

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:	3.C.4.3 Identify the rights and responsibilities of citizenship in students' own communities.	
Student Friendly Language:	I can identify my responsibilities and rights as a citizen in my community.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> Knowing what a community is and what a citizen is. Also knowing who the community leaders are, the importance of rules and laws, and what services can be offered in a community to benefit the citizens. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> What rights and responsibilities are. What the rights and responsibilities of citizens in a community are. 	<ul style="list-style-type: none"> Citizens have responsibilities in their community to keep the community safe and running smoothly. Citizens have rights in the community that will enable them to be safe and enjoy their community. 	<ul style="list-style-type: none"> Identify their rights in a community and why they have those rights. Identify their responsibilities in a community. Give examples of their rights and responsibilities to the community. Describe why rights and responsibilities are needed in the community.
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"> Rights Responsibilities Citizenship 	<ul style="list-style-type: none"> Confusing rights from responsibilities. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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N/A	<ul style="list-style-type: none"> N/A 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> Knowing what a community is and what a citizen is. Also knowing who the community leaders are, the importance of rules and laws, and what services can be offered in a community to benefit the citizens. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Individual responsibilities and rights in a community. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> 6.C.5.1: Explain ways that people can affect or influence society and government.
C3 Framework Relevant Skills and Applications		
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry. <p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. D3.4.3-5. Use evidence to develop claims in response to compelling questions. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). D4.4.3-5. Critique arguments. D4.5.3-5. Critique explanations. 		
Example strategies to reach depth and intention of the standard		

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- Role play
 - Example: Act out responsibilities and rights as a citizen
- Poster
 - Example: Create a poster highlighting individual rights and responsibilities.
- Oral/Written Report
 - Example: Explain the responsibilities and rights as a citizen

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:
● Create a class play.	● Creating a class play would allow the students to act out the rights and responsibilities of a citizen in a community. This could also be done in smaller skits.