

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.2.7 Critique recent developments in the United States addressing the roles of people, ideas, and groups in terms of foreign and domestic issues. (Courses: Modern, Comprehensive)	
Student Friendly Language:	I can evaluate the roles of different people, ideas, and groups in regards to how the U.S. has addressed recent foreign and domestic issues.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • The three branches of the U.S. government and their functions. • The role and function of the branches of government. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Recent major events in foreign and domestic spheres • Policies that govern decision making on foreign and domestic issues • The process by which individuals, groups and ideas can impact policy 	<ul style="list-style-type: none"> • Recent major events elicit government responses, which are driven by policies and precedents. • Different people, groups of people and their ideologies impact foreign and domestic policy to varying degrees. 	<ul style="list-style-type: none"> • Identify recent events that have impacted foreign and domestic issues in the U.S. • Evaluate the impact people, groups of people, and their ideologies have on responses to various events involving the U.S. • Critique policy responses to foreign or domestic issues
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"> • Foreign policy • Domestic policy • Lobby • Ideology 	<ul style="list-style-type: none"> • The role and duty each branch of government has on foreign and domestic policies . 	
OSEUS Connection		

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Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p>OSEU 1</p> <p>OSEU 6</p> <p>OSEU 7</p>	<ul style="list-style-type: none"> • Tribal governments and other leaders are taking action to improve lands and preserve natural resources. • Citizenship was granted to American Indians with the passage of the Indian Citizenship Act 1924, setting in motion all subsequent US policies with the Oceti Sakowin. • Economic development ventures have been implemented by individuals and groups to bring about positive change for the Oceti Sakowin. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • 8.H.5.1 Generate a compelling question and supporting questions that address the impact of conflicting points of views in the U.S. government. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Compare and contrast America before and after a major event 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • 9-12.C.6.1 Explain the foreign policy process in the United States and give examples and their impact of foreign policy initiatives. • 9-12.C.6.2 Identify the purpose of various international organizations in which the United States is involved.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> • 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. <p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> • D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. <p>Determining Helpful Resources:</p> <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, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> • D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. <p>Developing Claims and Using Evidence:</p>		

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- 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.
- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.
- D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

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.
- D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Example strategies to reach depth and intention of the standard

- Connect with local government officials examine the impact that roles of people, ideas, and groups had on a situation (passing legislation, creating guidelines, etc). Students can also evaluate how the outcomes may have been different if some stakeholders hadn't been involved.

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:
<ul style="list-style-type: none"> ● Connect with local government on a local issue in order to try to bring about a resolution 	<ul style="list-style-type: none"> ● Email a local government official or government office to discuss a local issue and ways to solve it. Through this email, students will learn the process of how a resolution is designed and can be brought about.