

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	5.C.4.1 Describe ways in which people benefit from and are challenged by working together in government, workplaces, volunteer organizations, and families.	
<b>Grade Level/Band Standard:</b>	5.C.5.2 Describe how volunteerism has benefited the US.	
<b>Student Friendly Language:</b>	I can identify times in US history where volunteers have helped.	
<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> <li>• Basic knowledge of what it means to volunteer and why people do it.</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>• Volunteerism</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteerism is recognized to be an effective way to publicly participate in non-profit, governmental operations, and decision-making processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a time in US history and describe how volunteerism played a positive role.</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>• Volunteerism</li> <li>• Non-Profit</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 4</a>	<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> </ul>	

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<i>Vertical Alignment</i>		
<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 identify times in US history where volunteers have helped.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<i>C3 Framework Relevant Skills and Applications</i>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</li> </ul> <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>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"> <li>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.</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>D3.4.3-5. 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>		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> <li>Students research from a list provided by the teacher of historical volunteers or Non-Profit Entities (Lions Club, Red Cross, etc.) and present back to the classroom.</li> <li>Teachers use direct instruction to cite historical compromises leading to the development of our Nation, State, or Local Entity.</li> <li>Teachers invite local volunteer and philanthropic organizations (ex. United Way, Lions Club, Volunteer Fire Dept.) to share how to become involved and how the organization supports the community.</li> </ul>		
<i>Possible Civic Engagement Activities</i>		

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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>• Volunteer activity</li><li>• Volunteer pamphlet</li></ul>	<ul style="list-style-type: none"><li>• Students work together or as individuals to volunteer for a business or cause in their community.</li><li>• Students compile a pamphlet of the volunteer opportunities available in their community or state to be shared with their school and/or the state.</li></ul>