

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	C.3 Students will explain how the Constitution organizes the government of the United States.	
<b>Grade Level/Band Standard:</b>	9-12.C.3.5 Differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding American federalism through the use of compelling questions.	
<b>Student Friendly Language:</b>	I can explain the divisions of power between national, state, local, and tribal governments.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● The American constitutional system is made up of two levels of government: national and state. The system is called federalism.</li> <li>● Explain 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>● That there are different levels of authority throughout the United States.</li> </ul>	<ul style="list-style-type: none"> <li>● The United States Constitution divides power among the central government, state government, and regional governments.</li> <li>● Each state has its own constitution that cannot contradict/conflict with the United States Constitution.</li> <li>● States are divided into counties, which typically function as units of government over a specific area.</li> <li>● Municipalities are more accessible to the public than the state or national government.</li> <li>● Native American tribes are sovereign nations and have their own tribal constitutions and form of government.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the federal system.</li> <li>● Explain specific powers left to the states.</li> <li>● Describe the role that local government plays in their everyday lives.</li> <li>● Explain the relationship between reservations, tribal constitutions, and sovereignty.</li> </ul>

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<b><i>Vocabulary (Key Terms Used by Teachers and Students)</i></b>	<b><i>What are possible misconceptions students may have with respect to this standard?</i></b>	
<ul style="list-style-type: none"> <li>● Supremacy Clause</li> <li>● Sovereignty</li> <li>● Reserved Powers</li> <li>● Expressed Powers</li> <li>● Delegated Powers</li> <li>● Concurrent Powers</li> <li>● Implied Powers</li> <li>● Tenth Amendment</li> <li>● Full Faith and Credit Clause</li> <li>● Privileges and Immunities Clause</li> <li>● Extradition</li> <li>● Eminent Domain</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of understanding how tribal sovereignty is applied in the United States.</li> <li>● The Federal government has all the power.</li> <li>● That there is only one government entity in the U.S.</li> <li>● That the President has absolute authority over all states.</li> </ul>	
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#"><u>OSEU 1</u></a>	<ul style="list-style-type: none"> <li>● There are four levels of authority in Oceti Sakowin leadership; head of household, tiospaye, Ospaye, Oyate.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 8.H.5.1 Generate a compelling question and supporting questions that address the impact of conflicting points of views in the U.S. government.</li> <li>● 8.H.4.5 Summarize the basic structure of government was adopted through compromises at the Constitutional Convention.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Examine how the different roles in the levels of authority in the context of American Federalism.</li> <li>● Draw connections to novels or readings that are being addressed in other courses.</li> <li>● Connecting the role and action of student governance boards.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Real-life application.</li> </ul>

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- Connecting the role and action of local governance boards.

***C3 Framework Relevant Skills and Applications***

**Constructing Compelling Questions:**

- D1.1.9-12. Explain how a question reflects an enduring issue in the field.
- D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**Determining Helpful Resources:**

- D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

**Evaluating Sources and Using Evidence:**

- 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.

**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).

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

- Federalism scavenger hunt around the school that identifies different federal and state mandates.
- Send students on a fictitious road trip where they have to identify different state laws that affect them as they enter new states.
- Compare and contrast: Delegated and Concurrent powers
- Debate whether we should have “National Licenses” or continue with state licenses (Driving, professional, hunting, fishing, etc.)
- Have students examine the role of tribal government in South Dakota.
- Students draft compelling questions regarding the levels of authority and the examples they see in their state and across the 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.

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<p style="text-align: center;"><b>Activity:</b></p>	<p style="text-align: center;"><b>Description on How to Use the Activity and How it Meets the Grade Level:</b></p>
<ul style="list-style-type: none"> <li>● Write a newspaper editorial</li> <li>● Write a letter to a government official</li> <li>● Write an article for the school newspaper</li> <li>● Contact an organization with whose platform you agree and see how you can get involved</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Students can identify leaders who represent individuals in the various levels of government addressed in this standard and write them a letter, write an article in the school newspaper about a recent leadership decision, and research which organizations these representatives belong to and get more involved if they wish.</li> </ul>