new form of government was needed. • Basic knowledge of the Articles of Confederation and why its impact on the country. 		
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 goals established by the Preamble and how those goals reflect enduring issues in American society. 	<ul style="list-style-type: none"> • The Preamble established goals that continue to impact the evolution of American society. • Goals found in the Preamble are reflected in various debates concerning the nature of government and human relationships throughout time. 	<ul style="list-style-type: none"> • Identify and explain the goals of the Constitution as listed in the Preamble. • Evaluate the relationship of the stated goals in the Preamble on enduring issues throughout U.S. history
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"> • Preamble • Union • Justice • Domestic tranquility • General welfare • Liberty • Popular sovereignty 	<ul style="list-style-type: none"> • The goals of the Preamble are clearly defined by the Constitution. 	

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<ul style="list-style-type: none"> • Rule of law 		
<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"> • 8.H.3.2 Evaluate competing ideas about the purposes government should serve. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Determine how issues in American society influenced the creation of the Preamble. • Draw connections to novels or readings that are being addressed in other courses. • High school U.S. History class. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • Real-life Application
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> • D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting 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"> • D4.2.9-12. 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). 		

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- 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).

Taking Informed Action:

- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out of school civic contexts.

Example strategies to reach depth and intention of the standard

- Create a poster that illustrates the goals of the Preamble.
 - Rating of the various goals within the Preamble backed up with historical or modern examples.

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"> ● Write a newspaper editorial ● Create and circulate an infographic ● Make and circulate a video ● Deliberate essential question with invited guests ● Initiate an informed conversation 	<ul style="list-style-type: none"> ● Civic engagement activities are a natural fit to American Government. The activities to the left are possible suggestions. They are inherently rooted in many of our standards. ● Your class could engage in a classroom discussion on this issue that could begin with students and then culminate in a discussion with outside community members. ● Your class could create posters, infographics, or videos that all the students to showcase how the Preamble’s goals resonate within society today.