

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:	6.H.1.1 Classify key global events in chronological order.	
Student Friendly Language:	I can arrange historical events in the order that they happened and organize them into connected groups.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> An understanding of the progression of time, such as a timeline of their own life, SD history, or U.S. history. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> The order of major events in history. The ways in which people talk about when events happened. <ul style="list-style-type: none"> BC/AD; BCE/CE; “In the first year of king...” OSEU tie in with Winter Calendar 	<ul style="list-style-type: none"> One way to study historical events is in the order in which they occurred. People have not always ordered events by years (such as BC and AD) but by a variety of methods, such as when a ruler was in power. 	<ul style="list-style-type: none"> Construct a multi-tier timeline to arrange event dates in order using B.C. (or BCE) and AD (or CE). Provide reasoning for historical events being classified as an example of change and/or continuity.
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"> B.C. (Before Christ) A.D. (Anno Domini) B.C.E. (Before the Common Era) C.E. (Common Era) Chronological Sequence Continuity Era/“Age” (e.g. Paleolithic, Bronze Age, etc...) 	<ul style="list-style-type: none"> What does it mean to go back into “BC/BCE” times and why the numbers get bigger. The length of time that events are from one another (discontinuity of one another). They don’t have a good conceptual understanding of time. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 5</p> <p style="text-align: center;">OSEU 6</p>	<ul style="list-style-type: none"> ● The people of the Oceti Sakowin classified events using Winter Counts, which can be aligned with other global events like meteor showers. ● The Oceti Sakowin classified key federal policies and treaties. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 6.H.1.1. Create and use a chronological sequence of related events to compare developments that happened during the same time frame 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Classify key global events in chronological order. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 8.H.1.1. Describe major military battles in the American Revolution ● 9-12.H.1.1. Distinguish between long-term causes and triggering events in the development and events of the Renaissance and Reformation
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> ● Construct a timeline of an ancient civilization containing multiple events and people. ● Construct a multi-tier timeline to arrange events of multiple ancient civilizations to help gain a conceptual understanding of chronological time. ● Summarize major categories of time (BC/BCE, AD/CE, era/"age"). 		
<i>Possible Civic Engagement Activities</i>		

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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:
<ul style="list-style-type: none">• Town History• Community Calendar	<ul style="list-style-type: none">• Create a timeline/slide show of the history of your town. Note major events that took place in the past and when the students became a part of the town.• Create a calendar of events that contains regular and important events that students can attend to be involved in their community.