

## South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	
<b>Grade Level/Band Standard:</b>	4.H.4.1 Explain probable causes and effects of events and developments in South Dakota.	
<b>Student Friendly Language:</b>	I can explain probable causes and effects of events and developments in South Dakota.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● Cause and effect.</li> <li>● How to analyze historical context of time periods.</li> <li>● Knowledge of key events and people who led to the development in South Dakota.</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>● Events that lead to the development of South Dakota</li> </ul>	<ul style="list-style-type: none"> <li>● Conflict and interactions among the people of South Dakota and settlers affected the development of the state.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a timeline of events leading to the development of South Dakota.</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>● Cause</li> <li>● Effect</li> <li>● Affect</li> <li>● Treaty</li> <li>● Development</li> </ul>	<ul style="list-style-type: none"> <li>● That the events in South Dakota were the only events leading to the development of South Dakota instead of including national events as well.</li> <li>● That the government kept their promise to the Native Americans through treaties.</li> <li>● That the Native Americans wanted to change their way of life.</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 perspective through their oral tradition and written accounts and how they</li> </ul>	

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<p><a href="#">OSEU 6</a></p>	<p>affect the development of South Dakota.</p> <ul style="list-style-type: none"> <li>The federal policies and treaties affected the development of South Dakota especially that of Oceti Sakowin.</li> </ul>	
<p><b>Vertical Alignment</b></p>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>Explain cause and effect relationships that impacted early settlement and development in the United States</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Explain probable causes and effects of events and developments in South Dakota.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>Identify the causes and effects of the development of Colonial America Students will Identify key European explorers and the causes and effects of their voyages</li> <li>Explain probable causes and effects of events in the American Revolution</li> </ul>
<p><b>C3 Framework Relevant Skills and Applications</b></p>		
<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>Example strategies to reach depth and intention of the standard</b></p>		
<ul style="list-style-type: none"> <li>Create a timeline to document the events of South Dakota’s development.</li> <li>Students will choose one conflict or interaction they have recently learned about. They will create a short powerpoint presentation on probable causes of the event, effects of the event, and a summary of how South Dakota changed because of this event. Slide 3 may include a map of SD before and after the event. It may include a chart or pictures showing how South Dakota changed due to this event.</li> </ul>		
<p><b>Possible Civic Engagement Activities</b></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><b>Activity:</b></p>	<p><b>Description on How to Use the Activity and How it Meets the Grade Level:</b></p>	
<ul style="list-style-type: none"> <li>Present to another class</li> </ul>	<ul style="list-style-type: none"> <li>Students will present the powerpoints about how a specific event changed South Dakota or impacted life for people in South Dakota.</li> </ul>	

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	<ul style="list-style-type: none"><li>○ Students could also put their presentations on the teacher website for the public to see.</li><li>○ Students should also analyze how South Dakota would be different had these events not occurred or turned out a different way.</li></ul>
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