

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic	
<b>Grade Level/Band Standard:</b>	9-12.C.5.2 Identify ways of becoming a United States citizen including the key steps in the naturalization process and recognize the intended and unintended consequences of this process.	
<b>Student Friendly Language:</b>	I can explain the process used to obtain United States citizenship. I can explain the outcomes, both intended and unintended, of the naturalization process	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• The components of U.S. citizenship.</li> <li>• Citizenship is the foundation of a government.</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>• Explain the meaning of citizenship in the United States, the ways Americans become citizens, which is called naturalization, and why all American citizens are citizens both of their states and their nation.</li> <li>• Explore the intended and unintended outcomes of the naturalization process.</li> </ul>	<ul style="list-style-type: none"> <li>• Citizenship is a fundamental status that enables individuals to participate in and benefit from membership to different nations.</li> <li>• U.S. citizenship can be acquired at birth or obtained through a legal process known as naturalization.</li> <li>• The process of naturalization has both intended results and unintended results that can be positive or negative depending upon varying factors and ideologies</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain the process of naturalization.</li> <li>• Compare and contrast varying criteria for US citizenship, with an emphasis on the requirements of naturalization.</li> <li>• Determine both intended and unintended results of naturalization and evaluate their impact on U.S. society.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	

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<ul style="list-style-type: none"> <li>● Citizen</li> <li>● Citizenship</li> <li>● Immigrant</li> <li>● Naturalization</li> <li>● Jus sanguinis</li> <li>● Jus soli</li> <li>● Alien</li> <li>● Resident</li> <li>● Dual citizenship</li> <li>● Passport</li> <li>● Tribal citizenship</li> <li>● 14th Amendment</li> </ul>	<ul style="list-style-type: none"> <li>● You are a citizen of the place you were born, however, where a person is “from” is a very complex topic.</li> <li>● That natural citizenship and legal citizenship are the same thing.</li> </ul>	
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 6</a>	<ul style="list-style-type: none"> <li>● American Indians were not granted citizenship until the 1900s.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 8.C.4.2 Apply the rights and responsibilities of US citizens to students’ lives.</li> <li>● 8.C.4.3 Compare and contrast methods of civic involvement.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Identify and understand the pros and cons of the process to become a U.S. citizen.</li> <li>● Connecting the role and action of local governance boards.</li> <li>● Draw connections to novels or readings that are being addressed in other courses.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Real-life application.</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		

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**Constructing Compelling Questions:**

- D1.1.9-12. Explain how a question reflects an enduring issue in the field.

**Constructing Supporting Questions:**

- D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**Evaluating Sources and Using Evidence:**

- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**Communicating Conclusions:**

- 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

***Example strategies to reach depth and intention of the standard***

- Class debate topic: Should the United States repeal the Citizenship Clause of the 14th Amendment?
- Classroom discussion about the misconception of American citizenship and immigration.

***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"> <li>● Document and share oral histories/narratives</li> <li>● Bringing stakeholders together for a classroom forum</li> <li>● Create a community education pamphlet</li> </ul>	<ul style="list-style-type: none"> <li>● Have students research their own personal histories/narratives regarding their ancestral citizenship. Have students privately journal their findings.</li> <li>● Bring together a panel of local experts to address immigration in their community. Or encourage them to attend local panels if they exist.</li> <li>● Create a pamphlet of what it means to be a citizen.</li> </ul>

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