

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.	
<b>Grade Level/Band Standard:</b>	1.H.1.2 Describe ways people learn about the past including but not limited to photos, artifacts, stories, and videos.	
<b>Student Friendly Language:</b>	I can learn about the past in many different ways.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• The concept of chronological time as well as the terms yesterday, today, and tomorrow.</li> <li>• How to document events in their own lives.</li> </ul>		
<b>Students Will Know (Factual Knowledge)...</b>	<b>Students will Understand (Historical Inquiry)...</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>• Pictures and videos are some of the ways used to document things that happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures and videos are some of the resources people use to learn about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell about ways people can learn about the past.</li> <li>• Use resources such as but not limited to photos, artifacts, stories, and videos to tell a story of the past.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>• Artifacts</li> <li>• Sources</li> <li>• Past</li> </ul>	<ul style="list-style-type: none"> <li>• May not understand that sources need to be non-fiction.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 5</a>	<ul style="list-style-type: none"> <li>• Oceti Sakowin Tribal members learned from the past through oral storytelling and written accounts, such as Winter Accounts.</li> </ul>	

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<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>• The concept of chronological time as well as the terms yesterday, today, and tomorrow.</li> <li>• How to document events in their own lives.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Describe ways people learn about the past including but not limited to photos, artifacts, stories, and video.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>• D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</li> <li>• D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>• D4.2.K-2. Construct explanations using correct sequence and relevant information.</li> <li>• D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies.</li> </ul>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>• Demonstrate how to use the library catalog to find books about a specific topic.</li> <li>• Demonstrate how to use the internet to search for reliable sources.</li> <li>• Have students use an object to explain a story about a life event.</li> </ul>		
<b>Possible Civic Engagement Activities</b>		
<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>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	
<ul style="list-style-type: none"> <li>• Local historian visit</li> <li>• Visit local museum or historical place</li> </ul>	<ul style="list-style-type: none"> <li>• Invite a local historian to visit the classroom and tell about the history of the town. Historians should share different types of sources such as newspaper articles, photographs and artifacts.</li> <li>• Students can see various types of artifacts and gain an understanding of past life.</li> </ul>	