

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.1.3 Describe the impact other countries had on North America through exploration and conflict	
Student Friendly Language:	I can explain how North America was affected by other countries' exploration.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • A basic knowledge of North American geography. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • The influence of other countries, like the British, French, and Spanish influence or conflicts like the French & Indian War and the American Revolution 	<ul style="list-style-type: none"> • North American development was influenced by the exploration of other countries. 	<ul style="list-style-type: none"> • Describe the impact European countries had on the colonization and settlement within North America.
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"> • (Teachers should expose students to a variety of explorers from across the globe which may include, but are not limited to the following list): <ul style="list-style-type: none"> ○ Galileo ○ Ponce de Leon ○ Christopher Columbus ○ Vespucci ○ Baret ○ Magellan ○ Cabot ○ Hudson 	<ul style="list-style-type: none"> • Columbus was not the first European to explore North America. 	

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OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p>OSEU 1</p> <p>OSEU 2</p> <p>OSEU 3</p> <p>OSEU 5</p> <p>OSEU 6</p>	<ul style="list-style-type: none"> ● Exploration and conflict led to a reduction of the land base of the people of the OS. ● Immigrants had differing views of the relationship between people and the environment. ● The influx of immigrants stretched the available resources beyond sustainability. ● Cultural conflicts have resulted in a continuum of tribal identity from assimilated to traditional. ● There are no “generic American Indians” as there are no “generic immigrants.” ● Cultural conflict has resulted in the loss of indigenous languages and knowledge. ● Colonial conflict often results in the diminishment of indigenous stories and perspectives. ● Written accounts often outlive oral accounts that are dependent on a continuous passing-on of the stories. ● Nation to nation conflict has resulted in treaties and policies that impact indigenous people adversely. 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● This is the students’ first real experience with exploration and westward expansion. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● I can explain how North America was affected by other countries’ exploration. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● I can explain changes that happened in American politics after 1800.
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>		

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- 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

- Students will color code maps based on the explorers that claimed areas for their country of origin. Each map should have labels of dates of the exploration.
- Students can outline the tools of navigation for mariners which enabled the explorers to navigate the globe.
- Students can research an explorer and create a presentation back for the class like a movie or newsletter about the explorer’s routes.

Possible Civic Engagement Activities

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.

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>	