

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Grade Level/Band Standard:	9-12.H.4.4 Identify and analyze historical content and events using disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary local, regional, and global problems, challenges, and opportunities.	
Student Friendly Language:	I can analyze how past and present social, economic, environmental, and global trends will have an impact on the present and the future of the world.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Major events in local, country, and global history. • Background of how information regarding current events is distributed. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Cause and effect • Current issues • Types of government • Impact of media on global issues 	<ul style="list-style-type: none"> • Past events that play a major role in today's world. • Current world events implicate future events. 	<ul style="list-style-type: none"> • Connect historical events to current events. • Understand causes of current local, regional, and global issues. • Anticipate how current events may impact the future.
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"> • Monarchy • Totalitarian • Dictatorship • Authoritarian • Democracy • Communism 	<ul style="list-style-type: none"> • Something that happened in the past does not affect me today • What happens now does not impact the future 	

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<ul style="list-style-type: none"> ● Socialism ● Censorship 		
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.1.1 Classify key global events in chronological order ● 6.H.1.2 Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Explain how past, present, and future events relate to each other. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.C.1.1 Rationalize the purposes of government throughout world history through the use of compelling questions,
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>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● 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. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● 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 		

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pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

- D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

Taking Informed Action:

- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- 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.
- D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out of school civic contexts.

Example strategies to reach depth and intention of the standard

- Students find current event articles and discuss outcomes that could develop in the future.
- Students find current event articles and compare/contrast an outcome from a past event of a similar nature.
- Students identify a current problem at a local, state, regional, national, or global level and identify the cause of the issue

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"> ● Write a resolution to global problems 	<ul style="list-style-type: none"> ● Students identify global issues, then split into groups, offering solutions. <ul style="list-style-type: none"> ○ Students discuss HOW to address the problems and the cause and effect relationships of those solutions. ○ Student groups present to one another, offering suggestions and feedback on the solutions that are developed.