

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.4.3 Compare and contrast methods of civic involvement.	
Student Friendly Language:	I can compare and contrast the ways people try to be civically involved.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 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. ● 8.C.3.1 Identify the three branches of government including the separation of powers and checks and balances in the Constitution <ul style="list-style-type: none"> ○ The rights of citizens in the Constitution including the Amendments to the Constitution. ○ The requirements for becoming a member of the Legislative, Executive, and Judicial branches. ● 8.C.3.2 Describe the rationale behind the United States’ ability to amend the Constitution <ul style="list-style-type: none"> ○ The Constitution can be amended based on the involvement of 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"> ● The different civic involvement at local, state, and national levels. 	<ul style="list-style-type: none"> ● How groups of people can work together to improve society, along with distinguish different ways communities thrive from citizens being civically active. 	<ul style="list-style-type: none"> ● Interpret the meaning of civic duty. ● Develop plans with others to organize actions for social justice. ● Implement civic action methods in activities intended to contribute to solving a local or national problem.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

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- Compare
- Contrast
- Methods
- Civics
- Involvement
- Citizenship
- U.S. Citizen Rights
 - 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
 - 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

- That citizens younger than the voting age cannot be involved in shaping civic policies.
- That students have no civic rights and responsibilities

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 7	<ul style="list-style-type: none"> The Oceti Sakowin Tribal members have shown resiliency and self determination in the midst of negative federal policies and treaties. 	
<i>Vertical Alignment</i>		
Previous Learning Connections <ul style="list-style-type: none"> See Prior Knowledge Section Above 	Current Learning Connections <ul style="list-style-type: none"> Students will be researching the different aspects of civic involvement, and what they means for the lives of students, ELA Connection: 8.L.6. Students acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. (i.e. Compare and Contrast). 	Future Learning Connections <ul style="list-style-type: none"> High School Civics Connection 9-12.C.5.1 Students will differentiate between rights and responsibilities of a citizen and the practice of civic virtue. High School Civics Connection 9-12.C.5.8 Students will assess options for action to address local, regional, and global problems by volunteer engagement.
<i>C3 Framework Relevant Skills and Applications</i>		
Determining Helpful Resources: <ul style="list-style-type: none"> D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. 		
Developing Claims and Using Evidence: <ul style="list-style-type: none"> D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both. 		
Communicating Conclusions: <ul style="list-style-type: none"> D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging with strengths and weaknesses of the explanations. 		
<i>Example strategies to reach depth and intention of the standard</i>		

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- On a white board, students can write one line of what they think is civic duty. Once completed, they will choose the top ten of the lines they most agree with.
- Complete a civic action campaign to promote an idea that will be beneficial to society.
- Begin a petition to effectively change a rule that students do not agree with. (ex-no chewing gum in classroom, dress code)

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"> ● Soft Civic Action versus Critical Civic Action 	<ul style="list-style-type: none"> ● As a class, students will create a list of the volunteering, fundraising, and philanthropy that they have completed during their time at school or using their time outside of school. Based on this list, students will determine what problems that their volunteering actions are trying to solve. After these lists are completed, students will discuss whether or not their actions have solved the issues that their volunteering actions are trying to solve. For instance, if students have a recycling campaign, they should discuss whether or not the problem of pollution has been solved. Another popular topic is whether or not food drives are solving the problem of people being unable to afford food. ● After students have this discussion about the effects of their volunteerism, introduce them to the idea of critical civic action. Students should think about the problems that society faces and determine how these problems can be permanently solved. Students can also use their previous lists of volunteering, fundraising, and philanthropy and develop research on how the issues that those campaigns mean to help can be permanently solved. After completing research, as individuals or in groups, students can create presentations, newspaper articles, class websites, and/or letters to campaign their solutions to be seriously considered. Students can also create their own school campaign and/or petition their students council and/or school board to take their campaign seriously by requesting funding and resources.