

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	Students will describe the elements of how US foreign policy is made and understand the international challenges and influences of the United States government.	
<b>Grade Level/Band Standard:</b>	Identify the purpose of various international organizations in which the United States is involved	
<b>Student Friendly Language:</b>	I can explain the purpose of multiple international organizations the U.S. participates in.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>The role that the United States plays in the world.</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>The various international organizations in which the U.S. is involved and their purposes.</li> </ul>	<ul style="list-style-type: none"> <li>There are various organizations with which the U.S. is involved with to varying degrees.</li> <li>The U.S. remains an important factor in global politics and participates through these various organizations.</li> <li>The United Nations is one large international organization in which the United States is involved with to varying degrees.</li> <li>Different international organizations have differing purposes based on identified global need, ideologies, and funding sources.</li> </ul>	<ul style="list-style-type: none"> <li>Identify various international organizations in which the U.S. is involved.</li> <li>Explain the purposes of the various international organizations with which the U.S. is involved.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	

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<ul style="list-style-type: none"> <li>● United Nations (UN)</li> <li>● Treaty</li> <li>● International law</li> <li>● Ambassador</li> <li>● Secretary of State</li> <li>● World Trade Organization (WTO)</li> <li>● Sovereignty</li> </ul>	<ul style="list-style-type: none"> <li>● That there is no international government.</li> <li>● That due to the development of international organizations we have reduced the amount of global tension.</li> <li>● The role of international organizations is complex. Each nation has to balance the power between protecting their own citizens' interest and that of the global common good.</li> </ul>	
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 6</a>	<ul style="list-style-type: none"> <li>● The Oceti Sakowin tribal members have representation within the Geneva Convention, which is tightly controlled by Great Britain, the U.S., and Australia.</li> <li>● The U.S. does not recognize the Oceti Sakowin as an independent nation, thus, their vote in the Geneva Convention is not recognized.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 9-12 H 2.7: Critique recent developments in the United States addressing the roles of people, ideas, and groups in terms of foreign &amp; domestic issues.</li> <li>● 9-12.H.5.6 Investigate the social, political, and economic transformation of the United States in the aftermath of the Second World War.</li> <li>● Connections can be made to post-World I and World War II.</li> <li>● Connections can be made to the Cold War Era.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● International organizations the U.S. is involved with and the purpose behind them.</li> <li>● Draw connections to novels or readings that are being addressed in other courses.</li> <li>● High School Economics Class</li> <li>● Learning connections can be made to current events.</li> <li>● Connections can be made between the international world organizations and students</li> <li>● Student Travel.</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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### ***C3 Framework Relevant Skills and Applications***

#### **Constructing Compelling Questions:**

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

#### **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.

#### **Developing Claims and Using Evidence:**

- 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.

#### **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.
- D4.2.9-12. 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).
- D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

#### **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.

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

- Examine the mission statements for various international organizations and determine how it relates to involvement with the U.S.
- Locate a current event about an international organization.

### ***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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<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"><li>● Make a press release</li><li>● Create and circulate an infographic</li><li>● Work collaboratively to write a resolution</li></ul>	<ul style="list-style-type: none"><li>● Students will create a press release defending membership of the United States in a specific international organization.</li><li>● Create an infographic that describes the mission statement for various international organizations.</li></ul>