

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.	
Grade Level/Band Standard:	K.H.1.1 Distinguish yesterday, today, and tomorrow.	
Student Friendly Language:	I can tell what day was yesterday, is today, and will be tomorrow.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> A basic understanding of calendars, how they work, and how the days change. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> There is a yesterday, today, and tomorrow and what each term means. 	<ul style="list-style-type: none"> The passing of time can be measured in standardized units. These measurements help us track events in our lives (history). 	<ul style="list-style-type: none"> Identify the day of the week that was yesterday, today and tomorrow.
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"> Days of the week Calendar Yesterday Today Tomorrow 	<ul style="list-style-type: none"> Understanding that the days change or the lapse of time. Understanding calendars. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 3 OSEU 6	<ul style="list-style-type: none"> Oceti Sakowin lifestyles changed from the past to present. Oceti Sakowin recorded lineage (time) through Winter Counts. 	

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Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● A basic understanding of calendars, how they work, and how the days change. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Distinguish yesterday, today, and tomorrow. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Demonstrate chronological order using events from their own lives.
C3 Framework Relevant Skills and Applications		
<p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.2.K-2. Construct explanations using correct sequence and relevant information. 		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none"> ● Students will discuss the days of the week and what term they're associated with (today, yesterday, tomorrow) using the calendar. This could be happening during a calendar time, morning meeting, math time, etc. ● The teacher could say a day relative to the current one and have students identify the day of the week using today, yesterday, or tomorrow. <ul style="list-style-type: none"> ○ For example, if today is Monday and the teacher says Tuesday, students should say that it is tomorrow. ● Songs and rhymes about the days of the week. 		
Possible Civic Engagement Activities		
<p>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.</p>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	
<ul style="list-style-type: none"> ● N/A 		