

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.3 Students will analyze and evaluate historical events from multiple perspectives.	
Grade Level/Band Standard:	4.H.3.1 Compare and contrast life today with life in historical time periods.	
Student Friendly Language:	I can compare and contrast life today with life during another time period.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • A basic understanding of current culture. • Knowledge of how to organize events in chronological order • Knowledge of how to use and compare primary sources from the past. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Know technological advances of specific time periods being studied. • Know events of the historical time period. • Know political or societal issues of a specific time period. 	<ul style="list-style-type: none"> • Technological advances change the manner in which a society, and individuals in the society, function. • A person’s environment (culture, status, current events) affects their everyday life. 	<ul style="list-style-type: none"> • Identify present technological advances and describe how they have changed everyday life. • Describe life during a specific time period in the past. • Compare and contrast life of a specific time period to life today.
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"> • Compare • Contrast • Technology 	<ul style="list-style-type: none"> • Not understand that technology is more than just electronic technology. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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<p>OSEU 2</p> <p>OSEU 3</p> <p>OSEU 7</p>	<ul style="list-style-type: none"> ● Oceti Sakowin lifestyles can be compared and contrasted throughout historical times, ranging from assimilated to traditional. There is no “generic American Indian.” ● Oceti Sakowin star knowledge can be compared and contrasted with other cultures. ● Oceti Sakowin way of life is taking care of the whole being as a person that can be compared within various historical time periods. 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● N/A 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Compare and contrast life today with life in historical time periods. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Create and use a chronological sequence of related events to compare developments that happened during the same time frame.
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.4.3-5. Use evidence to develop claims in response to compelling questions. <p>Taking Informed Action:</p> <ul style="list-style-type: none"> ● D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. 		
<p><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> ● As students study a particular time period, the teacher could ask them to create a Venn Diagram to compare and contrast that time period with their own lives. 		
<p><i>Possible Civic Engagement Activities</i></p> <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>		
<p>Activity:</p>	<p>Description on How to Use the Activity and How it Meets the Grade Level:</p>	

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<ul style="list-style-type: none">• Make and circulate a video	<ul style="list-style-type: none">• Students could create a short video of different time periods to help raise awareness for how life has changed. Students also analyze the impact of these changes on people in their world around them.
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