

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 the decisions of the republic.	
Grade Level/Band Standard:	8.C.5.1 Analyze ways that citizens can affect or influence the US society and government.	
Student Friendly Language:	I can examine ways citizens take an active role in shaping U.S. society and government.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.C.5.2 Describe how volunteerism has benefited the U.S. <ul style="list-style-type: none"> ○ The role of citizens in times of crisis - call to actions, serving in the military, serving in government roles. ● 5.C.4.1 Describe ways in which people benefit from and are challenged by working together in government, workplaces, volunteer organizations, and families <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 on state and national level. ● 6.C.5.1 Explain ways that people can affect or influence society and government <ul style="list-style-type: none"> ○ How a citizen impacts governments throughout history - for example - when a new leader takes over and changes government policies because they are a dictator vs. a president in a Constitutional republic. 		
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 reasons why citizens have a responsibility to respect and protect their rights to exercise their individuality and freedom, along with those rights of others. 	<ul style="list-style-type: none"> ● Ways citizens can be responsible for becoming informed on important issues. (ex. participating in government through voting and expression of opinions) ● How people under 18 can be active citizens by knowing their rights, being responsible, staying informed, making good decisions, and volunteering/taking action in their community. 	<ul style="list-style-type: none"> ● Compare and contrast ways that citizens have had a positive effect on society and government versus a negative effect. ● Examine ways that citizens have used their freedoms to take away the equality of other people. ● Decide which citizen(s) have the most influence on U.S. society and government.

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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"> Analyze Citizen Affect Influence Society Participation Limited Government Bill of Rights 	<ul style="list-style-type: none"> That citizens under the voting age cannot impact the larger U.S. society and government. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 7	<ul style="list-style-type: none"> The Oceti Sakowin have shown resilience and self-determination in the midst of negative federal policies and treaties. 	
Vertical Alignment		
<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 examine the various ways they can have an impact on society. ELA Connection: 8.W.2.B Students develop a narrative text and develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information examples. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> High School Civics Connection 9-12.C.3.5 Students will differentiate among the roles of the levels of authority in the national, state, local, and tribal governments regarding American federalism through the use of compelling questions. 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.5.7 Students will explain how civil disobedience

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		has been used to influence policy making in United States government
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. ● D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). <p>Taking Informed Action:</p> <ul style="list-style-type: none"> ● D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. ● D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. ● 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. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> ● Create a T-chart that describes ways that citizens have had a positive effect on society and government versus a negative effect. ● Label corners of the classroom with different types of citizens and ask students to move to the area that has the most influence. 		
<i>Possible Civic Engagement Activities</i>		
<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>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	
<ul style="list-style-type: none"> ● Public forum with city council/mayor. 	<ul style="list-style-type: none"> ● Students will read local newspaper articles about their local elected officials. Students will discern what these officials promote, what their accomplishments are, how they have handled 	

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	<p>problems, and areas in which students believe a more critical investigation is warranted. For instance, if a local official does not support a public project, students should investigate why that is. Or, if local officials are going against each other, or if a specific group is challenging them, then students should complete research. Once students investigate local officials and their actions, students will create questions to ask them. These questions will be collected and students will debate which ones are the most important (the most important questions should be at top of the list). Local officials will be invited to answer student questions, whether through an online video chat, letters, or in-person speaking engagement.</p>
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