

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.	
<b>Grade Level/Band Standard:</b>	3.H.2.3 Analyze a community’s culture and history.	
<b>Student Friendly Language:</b>	I understand culture and history in a community.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• Aware of their own culture.</li> <li>• How to use artifacts and documents to tell history.</li> <li>• How to organize events in chronological order.</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>• How to analyze past and present historical and cultural aspects of a community.</li> </ul>	<ul style="list-style-type: none"> <li>• A community’s culture includes beliefs, language, social activities, music, food, and ways people interact.</li> <li>• A community’s culture can change through time.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast different cultures.</li> <li>• Explain how our culture today is different from that of other times (e.g. that of the pioneers or founding fathers).</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>• Community</li> <li>• History</li> <li>• Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Not understanding that people can have different cultures or that there can be more than one in a community.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 3</a>	<ul style="list-style-type: none"> <li>• The Oceti Sakowin differ in their forms of Lakota/Dakota/Nakota community's culture.</li> </ul>	

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<p><a href="#">OSEU 4</a></p>	<ul style="list-style-type: none"> <li>The Oceti Sakowin kinship system promotes social etiquette, proper behavior and values.</li> </ul>	
<p><b>Vertical Alignment</b></p>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>Aware of their own culture.</li> <li>How to use artifacts and documents to tell history.</li> <li>How to organize events in chronological order.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Analyze a community’s culture and history.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>4th Grade Connection- Describe influences of European cultures on South Dakota communities.</li> <li>5th Grade Connection- Identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865</li> </ul>
<p><b>C3 Framework Relevant Skills and Applications</b></p>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults).</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>D4.1.3-5. Construct arguments using claims and evidence from multiple sources.</li> </ul>		
<p><b>Example strategies to reach depth and intention of the standard</b></p>		
<ul style="list-style-type: none"> <li>Videos             <ul style="list-style-type: none"> <li>Examples: Show students videos of different cultures around the world.</li> </ul> </li> <li>Worksheets/Posters             <ul style="list-style-type: none"> <li>Examples: Complete or create worksheets and posters depicting different cultures.</li> </ul> </li> <li>Guest Speakers             <ul style="list-style-type: none"> <li>Examples: Have community members with varying cultures come talk to the students.</li> </ul> </li> </ul>		
<p><b>Possible Civic Engagement Activities</b></p>		

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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.

<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"><li>• Culture fair</li></ul>	<ul style="list-style-type: none"><li>• Students will work in groups to prepare a display board depicting a culture that is in their community. They will include things like : beliefs, language, social activities, music, food, and ways people interact. They may also include things from home and use outside resources (family members or community members).</li></ul>