

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.5.9 Demonstrate and/or show examples of how technology has changed the way people participate beyond their traditional sphere of influence	
Student Friendly Language:	I can explain the impact of expanding technology on political behavior.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • How media sources affect government policies and actions. • The ways people have participated in their government and society prior to technology and the strengths and weaknesses this form provided. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • News consumption has shifted from print to the internet and that the internet has impacted how people consume news and how they behave politically. 	<ul style="list-style-type: none"> • The expanding use of communication media is an influential force in politics, providing both benefits as well as challenges. • The ways in which individuals stay informed and express their political opinions have drastically increased as technology expands. 	<ul style="list-style-type: none"> • Identify technologies that increase participation in politics. • Evaluate the influence of media in politics on the local, tribal, state, national and international levels. • Determine examples of benefits and drawbacks when using social networking in civic engagement.
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"> • Social media • Social networking • Traditional sphere of influence • Political Socialization 	<ul style="list-style-type: none"> • A misconception is that news, studies, articles of interest are often not fact based but written with the goal of persuasion. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p>OSEU 5</p> <p>OSEU 7</p>	<ul style="list-style-type: none"> ● Technology has changed the way the Oceti Sakowin record their history from oral to expansion of the internet to the world. ● The Oceti Sakowin resiliency has allowed positive changes to the Tribal communities. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 8.C.5.2 Explain the roles and influences of individuals, groups, and the media on governments. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Examine how technology influences the way people participate in their society and governing systems. ● Draw connections between contemporary events and content from other courses. ● Draw connections to novels or readings that are being addressed in other courses. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Real-life application. ● Political participation.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> ● 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>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● 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. <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 		

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in order to revise or strengthen claims.

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).

Example strategies to reach depth and intention of the standard

- Compare and contrast different modes of technology.
 - “Meme Busting”: have students find various political memes and have them fact check their accuracy.
 - Analyze elected official’s social media presence and activity.
 - Encourage students to “follow” elected officials and various news affiliates for current events.

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"> ● Deliberate essential question with invited guests ● Bringing stakeholders together for a classroom forum or work collaboratively to write a resolution 	<ul style="list-style-type: none"> ● Invite federal, state, local, and tribal leaders to class and ask them to: Evaluate the influence of media in politics on the local, tribal, state, national and international levels. ● Have the students moderate a class forum or to write a resolution.