

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	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.5.7 Explain how civil disobedience has been used to influence policy making in the United States government.	
Student Friendly Language:	I can describe what civil disobedience is and how it impacts historical and contemporary U.S. government.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> The different ways that civil involvement impact government policies 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> What civil disobedience is and how it impacts historical and contemporary U.S. government. 	<ul style="list-style-type: none"> Civil disobedience is the purposeful disregard for laws and policies deemed unjust or unfair by portions of the public. Debates exist as to the effectiveness of different types of civil disobedience including violent and nonviolent forms of disobedience. Civil disobedience has, throughout history, impacted government in a variety of ways both positive and negative. 	<ul style="list-style-type: none"> Identify and explain various examples of civil disobedience at local, state, national, tribal and/or international levels. Examine the impact of historical and/or contemporary acts of civil disobedience on policy making in the U.S. 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"> Civil disobedience Civil Rights Civil Liberties Bill of Rights 	<ul style="list-style-type: none"> A misconception is that civil disobedience has to be violent. A misconception is that often the act of civil obedience draws more attention that the issue individuals are protesting against. 	

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<ul style="list-style-type: none"> ● Protest ● Assemble ● Petition ● Boycott 		
<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. ● 8.C.5.1 Analyze ways that citizens can affect or influence the U.S. society and government. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Examine how civil disobedience has been used in government policies past and present. ● Draw connections to novels or readings that are being addressed in other courses ● High School U.S. and World History Classes ● Connecting the role and action of student governance boards. ● Connecting the role and action of local governance boards. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Real-life application. ● Political participation. ● Vote.
<i>C3 Framework Relevant Skills and Applications</i>		

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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.

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.
- 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.

Communicating Conclusions:

- 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).

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

- Draw connections to current events.
- Draw connections to historical events.
- Students make lists of effective forms of civil disobedience.

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 ● Write a letter to a government official 	<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.

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<ul style="list-style-type: none">● Create art to advocate (music, photography, murals, etc.)● Initiate an informed conversation	
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