

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.5 Students will understand the ways in which a citizen can use their basic rights to influence decisions of the republic.	
Grade Level/Band Standard:	5.C.5.3 Illustrates historical and contemporary means of changing society.	
Student Friendly Language:	I can identify and describe how society has changed throughout our nation's history. I can identify the process to advocate for and implement change.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> The basic forms of government knowledge from previous grades and other 5th Grade Standards. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Evolution of democracy Evolution of social and cultural norms 	<ul style="list-style-type: none"> Through our history, technological, social, cultural, and economic changes have revolutionized the structure of America. 	<ul style="list-style-type: none"> List some technological, social, cultural, or economic events that have changed America. Explain how each event caused the change.
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"> Evolution of democracy Social norms Cultural norms Historical Contemporary 	<ul style="list-style-type: none"> May not realize that societal change can occur very slowly over long periods of time. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 7	<ul style="list-style-type: none"> The Oceti Sakowin Tribal members establish self determination to bring about positive social change. 	

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Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> N/A 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> I can identify and describe how society has changed throughout our nation's history. I can identify the process to implement change. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> N/A
C3 Framework Relevant Skills and Applications		
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. <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"> D4.1.3-5. Construct arguments using claims and evidence from multiple sources. D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none"> Research and discuss societal changes throughout history. Students investigate how laws and society changed and continue to evolve regarding Civil Rights from the period of the elimination of slavery through the 1950s and 1960s through present day. Students listen to a historical podcast about a time of societal change in history (Red Scare of 1919, Treaty of Ft. Laramie, Freedom Summer of 1964) to determine how the event impacted societal change. 		
Possible Civic Engagement Activities		
<p>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.</p>		

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Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">● Present on a changing law● Looking for change	<ul style="list-style-type: none">● Students research and present on a law that has changed based on a need in society (racial, economic, gender-related, etc.).● Students determine a need in their society that they feel needs changing. They can create a presentation, infographic, or poster to justify their reasons and create a plan for change.