South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.
Grade Level/Band Standard:	4.H.2.4 Describe influences of European cultures on South Dakota communities.
Student Friendly Language:	I can describe the impact European cultures have had on South Dakota communities.

What prior knowledge do students need to have to be successful on this standard?
● A basic understanding of European geography and the countries that make up Europe. ● Knowledge of historic events and figures that led to South Dakota's development.

Students Will Know (Factual Knowledge)….	Students will Understand (Historical Inquiry)….	Students Will be Able to Do (Performance Based)
● European cultures that have influenced South Dakota ● Influences from European cultures	● Different cultures influence one another. ● Specific aspects of South Dakota's communities stem from qualities, traits, or characteristics of European cultures.	● Describe European cultures that have impacted South Dakota's communities. ● Describe the specific aspects of the European cultures that have impacted South Dakota's communities.

Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?
● Communities ● European ● Influence	● Students may not understand that "Swiss" means "from Switzerland" or that "German" means "from Germany" and that these countries are part of Europe. This applies to many other countries and cultures in Europe as well.

OSEUS Connection	
Essential Understanding:	**Descriptive Connection Between Social Studies and OSEU:**
OSEU 2	● The Euro-American influenced the ideas, values, rights, philosophy, and beliefs of the Oceti

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	Sakowin with boarding schools.

Previous Learning Connections	**Current Learning Connections**	**Future Learning Connections**
● Analyze a community's culture and history	● Describe influences of European cultures on South Dakota communities.	● Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S. ● Identify key European explorers and the causes and effects of their voyages

C3 Framework Relevant Skills and Applications

Constructing Supporting Questions:
- D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

Developing Claims and Using Evidence:
- D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.

Communicating Conclusions:
- D4.1.3-5. Construct arguments using claims and evidence from multiple sources.

Example strategies to reach depth and intention of the standard

- Students can begin by identifying unique art and architecture, food, and other cultural features that seem unique to their community and then trace it back to the European influence where it is rooted. They can then identify other unique cultural features in other areas in South Dakota and trace it back to where in Europe it came from.

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:**
● Share Oral Histories/Narratives	● Students can interview a family or community member that can trace their culture back to Europe and then share that history with their class.