South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements.
Grade Level/Band Standard:	2.G.6.1 Describe positive and negative consequences of changing the physical environment of the local community.
Student Friendly Language:	I can explain physical environmental changes. I can describe positive and negative consequences of changing the environment.

What prior knowledge do students need to have to be successful on this standard?
● In first grade they describe ways in which people modify and adapt to the environment.

Students Will Know (Factual Knowledge)….	*Students will Understand (Historical Inquiry)….*	*Students Will be Able to Do (Performance Based)*
● Physical environments can change in positive and negative ways.	● Environmental changes have positive and negative side effects for local communities.	● List physical changes in the community. ● Explain the effects physical changes have on the community. ● Compare positive and negative consequences associated with physical changes.

Vocabulary (Key Terms Used by Teachers and Students)	*What are possible misconceptions students may have with respect to this standard?*
● Physical environmental changes ● Consequences ● Local community ● Positive ● Negative	● Adults make the positive and negative changes in their community. ● The only way our physical environment changes is through big storms and major city renovations. (Students may not realize that small acts like littering, cutting down trees, etc. can add up over time)

OSEUS Connection	
Essential Understanding:	**Descriptive Connection Between Social Studies and OSEU:**

OSEU 3 OSEU 1	● The Oceti Sakowin Tribal members had a positive change (gain of education) and negative change (language and culture loss) through boarding school experiences. ● The natural resources of the Oceti Sakowin Tribal members decreased with the elimination of their land.

Vertical Alignment

Previous Learning Connections ● Describe ways in which people modify and adapt to the environment.	**Current Learning Connections** ● Describe positive and negative consequences of changing the physical environment of the local community.	**Future Learning Connections** ● No learning connections until 5th grade: Explain how natural events and human activities in one place affect people living in other places.

C3 Framework Relevant Skills and Applications

Constructing Supporting Questions:
● D1.3.K-2. Identify facts and concepts associated with a supporting question.
Communicating Conclusions:
● D4.1.K-2. Construct an argument with reasons.

Example strategies to reach depth and intention of the standard

● Make lists to show examples of positive and negative consequences within the community
● Set up an experiment with a tub of dirt and see how different natural disasters may affect the land. Use water and air to show changes and then talk about man-made features that may prevent these changes.

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:**
● Implement a positive change	● Use the list of negative consequences and create solutions to make a positive change in your community.

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