

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.4.4 Differentiate between positive and negative rights protected by the United States Constitution and give examples of how they may come into conflict.	
Student Friendly Language:	I can describe rights protected by the United States Constitution, both positive and negative, and explain how they may interfere with each other.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none"> Need to be able to identify and recognize what a right is and that your constitutional rights are not infinite/absolute (limitless). 		
<i>Students Will Know (Factual Knowledge)....</i>	<i>Students will Understand (Historical Inquiry)....</i>	<i>Students Will be Able to Do (Performance Based)</i>
<ul style="list-style-type: none"> Differentiate between positive and negative rights and how they may conflict in society. 	<ul style="list-style-type: none"> The United States Constitution protects both positive and negative rights. The rights protected by the United States Constitution, may at times, clash with each other. 	<ul style="list-style-type: none"> Identify both positive and negative rights. Explain how negative and positive rights can conflict. Provide examples of negative and positive rights in conflict
<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	
<ul style="list-style-type: none"> Positive Rights Negative Rights Civil Liberties Civil Rights 	<ul style="list-style-type: none"> That an individual's liberties are limitless. 	
<i>OSEUS Connection</i>		

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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 US citizens to students’ lives. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Understand positive and negative Constitutional rights and identify areas they conflict. • 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.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> • D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> • D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. <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>Developing Claims and Using Evidence:</p>		

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- D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

Communicating Conclusions:

- 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).

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

- Identifying positive and negative rights from a list of examples and defending your rationale.
- Read and discuss the Universal Declaration of Human Rights (1948) and draw connections to historical and contemporary events.

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"> ● Write a newspaper editorial ● Make a press release ● Start a social media campaign ● Create a Facebook or Web page on an issue 	<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. ● Students can identify a list of positive and negative rights and in small groups or individually take an action step to draw attention to those rights.