

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic.	
Grade Level/Band Standard:	6.C.5.1 Explain ways that people can affect or influence society and government.	
Student Friendly Language:	I can describe ways people impact what happens in their society and government.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Different forms of government structures (autocracy, democracy, theocracy, tyranny, oligarchy). • Basic knowledge of who makes the decisions in a society. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • People can influence society and government. • Rights of a citizen depends on the government structure. <ul style="list-style-type: none"> ○ Example: Decision making ability, land ownership, making a contract, etc. 	<ul style="list-style-type: none"> • The opportunities, rights, and responsibilities of citizen participation are different with different forms of government. • Citizens have certain roles and responsibilities in a society. Government has certain obligations to citizens. • How citizens can influence a society positively or negatively. 	<ul style="list-style-type: none"> • Compare and contrast how citizen involvement in different forms of government affected the government’s society and/or the government itself. • Summarize the importance of influential people of the ancient civilizations and their roles in society.
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"> • Forms of government • Role of citizens • Society (autocracy, theocracy, oligarchy, democracy, etc.) 	<ul style="list-style-type: none"> • It is not just a single factor that causes change. • People, not just government can implement change. 	

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<ul style="list-style-type: none"> ● Influence 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 2</p> <p style="text-align: center;">OSEU 3</p>	<ul style="list-style-type: none"> ● The spiritual, physical, social, and emotional health of the Oceti Sakowin were directly influenced by society and other ancient governments. ● Tribal cultures, traditions, and languages of the Oceti Sakowin were influenced by other ancient civilizations and their societies and governments. 	
<i>Vertical Alignment</i>		
<p style="text-align: center;">Previous Learning Connections</p> <ul style="list-style-type: none"> ● 5.C.5.1. Explain how democracy relies upon citizens’ responsible participation, and draw implications for how individuals should participate 	<p style="text-align: center;">Current Learning Connections</p> <ul style="list-style-type: none"> ● Explain ways that people can affect or influence society and government. 	<p style="text-align: center;">Future Learning Connections</p> <ul style="list-style-type: none"> ● 8.C.5.1 Analyze ways that citizens can affect or influence the U.S. society and government
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.1.6-8. Explain how a question represents key ideas in the field. ● D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling questions. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection. ● D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. ● D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach 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., 		

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Internet, social media, and digital documentary).

Example strategies to reach depth and intention of the standard

- Compare and contrast the roles of citizens throughout the ancient world and the challenges they faced.
 - Who had citizenship and who did not?
 - What were the freedoms/rights of citizens versus those who were not citizens.
- Analyze and summarize how the rights and responsibilities of citizens led to changes in their society.

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"> ● Students influence their society. 	<ul style="list-style-type: none"> ● Looking at past ways that people have influenced (changed) their society, students will come up with a topic and research ways that they could affect change in their society. This could be an individual or collaborative group. The issue could be classroom, school, or local society. Students will create a plan to affect that change and implement their plan. <ul style="list-style-type: none"> ○ This could be done by presenting information to the teacher, principal, school board, city council, etc. or by doing a public service announcement (information campaign).