

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:	8.C.4.2 Apply the rights and responsibilities of US citizens to students' lives.	
Student Friendly Language:	I know how the rights and responsibilities of U.S. citizens affect my life.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 4.C.2.1 Compare and contrast major themes within the SD Constitution and the U.S. Constitution <ul style="list-style-type: none"> ○ The rights and responsibilities given to U.S. citizens in the Constitution. ○ The rights and responsibilities given to U.S. citizens in the State Constitution. ● 5.C.5.1 Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate <ul style="list-style-type: none"> ○ For democracy to work, citizens must participate in the government - not just in voting, but in the various roles in a democracy. ● 6.C.5.1 Explain ways that people can affect or influence society and government <ul style="list-style-type: none"> ○ When citizens are involved in the government, they help create a society that reflects what they want. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● How their daily lives are affected by freedoms granted in the Constitution, along with list basic responsibilities of American citizens. 	<ul style="list-style-type: none"> ● How the freedoms granted to U.S. citizens through the Bill of Rights come with certain duties and responsibilities that promote good citizenship at local, state, and national levels. 	<ul style="list-style-type: none"> ● Recall how US citizens can affect their local and national government (go beyond voting). ● During a simulation of government interaction with citizens, students will apply how to act and react to government decisions by calculating which rights and responsibilities they should apply to a given situation.
Vocabulary (Key Terms Used by Teachers and Students)		What are possible misconceptions students may have with respect to this standard?

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<ul style="list-style-type: none"> ● Apply ● Democracy ● U.S. Citizen Rights <ul style="list-style-type: none"> ○ Freedom to express yourself ○ Freedom to worship as you wish ○ Right to a prompt, fair trial by jury ○ Right to vote ○ Right to apply for federal employment ○ Right to run for office ○ Freedom to pursuit “Life, Liberty, and the Pursuit of Happiness.” ● U.S. Citizen Responsibilities <ul style="list-style-type: none"> ○ Support and defend the Constitution ○ Stay informed of the issues affecting your community ○ Participate in the democratic process ○ Respect and obey federal, state, and local laws ○ Respect the rights, beliefs, and opinions of others ○ Participate in your local community ○ Pay income and other taxes honestly, and on time, to federal, state, and local authorities ○ Serve on a jury when called upon ○ Defend the country if the need should arise ● Bill of Rights 	<ul style="list-style-type: none"> ● That elected officials have all the power in the United States government. ● That in a representative democracy, once one votes, you are done with your role as a U.S. citizen to influence society until the next election. ● That students have no rights in local and national government because they are not 18 and do not have the right to vote.
<i>OSEUS Connection</i>	
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:
OSEU 6	<ul style="list-style-type: none"> ● Federal policies and treaties have shown irresponsibility and disregard for Oceti Sakowin

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<p>OSEU 7</p>	<p>rights.</p> <ul style="list-style-type: none"> The Oceti Sakowin have taken action to bring about positive changes, resiliency, and self-determination. 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> See Prior Knowledge Section Above 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Students will research the rights and responsibilities of U.S. citizens, and how they apply to the lives of students. ELA Connection: 8.W.3.A. Students write a real narrative and engage the reader by establishing a context and point of view 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> High School Civics Connection 9-12.C.5.4 Students will demonstrate the ability to make informed decisions through the use of multiple, credible sources High School Civics Connection 9-12.C.5.6 Students will critique consistencies and inconsistencies throughout a variety of media sources
<p>C3 Framework Relevant Skills and Applications</p>		
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both. <p>Taking Informed Action:</p> <ul style="list-style-type: none"> D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions to take action in their classrooms and schools, and in out-of-school civic contexts. 		
<p>Example strategies to reach depth and intention of the standard</p>		
<ul style="list-style-type: none"> Connect US citizen rights to school/classroom rights. Students can create classroom rules. During a simulation of government interaction with citizens, students will apply how to act and react to government decisions by calculating which rights and responsibilities they should apply to a given situation. KWL chart 		

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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:
<ul style="list-style-type: none">Using citizen rights to support and challenge government policies	<ul style="list-style-type: none">Students will examine recent decisions made by their local and state government and determine how it will impact their family, community, and school. Students will collectively create a list of these government actions and a brief summary of why the action was deemed necessary by the government. Students will then form committees around whether they want to support or challenge a decision that was made. Students will then review what they are allowed to do as citizens in order to support or challenge the action that the government has committed to (ensure that students have completed activities where they know their rights as US citizens). Based on their analysis, students will develop a campaign that articulates exactly how they will support or challenge the government decision.