

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>	5.H.4.2 Identify key European explorers and the causes and effects of their voyages.	
<b>Student Friendly Language:</b>	I can identify important European explorers. I can explain the outcomes of the explorers' travels.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>Exploration by Europeans around the globe occurred several hundred years ago.</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>European explorers</li> <li>Explored areas</li> <li>Voyages</li> </ul>	<ul style="list-style-type: none"> <li>The explorers from Europe were influential in the development of the US.</li> </ul>	<ul style="list-style-type: none"> <li>Identify European explorers and areas that they explored.</li> <li>Identify and evaluate the cause and effects of European exploration.</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>European explorers</li> <li>Explored areas</li> <li>Voyages</li> </ul>	<ul style="list-style-type: none"> <li>Christopher Columbus was not the first European to North American nor did he “discover” any land that is currently the United States.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 1</a>  <a href="#">OSEU 2</a>	<ul style="list-style-type: none"> <li>The Oceti Sakowin had an impact on helping the European explorers and their voyage. Ex. Lewis and Clark.</li> <li>The European explorers ideals, values, rights had an impact on the Oceti Sakowin people.</li> </ul>	

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<b>Vertical Alignment</b>		
<p><b>Previous Learning Connection</b></p> <ul style="list-style-type: none"> <li>I can explain probable causes and effects of events and developments in South Dakota</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>I can identify important European explorers and explain the outcome of their travels.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</li> </ul> <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> <li>D3.4.3-5. Use evidence to develop claims in response to compelling questions.</li> </ul> <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> <li>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).</li> </ul>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>Create a list of major European explorers and what their importance was whether it be places they visited or technology/innovation they are responsible for.             <ul style="list-style-type: none"> <li>Students should also examine and discuss the effects of the exploration.</li> </ul> </li> <li>Students can chart the routes taken by several different European explorers on a world map.</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>	

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<ul style="list-style-type: none"><li>• N/A</li></ul>	<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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