

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	Students will understand the fundamental principles of American democracy and the United States Constitution and the inherent conflicts that may arise.	
Grade Level/Band Standard:	9-12.C.4.3 Summarize the constitutional principles of popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.	
Student Friendly Language:	I can identify and explain popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● How the U.S. Constitution is organized. ● Basic ideas of how the United States government was formed. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Identify and explain the Constitutional principles: popular sovereignty, limited government, separation of powers, checks and balances, judicial review & federalism. 	<ul style="list-style-type: none"> ● The United States Constitution is based upon five principles: popular sovereignty, limited government, separation of powers, checks and balances, and federalism. ● The separation of powers and the system of checks and balances intends that no one branch of government may become too powerful. ● States' rights are protected from the federal government by the federal system. 	<ul style="list-style-type: none"> ● Identify and explain the five principles on which the United States Constitution is based. ● Demonstrate how the Constitution guarantees people's authority over government. ● List examples of how the United States Constitution set up a system of limited government. ● Explain how the rights of states are protected
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

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<ul style="list-style-type: none"> ● Popular sovereignty ● Limited government ● Separation of powers ● Checks and balances ● Judicial review ● Federalism 	<ul style="list-style-type: none"> ● It is often believed that the Constitution is a combination of multiple texts and books rather it is one of the shortest written Constitutions in the world. 	
<p><i>OSEUS Connection</i></p>		
<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 7</p>	<ul style="list-style-type: none"> ● Prior to Removal and Relocation, the Oceti Sakowin government consisted of four branches including checks and balances, however, they did not have separation of powers. ● Today the Oceti Sakowin have three branches of government that mirror the US Constitutional system. 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 8.H.4.5 Summarize the basic structure of government was adopted through compromises at the Constitutional Convention. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Understand, explain, and apply the Constitutional Principles. ● 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><i>C3 Framework Relevant Skills and Applications</i></p>		

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Constructing Compelling Questions:

- D1.1.9-12. Explain how a question reflects an enduring issue in the field.
- 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.

Constructing Supporting Questions:

- 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.

Example strategies to reach depth and intention of the standard

- Cite an example from the U.S. Constitution for each principle.
- Compare and contrast the U.S. Constitution with other constitutions (i.e. countries, states, tribes, etc.)

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"> ● Create and circulate an infographic ● Make and circulate a video ● Create short public service announcements 	<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. ● Students can make an infographic, video or public service announcement about the importance of the U.S. Constitution and how these constitution principles impact them.

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