

## Grade 3

Grade 3 History		OSEU Connections						
		1	2	3	4	5	6	7
<b>K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.</b>								
<b>3.H.1.1</b>	Demonstrate knowledge of the obstacles and successes of the early settlers and in creating communities	X					X	
<b>3.H.1.2</b>	Explain cause and effect relationships that impacted early settlement and development in the United States	X					X	
<b>K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.</b>								
<b>3.H.2.1</b>	Generate questions about individuals and groups who have shaped significant historical changes and continuities		X					X
<b>3.H.2.2</b>	Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson		X					X
<b>3.H.2.3</b>	Analyze a community's culture and history			X	X			
<b>K-12.H.5 Students will develop historical research skills.</b>								
<b>3.H.5.1</b>	Compare information provided by different primary and secondary historical sources about the past					X		

Grade 3 Civics/Government		OSEU Connections						
		1	2	3	4	5	6	7
<b>K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.</b>								
<b>3.C.1.1</b>	Research and explain the meaning behind South Dakota's symbols	X				X		
<b>K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, US Constitution, the US Bill of Rights and subsequent amendments.</b>								
<b>3.C.2.1</b>	Explain the meaning and importance of the Declaration of Independence and the Constitution					X		
<b>3.C.2.2</b>	Explain the basic political roles of leaders in the state and nation	X			X			
<b>K-12.C.3 Students will explain how the Constitution organizes the government of the United States.</b>								
<b>3.C.3.1</b>	Identify why laws and responsibilities are needed in a community and why there are	X			X			

	legal consequences							
<b>3.C.3.2</b>	Identify the structure, roles, and responsibility of local government					X		
<b>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.</b>								
<b>3.C.4.1</b>	Explain the role of government agencies in a community	X			X			
<b>3.C.4.2</b>	Explain why communities have rules and laws	X			X			
<b>3.C.4.3</b>	Identify the rights and responsibilities of citizenship in students' own communities	X			X			

<b>Grade 3 Geography</b>		<b>OSEU Connections</b>						
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information.</b>								
<b>3.G.1.1</b>	Identify locations in a community by using grid systems	X						
<b>3.G.1.2</b>	Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe	X						
<b>K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography: location, place characteristics, human-environment interaction, movement, and region.</b>								
<b>3.G.2.1</b>	Identify reasons why people move and how it affects their communities	X					X	

<b>Grade 3 Economics</b>		<b>OSEU Connections</b>						
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.</b>								
<b>3.E.1.1</b>	Explain ways producers use resources to produce goods and services	X		X				
<b>K-12.E.5 Students will describe how trade generates economic development and interdependence.</b>								
<b>3.E.5.1</b>	Use examples to show that people in modern society may not be able to produce everything they want and depend upon trade with others to meet their wants	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.