

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.	
Grade Level/Band Standard:	5.H.1.1 Create and use a chronological sequence of related events to compare developments that happened during the same time frame.	
Student Friendly Language:	I can create and use a timeline of related life events to compare growth/progress that happened during the same time frame.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • A base of historical knowledge from previous grade levels. • How to organize dates in chronological order 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Chronological sequence 	<ul style="list-style-type: none"> • That related life events can occur and overlap during a given time period. 	<ul style="list-style-type: none"> • Identify, organize, and make connections between life events during the same time period.
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"> • Chronological sequence • Developments 	<ul style="list-style-type: none"> • Multiple events could happen across the nation at the same time, even if they are not geographically close to one another (ex. American Civil War and Native American Conflicts in the 1860s) 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 2	<ul style="list-style-type: none"> • The reservations and the state have a mutual connection that each has a Constitution. 	

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Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● I can describe historical events that influenced the people of South Dakota. ● I can explain how cultures changed due to historical events. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● I can create and use a timeline of related life events to compare growth/progress that happened during the same time frame. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● I can arrange historical events in the order that they happened and organize them into connected groups
C3 Framework Relevant Skills and Applications		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. <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. ● D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). <p>Taking Informed Action:</p> <ul style="list-style-type: none"> ● D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. 		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none"> ● Students can create a map of the different Westward trail migrations (ex. Oregon Trail, Mormon Trail, California Gold Rush) and label the years that each were actively used. ● Students can create a timeline of important events which occurred during a provided period of history. 		
Possible Civic Engagement Activities		
<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"> ● N/A 	<p><i>*Civic engagement with historical events are difficult. We encourage teachers to find connections to local civic organizations, museums or community members with expertise.</i></p>	

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