

South Dakota Social Studies Unpacked Standards Template

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| <b>Anchor Standard:</b>  | C.5 Students will understand the ways in which a citizen can use their basic rights to influence decisions of the republic.  |   |
| <b>Grade Level/Band Standard:</b>  | 5.C.5.1 Explain how democracy relies upon citizens’ responsible participation, and draw implications for how individuals should participate.   |   |
| <b>Student Friendly Language:</b>  | <p>I can explain the importance of citizens’ participation in government.</p> <p>I can explain how citizen participation influences the government.</p> <p>I understand how individuals can participate in our democracy.</p>              |   |
| <b>What prior knowledge do students need to have to be successful on this standard?</b>  |  |   |
| <ul style="list-style-type: none"> <li>The basic forms of government knowledge from previous grades and other 5th grade standards.</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>Citizen participation</li> <li>Public forums</li> <li>Vote</li> <li>Democracy</li> </ul>                      | <ul style="list-style-type: none"> <li>Outcomes and outlooks of public policy decisions in government can be changed through the active participation of the public.</li> </ul>  | <ul style="list-style-type: none"> <li>Explain the role that citizens play in the decision-making process of government and whether or not their participation has any effect on the outcomes of government decisions.</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>Public forums</li> <li>Vote</li> <li>Democracy</li> <li>General Election</li> <li>Primary Election</li> </ul> | <ul style="list-style-type: none"> <li>May not understand that each citizen’s participation (one vote) can impact an election.</li> <li>May not realize that voting is not the only way to influence politics or public policy.</li> </ul> |   |
| <b>OSEUS Connection</b>  |  |   |
| <b>Essential Understanding:</b>  | <b>Descriptive Connection Between Social Studies and OSEU:</b>   |   |

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| <p><a href="#">OSEU 4</a></p> <p><a href="#">OSEU 7</a></p>  | <ul style="list-style-type: none"> <li>• The Oceti Sakowin Tribal members have unwritten rules about how individuals should participate and act in their tribe.</li> <li>• The Oceti Sakowin Tribal members establish self determination to bring about positive social change.</li> </ul>                                   |   |
| <p><b><i>Vertical Alignment</i></b></p>  |  |   |
| <p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>  | <p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>• I can explain the importance of citizens' participation in government.</li> <li>• I can explain how citizen participation influences the government.</li> <li>• I understand how individuals can participate in our democracy</li> </ul> | <p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>• I can describe ways people impact what happens in their society and government.</li> </ul> |
| <p><b><i>C3 Framework Relevant Skills and Applications</i></b></p>   |  |   |
| <p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>• D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>• D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>• D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</li> <li>• D3.4.3-5. Use evidence to develop claims in response to compelling questions.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>• D4.1.3-5. Construct arguments using claims and evidence from multiple sources.</li> <li>• D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</li> </ul> |  |   |
| <p><b><i>Example strategies to reach depth and intention of the standard</i></b></p>   |  |   |

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- Discuss election “upsets” with students and why the favored candidate did not win.
- Reviewing local election results from the SD Secretary of State website. Assign individual students to review a particular election and create a news report about the outcome.
- Guided discussion on election projections and how communities can impact or sway a larger election (i.e. electoral college projections, East River vs. West River or rural vs. large city voting populous results in South Dakota)
- Students research close presidential elections and present information about what results could have significantly changed the election (i.e. Florida).

### ***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>   |
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| <ul style="list-style-type: none"> <li>● Teacher invites the County Auditor and/or School Business Manager to review how the election process works.</li> <li>● Teacher invites a local state legislator into the classroom to talk about how they have been influenced by constituents.</li> <li>● Students prepare all aspects of a mock election within their class or school.</li> <li>● Letter to the editor</li> </ul> | <ul style="list-style-type: none"> <li>● Students are able to meet a local government official working directly with the election process.</li> <li>● Students get real world examples of how citizens can influence government policy.</li> <li>● Students understand the process by which an election needs to take place based on processes.</li> <li>● Students can write a letter to the editor to demonstrate another way students can participate in their society.</li> </ul> |