

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.4.2 Explain factors affecting the growth and expansion of South Dakota.	
<b>Student Friendly Language:</b>	I can identify and explain events that shaped the growth and expansion of 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>• The shape and culture of South Dakota prior to the arrival of Europeans.</li> <li>• The knowledge of the events and people leading up to South Dakota’s development.</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>• Reasons settlers wanted to move to South Dakota (Ex. Homestead Act of 1862, railroads, Gold Rush, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Settlers in search of land and wealth influenced South Dakota’s growth and expansion.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a specific event from South Dakota History and will explain how it affected South Dakota’s growth or led to other events that affected South Dakota’s growth.</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>• Wealth</li> <li>• Act</li> <li>• Expansion</li> </ul>	<ul style="list-style-type: none"> <li>• That settlers only settled on land occupied by the United States Government. Students may not realize that settlers eventually settled on land that belonged to the Native Americans.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 1</a>	<ul style="list-style-type: none"> <li>• The Oceti Sakowin members' interrelationship with the environment was different. For example farming/ranching.</li> </ul>	

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<b>Vertical Alignment</b>		
<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 factors affecting the growth and expansion of 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</li> <li>● Identify key European explorers and the causes and effects of their voyages</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</li> </ul>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>● Expert Groups: Take a section of your text that you were planning of having students read about the factors that influenced the growth and expansion of South Dakota. Divide the text into sections. Then divide the class into the groups. There should be the same number of groups as sections of texts. Provide each group with a section of text to read. Each group will work together to become experts on their section of the text. Students should read, discuss, clarify misconceptions, and develop a 1-3 sentence summary for the text. Each group member will write the summary down. Then students will form new groups that are comprised of one person from each expert group. Provide time for each student to teach the other group members what about their section of the text and allow other members of the group to write down a 1-3 sentence summary of what each expert taught. Finally, the groups should discuss similarities about factors that influenced the growth and expansion of South Dakota.</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>		
<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>● Create a poster chart and hang it in a public space.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will create a poster that charts an event that influenced the growth and expansion of South Dakota. Students should include a short summary describing the event, two or more factors that influenced growth/expansion, and at least two images that relate to the text.</li> </ul>	