

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:	9-12.C.4.1 Define the concept of civic virtue through the use of compelling questions.	
Student Friendly Language:	I can explain what it means to be a contributing member/citizen of society and its relationship to civic virtue.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● Citizenship is the foundation of a government. Components of citizenship and community. ● Governments must balance individual rights with authority and power. 		
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 dedication of citizens to the common welfare of their community or country, even at the cost of their individual interests is civic virtue. ● Evaluating the criteria for each citizen to uphold the standards of community standards. 	<ul style="list-style-type: none"> ● The structure and intention of democracies imply a responsibility on individual citizens to engage in the political process. ● There is an inherent tension between working for the collective good and maintaining individual interests. 	<ul style="list-style-type: none"> ● Create criteria for evaluating civic virtue. ● Define civic virtue in various contexts. ● Identify and explain ways in which a citizen can become involved in government.
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"> ● Civic Virtue ● Common Good ● State of Nature ● Social Contract Theory ● Rights of the Governed ● Popular sovereignty 		<ul style="list-style-type: none"> ● That as Americans our freedom is infinite.

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> ● N/A 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 8.C.4.3 Compare and contrast methods of civic involvement. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Connecting the role and action of student governance boards. ● Connecting the role and action of local governance boards. ● Draw connections to novels or readings that are being addressed in other courses. ● World History, Sociology, Psychology, U.S. History, and Economic coursework. ● Connections can be made to courses that address Physical Geography, Air, and Oceans. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Vote. ● Real-life Application.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.1.9-12. Explain how a question reflects an enduring issue in the field. ● D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). 		

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- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of 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).

Taking Informed Action:

- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out of school civic contexts.

Example strategies to reach depth and intention of the standard

- Students create compelling questions that define civic virtue and its relation to one’s role as a contributing citizen.
- Identify examples from world and/or US history of individuals who demonstrated various incarnations of civic virtue.
- Compare and contrast differing ideas about civic virtue.

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"> ● Organize fundraising event for a cause ● Form a club ● Bringing stakeholders together for a classroom forum ● Create a poster and hang it in a public space ● Create a community education pamphlet ● Organize community service 	<ul style="list-style-type: none"> ● Civic engagement activities are a natural fit to American Government. The activities to the left are possible suggestions. They are inherently rooted in many of our standards. ● The definition of civic virtue to set aside personal rights for the good of the whole. Therefore, several activities can be done to encourage individuals to improve conditions for the community as a whole. These activities provide a vehicle to exercise virtuous actions such as a school-wide recycling program.

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