

South Dakota Social Studies Unpacked Standards Template

| | | |
|--|--|--|
| Anchor Standard: | H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. | |
| Grade Level/Band Standard: | 2.H.1.2 Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past. | |
| Student Friendly Language: | I can use items from the past such as photos, diaries, oral stories and videos to understand what family and school life was like long ago. | |
| What prior knowledge do students need to have to be successful on this standard? | | |
| <ul style="list-style-type: none"> In first grade students describe ways people learn about the past. In second grade we compare family and school life from the past to present using different methods and resources. | | |
| Students Will Know (Factual Knowledge).... | Students will Understand (Historical Inquiry).... | Students Will be Able to Do (Performance Based) |
| <ul style="list-style-type: none"> History is a story of the past. We learn about the past in many ways. Know ways and resources that can help us learn about family or school life in the past. | <ul style="list-style-type: none"> There are many ways to record history which we use when we study the past. | <ul style="list-style-type: none"> Compare family and school life in the past with life today. Identify historical artifacts used to learn about the past. |
| 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"> Historical records Artifacts Photos Diaries Oral histories Videos | <ul style="list-style-type: none"> People alive today learned with the same things we use today. (Students don't understand that technology has changed rapidly.) | |
| | | |

South Dakota Social Studies Unpacked Standards Template

| <i>OSEUS Connection</i> | | |
|--|--|--|
| Essential Understanding: | Descriptive Connection Between Social Studies and OSEU: | |
| <u>OSEU 5</u> | <ul style="list-style-type: none"> Oceti Sakowin Tribal members use oral storytelling and written accounts, such as Winter Accounts, to record history. | |
| <i>Vertical Alignment</i> | | |
| Previous Learning Connections <ul style="list-style-type: none"> Describe ways people learn about the past including but not limited to photos, artifacts, stories, and videos. | Current Learning Connections <ul style="list-style-type: none"> Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past. | Future Learning Connections <ul style="list-style-type: none"> Explain cause and effect relationships that impacted early settlement and development in the United States. |
| <i>C3 Framework Relevant Skills and Applications</i> | | |
| Determining Helpful Resources: <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. | | |
| Evaluating Sources and Using Evidence: <ul style="list-style-type: none"> D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection. | | |
| Communicating Conclusions: <ul style="list-style-type: none"> D4.2.K-2. Construct explanations using correct sequence and relevant information. | | |
| <i>Example strategies to reach depth and intention of the standard</i> | | |
| <ul style="list-style-type: none"> Venn Diagram to compare school in the past with current school. Research a person from the past to find photos, diaries, letters, etc to tell about their family (Anne Frank, Laura Ingalls) | | |
| <i>Possible Civic Engagement Activities</i> | | |
| 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: | |

South Dakota Social Studies Unpacked Standards Template

| | |
|---|---|
| <ul style="list-style-type: none">• Guest Speaker | <ul style="list-style-type: none">• Have a community member or family member come in and talk about school, life, family, farming etc when they were growing up. This will allow students to ask questions and understand that people alive today had very different situations growing up. |
|---|---|