

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.	
<b>Grade Level/Band Standard:</b>	9-12.H.1.2 Identify patterns and analyze change and continuity in historical eras.	
<b>Student Friendly Language:</b>	I can describe changing and continuing patterns in and across historical time periods.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● Interpreting a timeline</li> <li>● Understanding the significance of cause and effect</li> <li>● Understanding the way historians separate historical eras</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>● Historical Era</li> <li>● Historical Narrative</li> <li>● Chronological Reasoning</li> <li>● Continuity</li> <li>● Change over time</li> </ul>	<ul style="list-style-type: none"> <li>● Periodization</li> <li>● Historians group events into historical eras in order to make sense of history.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and describe patterns across historical eras in social, political, economic and religious elements.</li> <li>● Analyze social, political, economic and religious elements across historical eras.</li> <li>● Critique different interpretations of historical narratives.</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>● Era</li> <li>● Timeline</li> <li>● Historical narrative</li> <li>● Chronology</li> <li>● Continuity</li> </ul>	<ul style="list-style-type: none"> <li>● Periodization can impact historical narrative.</li> </ul>	
<b>OSEUS Connection</b>		

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Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	
<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 6.H.1.2 Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</li> <li>● 6.H.4.1 Consider alternative courses of action or outcomes for historical events</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Recognize patterns and discuss change and continuity in historical eras</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 9-12.H.2.6 Evaluate the impact the American Revolution had on politics, economy, and society. (Courses: Early, Comprehensive)</li> <li>● 9-12.H.4.9 Explain the causes, events, and consequences of the Second World War including issues at home and abroad. (Courses: Modern, Comprehensive)</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.1.9-12. Explain how a question reflects an enduring issue in the field.</li> <li>● D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> </ul> <p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.</li> <li>● D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.</li> </ul> <p><b>Taking Informed Action:</b></p>		

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- D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

***Example strategies to reach depth and intention of the standard***

- Visual timeline to connect eras including representative symbols illustrating events such as:
  - Napoleon and Russia- Hitler and Russia
  - Soviet invasion of Afghanistan - U.S. involvement in Afghanistan
  - Scramble for Africa - lasting impacts of colonization (Rwandan Genocide)

***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.

<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"> <li>● Infographic utilizing a theme of continuity and change with topics such as the evolution of the U.S. relationship between countries such as Russia and China throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will identify and describe examples of continuity and change in World History eras in relation to U.S. foreign relations and how that impacts the average American in today's society.</li> </ul>