

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.	
<b>Grade Level/Band Standard:</b>	1.H.1.1 Demonstrate chronological order using events from their own lives.	
<b>Student Friendly Language:</b>	I can put events of my life in order by my age.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• Meanings of the terms yesterday, today, and tomorrow.</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>• What it means to put events in chronological order.</li> <li>• How they can document and order events from their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Events in their life can be placed in order based on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a timeline of my own life.</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>	
<ul style="list-style-type: none"> <li>• Chronological order</li> <li>• Timeline</li> <li>• Past/present</li> </ul>	<ul style="list-style-type: none"> <li>• The meaning of time, for example they may think it means a time on the clock rather than a time in their life.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 3</a>  <a href="#">OSEU 6</a>	<ul style="list-style-type: none"> <li>• Oceti Sakowin Tribal members’ lifestyles changed from the past to present.</li> <li>• Oceti Sakowin lifestyles have changed due to events over time.</li> <li>• Oceti Sakowin recorded lineage (time) through Winter Counts.</li> </ul>	

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<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Distinguish yesterday, today and tomorrow.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Demonstrate chronological order using events from their own lives.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Demonstrate chronological order using events from history.</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>• D4.2.K-2. Construct explanations using correct sequence and relevant information.</li> </ul>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>• Show a model of timeline from your own life.</li> </ul>		
<b>Possible Civic Engagement Activities</b>		
<p>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.</p>		
<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>	
<ul style="list-style-type: none"> <li>• Invite an older member of the community into the classroom.</li> <li>• Field trip or classroom visit from museum staff</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss a timeline of their life and how it differs from the life of a first grader.</li> <li>• Students learn about how things are grouped in a museum based on a time in history.</li> </ul>	