

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.	
Grade Level/Band Standard:	6.H.4.2 Determine how decisions made by individuals affected historical events.	
Student Friendly Language:	I can explain how people’s ideals and decisions influenced history.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> Understand that people had differing perspectives through history. Understand that influential people affect how people think (such as Thomas Jefferson during the Revolutionary War). 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Decisions that people made in history. Key historical figures and events. Views of the world affect how people think about the world. 	<ul style="list-style-type: none"> Decisions made by influential people impacted events in history. Philosophical views affected what people accepted and rejected as a society. 	<ul style="list-style-type: none"> Compare and contrast decisions made by leaders and understand how decisions affected their civilizations. Utilize primary and secondary sources to better understand why leaders made the decisions they did. Identify how historical figures had a lasting influence on other civilizations. Compare and contrast different philosophical systems.
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"> Ideals Political/social influences Philosophy 	<ul style="list-style-type: none"> Difficult time thinking beyond themselves. 	

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<i>OSEUS Connection</i>		
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>	<ul style="list-style-type: none"> ● By making decisions to settle the lands of the Oceti Sakowin, the original land base and natural resources were no longer under communal stewardship. ● Decisions made by individuals helped define the Oceti Sakowin and their customs and beliefs. ● Tribal cultures, traditions, and languages are the result of decisions made by individuals and how those decisions affected historical events. ● Through oral tradition and written accounts, the Oceti Sakowin told stories of important individuals and how they affected historical events. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 5.H.2.2 Identify and describe the roles of influential people during the American Revolution ● 5.H.3.1 Explain why individuals and groups during the same historical period can differ in their perspectives 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Determine how decisions made by individuals affected historical events. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 7.G.3.2. Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling questions. <p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> ● D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing. <p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. <p>Evaluating Sources and Using Evidence:</p>		

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- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection.

Developing Claims and Using Evidence:

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

Communicating Conclusions:

- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Taking Informed Action:

- D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

Example strategies to reach depth and intention of the standard

- Compare and contrast different philosophies and how they influence the ways people dealt with problems (Warring States period in China with Daoism, Confucianism, and Legalism).
- Explain the impact of leaders’ ideals in Athens that led to democracy.

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"> ● Ideals and current events 	<ul style="list-style-type: none"> ● Create a chart showing the current predominant philosophies of the country and how those ideals affect how people view a current event of your choice.