

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:	3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson.	
Student Friendly Language:	I can explain the importance of many famous Americans.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • What America is and an understanding of what a president/leader is. • How to use items and other resources to tell about 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"> • Who famous American figures and presidents were and why they are important to recognize. 	<ul style="list-style-type: none"> • Many Americans in our history are remembered for doing something that was very important and helped our nation. 	<ul style="list-style-type: none"> • Explain what famous Americans did that bettered our country. • Identify famous Americans and determine why they should be recognized.
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"> • Presidents • Leader • Famous 	<ul style="list-style-type: none"> • Biased outside influences. Example: parent/guardian not understanding the importance of that person 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 2	<ul style="list-style-type: none"> • There is no “generic American Indian”. Many influential Oceti Sakowin people helped to develop our state. Examples: Crazy Horse, Spotted Tail, Sitting Bull, Red Cloud. 	

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<p>OSEU 7</p>	<ul style="list-style-type: none"> There were important Oceti Sakowin people famous from America such as Crazy Horse, Spotted Tail, Sitting Bull, Red Cloud. 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> Knowing what America is and an understanding of what a president/leader is. How to use items and other resources to tell about the past. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> 5th Grade Connection- Identify and describe the roles of influential people during the American Revolution
<p>C3 Framework Relevant Skills and Applications</p>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults). <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 		
<p>Example strategies to reach depth and intention of the standard</p>		
<ul style="list-style-type: none"> Poster <ul style="list-style-type: none"> Create a poster highlighting individual famous Americans Biography <ul style="list-style-type: none"> Create a biography on individual famous Americans Video of President/Leader’s speech <ul style="list-style-type: none"> Listen to or watch a video of a famous President/leader and listen to their speeches 		
<p>Possible Civic Engagement Activities</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">● Prepare a community program on President's Day.● Identify other figures in America to be recognized.	<ul style="list-style-type: none">● Students would have to research and prepare a program to invite community members to. This program should fall on or near the President's Day. Students could give factual information about Presidents and leaders as well as prepare artwork and songs.● Students will analyze figures who they feel should be recognized for their work.<ul style="list-style-type: none">○ They will need to justify their thinking through research.
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