

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.1.2 Identify key conflicts with other countries of the world and the effect they had on the U.S. physically, economically, and socially.	
Student Friendly Language:	I can identify key conflicts between the United States and other countries of the world including the effects physically, economically, and socially.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> An understanding of early history of the United States and general geography from their 5th grade standards. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Conflicts between the US and other countries Treaties 	<ul style="list-style-type: none"> That world events and US events are interrelated and directly affect one another. 	<ul style="list-style-type: none"> Identify and relate connections to physical, economical, and social events between countries of the world and the United States.
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"> Conflicts Treaties 	<ul style="list-style-type: none"> That there is only one point of view for historical events. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 2 OSEU 5 OSEU 6	<ul style="list-style-type: none"> The reservations and the state have a mutual connection that each has a Constitution. Oral traditions and written accounts from the Oceti Sakowin offer multiple perspectives of stories in history. The winter counts were a way Oceti Sakowin recorded events in history. It served as a calendar, one event per year was the most significant. 	

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Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> Analyzing the impact of significant historical events on the development of cultures in South Dakota. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> I can identify key conflicts between the United States and other countries of the world including the effects physically, economically, and socially. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> I can analyze the order of historical events and connect them to the events happening at the same time in history, to the present, and implications for the future.
C3 Framework Relevant Skills and Applications		
<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. D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. 		
Example strategies to reach depth and intention of the standard		
<p><i>The examples below are only some of the choices one can use, but not limited to the following:</i></p> <ul style="list-style-type: none"> Discuss the Mexican-American War and the physical effects of the Texas Annexation & Mexican Cession to future U.S. settlements. Students can review how the early 1800's conflict between France and Great Britain affected American merchant ships when Great Britain would capture American sailors and force them to work on British navy ships, eventually leading to the War of 1812. 		
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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