

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:	K.C.2.1 Understand classroom rules and why they are important.	
Student Friendly Language:	I can explain why classroom rules are important.	
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"> Rules exist. What a rule is. 	<ul style="list-style-type: none"> We have reasons for rules. The consequences for breaking rules. 	<ul style="list-style-type: none"> Explain the classroom rules and the importance of the rules. Create rules in the classroom.
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"> Behavior Rules Importance Consequences Expectations 	<ul style="list-style-type: none"> Students may come from different backgrounds with varying expectations. Students may have had different rules and consequences. Students may not understand the application of rules in different environments (ex. different rules in PE versus lunchroom, etc.) and how rules change depending on the environment. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 4</p> <p style="text-align: center;">OSEU 7</p>	<ul style="list-style-type: none"> Oceti Sakowin Tribal members have a framework for individual and group behavior that promotes harmony, compromise, a sense of order and group cohesion. Oceti Sakowin established policies to make positive change for tribal communities. 	

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<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> N/A 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Explain why classroom rules are important. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Rules and decisions are made by leaders or groups of people.
<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"> D4.1.K-2. Construct an argument with reasons. D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies. D4.7.K-2. Identify ways to take action to help address local, regional, and global problems. D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Students spend time with the teacher creating rules for the classroom and discuss why they are important. Social stories to help teach the rules in context. <ul style="list-style-type: none"> Ex. Reading a story about a student breaking the rules and the consequences that follow. Practice following the rules in various scenarios (ex. role play or real life). 		
<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"> Make posters to show examples of classroom rules being used. Students create the classroom rules. 	<ul style="list-style-type: none"> Students are given a classroom rule and use the rule to draw a picture or write a sentence about the rule. This will help show the understanding of the rules because it demonstrates to students they have to be responsible and follow the rules. Students will talk about the process of how classroom rules are created and agree on the rules they are making. Students should discuss why the rule they are making is important to the classroom community. Emphasize to students the great responsibility it is to create rules. 	

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