

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>	2.H.1.1 Demonstrate chronological order using events from history.	
<b>Student Friendly Language:</b>	I can put past events in the correct order.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>In first grade, they put their own life events in order. In second grade, we put historical events in order.</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>Events that have already happened make up our history.</li> <li>There is a chronological order in history.</li> </ul>	<ul style="list-style-type: none"> <li>History can be the immediate past or from hundreds of years ago.</li> <li>Historical events sometimes connect and build.</li> </ul>	<ul style="list-style-type: none"> <li>Order historical events according to when they happened.</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>Historical events</li> </ul>	<ul style="list-style-type: none"> <li>That history happened all at once. For example- George Washington and Abraham Lincoln were both presidents from the past but not at the same time.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 3</a>	<ul style="list-style-type: none"> <li>Original cultures, traditions and languages of Oceti Sakowin Tribal members have changed with historical events. The Oceti Sakowin language changed significantly over time with the requirements of boarding school.</li> </ul>	

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<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Demonstrate chronological order using events from their own lives</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>• I can put past events in the correct order.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the obstacles and successes of the early settlers and in creating communities</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>• D1.4.K-2. Make connections between supporting questions and compelling questions.</li> </ul> <p><b>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"> <li>• D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>• D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</li> </ul> <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> <li>• D4.5.K-2. Ask and answer questions about explanations.</li> </ul>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>• Make an interactive historical timeline</li> <li>• Wax Museum- put the wax characters in chronological order</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>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	
<ul style="list-style-type: none"> <li>• Make a presentation of the history of local town</li> </ul>	<ul style="list-style-type: none"> <li>• Visit the local historical museum or talk to members of the historical society. Gather information to make a presentation to other grades. Highlight the order of significant events in the town’s history.</li> </ul>	