

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic.	
<b>Grade Level/Band Standard:</b>	9-12.C.5.6 Critique consistencies and inconsistencies throughout a variety of media sources.	
<b>Student Friendly Language:</b>	I can evaluate a media source based on multiple factors. I can determine the consistencies and inconsistencies of media sources.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>There are various media sources that are available to students.</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>What media bias is and how to identify it in various media sources.</li> </ul>	<ul style="list-style-type: none"> <li>Although varying media sources are widely utilized as sources of information it can be biased or purposefully misleading.</li> <li>Multiple sources of varying degrees of validity offer both information and ability to analyze biased or misleading information.</li> </ul>	<ul style="list-style-type: none"> <li>Identify bias and misleading information within a variety of media sources.</li> <li>Explain how bias and misleading information serves certain purposes dependent upon media type and author point of view.</li> <li>Critique a variety of media sources for possible bias and misleading information.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>Media bias</li> <li>Mass media</li> <li>Social media</li> </ul>	<ul style="list-style-type: none"> <li>A misconception is that everything they read on the internet is true.</li> <li>Another misconception is that all of the forms of mass communication/media are free from bias or political influence.</li> </ul>	
<b>OSEUS Connection</b>		

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Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;"><a href="#">OSEU 2</a></p>     <p style="text-align: center;"><a href="#">OSEU 5</a></p>	<ul style="list-style-type: none"> <li>● The Oceti Sakowin people created a unique identity that has developed their cultural contributions and communities.</li> <li>● The Oceti Sakowin people created a unique identity that has developed their cultural contributions and communities based on hunting, gathering, and horticulture.</li> <li>● The Oceti Sakowin tribal people were culturally defined by their location throughout the U.S.</li> <li>● The Oceti Sakowin Tribal members face many challenges with conflicting stories of mainstream historians as well as bias shown in modern-day media.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 8.C.5.2 Explain the roles and influences of individuals, groups, and the media on governments.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Identify strengths and weaknesses of media sources.</li> <li>● High School language arts/ science classes</li> <li>● Research papers/projects; write a bibliography</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Real-life Application.</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul> <p><b>Communicating Conclusions:</b></p>		

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- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.
- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of 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., Internet, social media, and digital documentary).
- D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.
- D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

***Example strategies to reach depth and intention of the standard***

- Using current events to identify media bias.
- Conduct a scavenger hunt with different news sites to compare and contrast similar topics.

***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.

<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"> <li>● Organize a “flyer” campaign to raise awareness</li> <li>● Create short public service announcements</li> <li>● Initiate an informed conversation</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>