

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:	9-12.H.2.4 Analyze complex and interacting factors that influenced the perspectives and changes in ideologies of populations.	
Student Friendly Language:	I can describe examples of individual and group perspectives impacting decision making	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • There are many factors that influence ideologies. • Individual and group perspectives all contribute to a better world. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Forms of government • Economic Systems • Types of Religion • Ideologies 	<ul style="list-style-type: none"> • Similarities and differences of societies over time. • Complex factors influence ideology. • Religion has an extremely high connection to people’s lives. 	<ul style="list-style-type: none"> • Compare and contrast different forms of government and impact on individuals' way of life. • Compare and contrast different religions and impact on individuals' way of life. • Compare and contrast different economic systems and impact on individuals' way of life.
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"> • Classical Conservatism • Classical Liberalism • Imperialism • Colonialism • Mercantilism 	<ul style="list-style-type: none"> • Interpreting past people, places, and events with their own ideology. 	

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<ul style="list-style-type: none"> ● Marxism ● Social Darwinism ● Religious Tolerance 		
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> ● N/A 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 6.H.3.1 Compare and contrast primary and secondary sources to identify multiple perspectives of the same event ● 6.H.4.2 Determine how decisions made by individuals affected historical events ● 7.G.3.2 Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Identify the impact of multiple types of government, religion, and/or economic systems on people's way of life. ● Analyze the way that an individual may express their own ideology in an impactful manner in today's society. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.C.1.4 Describe the influence of religion on western political thought ● 9-12.H.3.1 Analyze the ways in which the perspectives of those writing history shaped the history they produced in relation to exploration, imperialism, and expansion
C3 Framework Relevant Skills and Applications		

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Constructing Compelling Questions:

- D1.1.9-12. Explain how a question reflects an enduring issue in the field.
- D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

Constructing Supporting Questions:

- D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Developing Claims and Using Evidence:

- D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Communicating Conclusions:

- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.
- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

Taking Informed Action:

- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out of school civic contexts.

Example strategies to reach depth and intention of the standard

- Have a conversation- with a leading individual from the time (influential member of government, religion, innovator, etc. from the era) Write a question to that thinker and pass it on to another student. How would that thinker respond?
- Make a headline-write a headline that captures the ideology of the person, place or event that is under investigation.
- Identify the lasting impacts of harmful ideologies in the past (imperialism, nativism, genocide, enslavement).

Possible Civic Engagement Activities

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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">• Create a product (infographic, podcast, flyer...) that connects present ideologies in a current event with positive changes in society	<ul style="list-style-type: none">• Students will use informed action to communicate their understanding of the impact of differing ideology in their world.