

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 of various forms of governments.	
Grade Level/Band Standard:	K.C.1.1 Identify our country’s flag of the United States as a symbol of the nation.	
Student Friendly Language:	I can identify the flag as a symbol of the United States.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> This is the first time students are addressing the skills in this standard. 		
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 flag is important to the U.S. The components of the United States flag (stars, stripes, colors, etc). What a symbol is. 	<ul style="list-style-type: none"> The United States flag is a symbol of our country. 	<ul style="list-style-type: none"> Articulate the components of the flag. Identify the American flag as a symbol of the United States.
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"> United States flag Stars Stripes Symbol 	<ul style="list-style-type: none"> May not understand that there is more than one flag and there are flags that represent a lot of different things. Not knowing what a symbol is and needing more background and examples. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 3	<ul style="list-style-type: none"> Oceti Sakowin Tribes have flags that represent different bands. 	

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<i>Vertical Alignment</i>		
<p style="text-align: center;">Previous Learning Connections</p> <ul style="list-style-type: none"> ● N/A 	<p style="text-align: center;">Current Learning Connections</p> <ul style="list-style-type: none"> ● Identify the flag as a symbol of the United States. 	<p style="text-align: center;">Future Learning Connections</p> <ul style="list-style-type: none"> ● Recognize the different symbols of the United States.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.1.K-2. Explain why the compelling question is important to the student. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.5.K-2. Ask and answer questions about explanations. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> ● Art Projects - colored the flag, ripping paper for stripes and stars and gluing ● Write a sentence or draw a picture and articulate about the different symbols on the flag. Students could be given sentence starters as a model to complete the sentence. ● Teach and understand the Pledge of Allegiance and how it connects to the flag - breaking apart each piece to understand ● Teach sign language for the Pledge of Allegiance 		
<i>Possible Civic Engagement Activities</i>		
<p>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.</p>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	
<ul style="list-style-type: none"> ● Flag Presentation 	<ul style="list-style-type: none"> ● Invite a community member or organization (ex. Veteran’s group, VFW, American Legion) to give a presentation on the flag. This will help students better understand the meaning of the flag and what it stands for. 	