

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.	
Grade Level/Band Standard:	9-12.H.2.1 Use questions generated about individuals and groups of the Scientific Revolution and Enlightenment to assess the significance of their actions and work.	
Student Friendly Language:	I can ask questions to better understand people and ideas from the Scientific Revolution and Enlightenment Eras.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Description of the way of life before the Scientific Revolution and the Enlightenment eras: economic, social, cultural, political, religious structures. • The level of education of most Europeans pre-dating the Scientific Revolution and the Enlightenment eras. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Enlightenment Ideas • Scientific Ideas • Significant Individuals 	<ul style="list-style-type: none"> • Ideas and beliefs were challenged • People wanted answers that could be explained/proven • Significance of ideas are sometimes not understood until later • How the Scientific Revolution and the Enlightenment impacted America 	<ul style="list-style-type: none"> • Analyze similarities and differences of prominent thinkers of an era • Compare and contrast pre/post scientific revolution ideas • Connect advancements in the Scientific Revolution to modern scientific ideas • Create questions about ideas and intellectuals to assess their significance
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"> • Rationalism • Scientific Method • Heliocentric • Geocentric • Philosophes 	<ul style="list-style-type: none"> • Nothing really happened during the Scientific Revolution and Enlightenment era and its impact was limited. • The concepts from the Scientific Revolution and the Enlightenment time are obsolete. 	

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<ul style="list-style-type: none"> ● Salon ● Religious Tolerance ● Natural Rights ● Laissez-faire ● Social Contract ● Division of Powers ● Enlightened Absolutism 		
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> ● N/A 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 6.H.2.2 Analyze the development and cultural contributions that gave rise to the agrarian societies ● 6.H.2.4 Analyze the development and cultural contributions that gave rise to economic systems and political institutions 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Discuss the significance of the actions and work of individuals from the Scientific Revolution and Enlightenment. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.C.1.4 Describe the influence of religion on western political thought ● 9-12.C.3.1 Evaluate the effectiveness of the separation of powers and the role of checks and balances
C3 Framework Relevant Skills and Applications		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● 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. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. <p>Developing Claims and Using Evidence:</p>		

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- D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

Communicating Conclusions:

- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.
- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of 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).
- D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

Taking Informed Action:

- 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

- Discuss how the scientific method contributes to the concept of using reason to formulate conclusions to questions.
- Describe the impact of religion on all facets of life during the era.
- Compare and contrast salons to social media of today, also including some modern examples of a “modern day” salon.

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"> ● Create a poster, depicting how John Locke’s views impacted America’s Enlightenment experience. 	<ul style="list-style-type: none"> ● Connect Locke’s ideas of natural rights, social contract theory, separation of powers, and life, liberty, and property to American ideals, matching that evidence to American historical documents and examples of how those concepts are used today.