

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.5.8 Assess options for action to address local, regional, and global problems by volunteer engagement.	
Student Friendly Language:	I can evaluate solutions to local, regional, and global problems through volunteer networks.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Experience with problem solving techniques that are rooted in local, regional, and global problems. • Experience with volunteerism. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • That community problems can be addressed through volunteerism and potential ways to engage in these volunteer activities. 	<ul style="list-style-type: none"> • Humans can affect positive change within their communities and throughout society through volunteer work. • Debates exist regarding the effectiveness of volunteer work in regards to long-lasting impact and the expertise volunteers bring toward solving various social problems. 	<ul style="list-style-type: none"> • Assess options for individual and collective action to address local, regional, and global problems. • Evaluate local, regional, state, national, tribal and international options for providing volunteer support. • Identify personal strengths and weaknesses for assessing one’s possible impact on future volunteer opportunities.
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"> • Volunteerism • Grass roots 	<ul style="list-style-type: none"> • That volunteerism is the same as community service and is a punishment. • That youth cannot enact change. • That many of our local, state, national, and global problems are too complex to change. 	

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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"> ● No examples of previous learning could be found. This may be the first time students are exposed to this. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Senior Capstone/Portfolio ● Service Learning Projects ● Student Governance Organizations. ● 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"> ● Employment responsibilities ● Expectations as a adult: role on governance boards ● 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>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● 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. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● 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. <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

- Implement a problem-based learning model for a current issue.
- Draw connections to current and historical events.
- Moderate a debate that addresses the effectiveness of volunteer work in regards to long-lasting impact and the expertise volunteers bring toward solving various social problems.

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 community service ● Organize fundraising event for a cause ● Host a volunteer fair 	<ul style="list-style-type: none"> ● The students could work with civic and community leaders to identify possible areas of need and possible volunteer opportunities. ● The students could work with civic and community leaders to identify possible areas of need and organize a fundraising event. ● Civic and community groups could be invited to the school for a volunteer fair to promote their cause.