

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.4 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.4.2 Summarize the general principles of American democracy such as the fundamental worth of the individual, equality of all persons, majority rule/minority rights, necessity of compromise, and individual freedom in light of the purpose of government.	
Student Friendly Language:	I can explain the basic principles of American democracy and the role they play in government	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Citizenship is the foundation of a government. Components of citizenship and community. • Governments must balance individual rights with authority and power. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Know the five general principles of a democracy and how they are applied through political power. 	<ul style="list-style-type: none"> • The system of democracy intends to provide general principles for individual rights and responsibilities. • The system of democracy in America is ongoing and continues to adapt to growing needs of groups and individuals. 	<ul style="list-style-type: none"> • Evaluate the significance of each basic principle of the American democratic system. • Summarize the major principles of democracy. • Cite specific examples of each principle at work in American democracy. • Evaluate specific incidences where the principles of American democracy have not been applied fairly.
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"> • Equality • Majority rule • Minority rights 	<ul style="list-style-type: none"> • That the United States is a democracy. • Having freedom means doing whatever they want. 	

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none"> ● Compromise ● Individual liberty 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> ● N/A 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 8.C.4.2 Apply the rights and responsibilities of U.S. citizens to students' lives. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Draw connections to novels or readings that are being addressed in other courses. ● Connecting the role and action of student governance boards. ● Connecting the role and action of local governance boards. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Real-life application. ● Vote.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● 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. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● 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. <p>Taking Informed Action:</p> <ul style="list-style-type: none"> ● 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. ● D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out of school civic contexts. 		

South Dakota Social Studies Unpacked Standards Template

Example strategies to reach depth and intention of the standard

- Creating classroom rules.
- Connecting current events to one of the vocabulary words above.

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 a class position statement ● Present to another class 	<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. ● Using the basic concepts of a democracy create a class position statement on a current event topic. Share this statement with other classes and defend it. Create a document with a talking point that may reflect the minority opinion on your class statement.