

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.5 Students will develop historical research skills.	
Grade Level/Band Standard:	9-12.H.5.3 Identify historical evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.	
Student Friendly Language:	I can use and evaluate credible sources to create a strong and consistent claim.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Know the difference between Primary and Secondary Sources • Be aware of bias • Know how to explain Point of View 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Claims • Sourcing • Evidence • Inference • Revision 	<ul style="list-style-type: none"> • Reaching a complete understanding of peoples and events requires the use of multiple credible sources. • It is often necessary to revise your claim after reading multiple sources and gathering more evidence/information. 	<ul style="list-style-type: none"> • Construct a consistent and accurate claim by using multiple sources from different perspectives. • Prove a claim by using evidence from multiple sources. • Revise when strong evidence disputes your claim.
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"> • Claims • Evidence • Inference • Revision 	<ul style="list-style-type: none"> • All revising of history should be considered bad. 	
OSEUS Connection		

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Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> • N/A 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • 6.H.5.2 Determine whether a source is appropriate for answering compelling and supporting questions • 6.H.5.3 Utilize primary and secondary sources and examine the credibility and intent of those sources 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Locate and evaluate multiple sources to support a claim. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • 9-12.C.5.4 Demonstrate the ability to make informed decisions through the use of multiple, credible sources • 9-12.C.5.6 Critique consistencies and inconsistencies throughout a variety of media sources
<i>C3 Framework Relevant Skills and Applications</i>		
<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>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> <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 pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). • D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. 		
<i>Example strategies to reach depth and intention of the standard</i>		

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- Peer review of work
- Activity working hands on with different sources.
- Practice as a class editing, sourcing, etc.

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"> ● Civic Learning/Expressing (Spreading Civic Awareness) 	<ul style="list-style-type: none"> ● Finding multiple sources to support or protest a political issue (party, candidate/politician, social issue, etc.) support your claim with the “according to’s. . .” of multiple, credible sources.