

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:	9-12.C.5.4 Demonstrate the ability to make informed decisions through the use of multiple, credible sources.	
Student Friendly Language:	I can find and understand multiple valid sources in order to make knowledgeable decisions.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • A basic understanding of how to distinguish whether a source is reliable or not. • The types of sources available (i.e. primary sources, video, picture, etc.). 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Use criteria for determining if a source is credible. Examine processes used to gather credible sources. Understand how information translates into informed decision making. 	<ul style="list-style-type: none"> • Experts have points of agreement and disagreement making it necessary to gather multiple sources in order to make informed decisions. 	<ul style="list-style-type: none"> • Determine criteria for a credible and valid source of information on a topic of inquiry. • Identify and demonstrate understanding of a valid source of information. • Explain and argue for or against a formal position on a topic of inquiry.
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"> • Credible • Bias • Primary Source • Secondary Source • Journalism • Mass media • Blog 	<ul style="list-style-type: none"> • That one's personal beliefs are enough to justify a position/argument. 	

South Dakota Social Studies Unpacked Standards Template

<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"> 9-12.H.5.1 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources 9-12.H.5.2 Evaluate the credibility of a source by examining how experts value the source. 9-12.H.5.3 Identify historical evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Utilize a variety of credible sources to come to informed decisions. High School language arts/ science classes Research papers/projects; write a bibliography 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Real-life application. Post-secondary coursework.
<i>C3 Framework Relevant Skills and Applications</i>		

South Dakota Social Studies Unpacked Standards Template

Constructing Compelling Questions:

- D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

Constructing Supporting Questions:

- D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Determining Helpful Resources:

- D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

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.
- D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.

Developing Claims and Using Evidence:

- D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Communicating Conclusions:

- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.
- 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).
- 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).
- D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.
- D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.
- **Taking Informed Action:**

South Dakota Social Studies Unpacked Standards Template

- 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

- Utilizing two varying websites to compare and contrast news stories.
- Utilize the librarian (or other media experts) to teach credible research skills.

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"> ● Write a newspaper editorial ● Create and circulate an infographic ● Create short public service announcements 	<ul style="list-style-type: none"> ● The editorial can be about a hot button topic that engages students in the use of credible research skills. ● Creating an infographic on an assigned topic engages students in presenting information in a visual manner that relies heavily on the use of credible research. ● Creating a public service announcement can raise awareness on an important issue and students must support it with reliable data.