

Grade 5

Grade 5 History		OSEU Connections						
		1	2	3	4	5	6	7
K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.								
5.H.1.1	Create and use a chronological sequence of related events to compare developments that happened during the same time frame		X					
5.H.1.2	Identify key conflicts with other countries of the world and the effect they had on the US physically, economically, and socially		X			X	X	
5.H.1.3	Describe the impact other countries had on North America through exploration and conflict	X	X	X		X	X	
K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.								
5.H.2.1	Differentiate the cultures of various American Indian tribes		X	X				
5.H.2.2	Identify and describe the roles of influential people during the American Revolution	N/A						
5.H.2.3	Identify the key changes leading to and resulting from growth and invention in the US between the Revolution and 1865	N/A						
5.H.2.4	Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the US	N/A						
K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives.								
5.H.3.1	Explain why individuals and groups during the same historical period can differ in their perspectives					X		
K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.								
5.H.4.1	Identify the causes and effects of the development of Colonial America	X						
5.H.4.2	Identify key European explorers and the causes and effects of their voyages	X	X					
5.H.4.3	Explain probable causes and effects of events in the American Revolution	N/A						
5.H.4.4	Identify key events during the American Revolution considering how they affected people, government, and the economy	N/A						

5.H.4.5	Compare and contrast social, economic, and philosophical differences between the north and the south prior to the Civil War	N/A						
K-12.H.5 Students will develop historical research skills.								
5.H.5.1	Summarize how different types of historical sources are used to explain events in the past					X		
5.H.5.2	Evaluate a historical source to justify the validity of that source					X		

Grade 5 Civics/Government		OSEU Connections						
		1	2	3	4	5	6	7
K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.								
5.C.1.1	Explain why the U. S. was established as a republic over other forms of governments		X			X	X	
5.C.1.2	Explain how rules and laws change society and how people change rules and laws				X			
5.C.1.3	Develop a logical argument explaining why governments are necessary				X			
K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the US Constitution, the US Bill of Rights and subsequent amendments.								
5.C.2.1	Examine the origins and purposes of rules, laws, and key US Constitutional powers				X	X	X	
5.C.2.2	Using research, show where the ideas come from that informed the Constitution				X	X	X	
K-12.C.3 Students will explain how the Constitution organizes the government of the United States.								
5.C.3.1	Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government						X	
5.C.3.2	Compare and contrast procedures for making decisions in a variety of settings, including classroom, school, government, and/or society				X		X	
K-12.C.4 Students will understand the fundamental principles of American democracy and the United States Constitution and the inherent conflicts that may arise.								
5.C.4.1	Describe ways in which people benefit from and are challenged by working together in government, workplaces, volunteer organizations, and families				X		X	X
K-12.C.5 Students will understand the ways in which a citizen can use their basic rights to influence decisions								

of the republic.								
5.C.5.1	Explain how democracy relies upon citizens' responsible participation, and draw implications for how individuals should participate				X			X
5.C.5.2	Describe how volunteerism has benefitted the US				X			
5.C.5.3	Illustrate historical and contemporary means of changing society							X

Grade 5 Geography		OSEU Connections						
		1	2	3	4	5	6	7
K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information.								
5.G.1.1	Apply latitude and longitude to find absolute locations on a globe and map	X						
5.G.1.2	Investigate maps of different types and scales	X						
K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography: location, place, human-environment interaction, movement, and region.								
5.G.2.1	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas	X						X
5.G.2.2	Explain how human settlements and movements relate to the locations and use of various natural resources	X						X
5.G.2.3	Analyze the effects of environmental and technological changes on human settlements and migration	X						X
K-12.G.5 Students will recognize and explain the role population and culture play in creating diversity within the world's places and regions.								
5.G.5.1	Describe how the spatial patterns of cultural activities in a place change over time because of interactions with nearby and distant places			X	X	X		
K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements.								
5.G.6.1	Explain how natural events and human activities in one place affect people living in other places			X	X	XX		

Grade 5 Economics		OSEU Connections						
		1	2	3	4	5	6	7
K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of								

economics.								
5.E.1.1	Explain how supply and demand influences sellers in markets	X	X					X
5.E.1.2	Explain the role of money as a means of trade between individuals and/or groups	X	X					X
K-12.E.2 Students will demonstrate how the forces of supply and demand impact economic decision making.								
5.E.2.1	Explain the meaning of inflation, deflation, and unemployment	X			X			
K-12.E.3 Students will analyze the ways government can impact the market.								
5.E.3.1	Describe examples of various institutions that make up economic systems							X
K-12.E.5 Students will describe how trade generates economic development and interdependence.								
5.E.5.1	Describe the role of trading in early US History	X	X					X

Oceti Sakowin Essential Understandings

OSEU 1 - The original land base and natural resources of the Oceti Sakowin were under communal stewardship prior to immigrant settlement. The Oceti Sakowin tribes have a distinct and unique interrelationship with the environment that contributes to South Dakota.

- Indicator 1 - Analyze the land base and natural resources of the nine reservations in South Dakota.
- Indicator 2 - Analyze the interrelationships of the Oceti Sakowin people, places, and the environment as they relate to all reservations in South Dakota.
- Indicator 3 - Evaluate the strategies in which the tribal governments and other leaders are taking action to improve the lands and natural gifts.

OSEU 2 - There is variety and resiliency among individual Tribal people as identity is developed, defined and redefined by entities, organization and people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no "generic American Indian".

- Indicator 1 - Analyze the impact of Euro-American ideals, values, rights, philosophy, and beliefs of Oceti Sakowin people as tribal, state, and US citizens.
- Indicator 2 - Analyze the knowledge and understanding of the relationship between spiritual, physical, social and emotional health of the Oceti Sakowin.

OSEU 3 - The origin, thought and philosophy of the Oceti Sakowin continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and are observed by many Tribal members both on and off the reservations.

- Indicator 1 - Evaluate the different forms of Lakota/Dakota/Nakota language dialects.
- Indicator 2 - Analyze the Oceti Sakowin sacred sites, creation stories, star knowledge and how they relate to each other.

OSEU 4 - The Oceti Sakowin kinship systems provide a framework for both individual and group behavior. Its unwritten rules promote harmony, compromise, a sense of order, and group cohesion.

- Indicator 1 - Analyze the importance of the Oceti Sakowin family structure and extended family.
- Indicator 2 - Analyze the Oceti Sakowin social etiquette, proper behavior and values.

OSEU 5 - History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.

- Indicator 1 - Analyze the Oceti Sakowin culture through oral tradition, written accounts and unbiased information.
- Indicator 2 - Analyze the impact of Imperialism and Manifest Destiny and its impact on the culture of the Oceti Sakowin.

OSEU 6 - Federal policies and treaties put into place throughout American history have affected Oceti Sakowin people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationships with the States are not the same for each tribe.

- Indicator 1 - Analyze the Oceti Sakowin historical eras recorded through Oceti Sakowin Winter Counts.
- Indicator 2 - Analyze how land stewardship began to change through the process of treaty-making to land ownership.
- Indicator 3 - Analyze the historical eras of the Oceti Sakowin to examine the connection between the cause/effect relationships during the Removal and Relocation era.
- Indicator 4 - Analyze the reorganization and self-governance time period of the Oceti Sakowin.

OSEU 7 - The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on the values of the Oceti Sakowin which has created resiliency of the Oyate. Tribal communities have put considerable efforts into economic development ventures, Tribal universities, alternative education, wellness centers, cultural, traditions and language revitalization.

- Indicator 1 - Analyze the policies that were established during the self-determination era to make a positive change for tribal communities.
- Indicator 2 - Analyze the actions taken by individuals and communities in an effort to bring about positive social change.