

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements.	
<b>Grade Level/Band Standard:</b>	2.G.6.2 Suggest ways people can responsibly interact with the environment in the local community.	
<b>Student Friendly Language:</b>	I can explain how people responsibly interact with the environment in my own community.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>There is no first grade connection, however teaching 2.G.6.1 prior to this standard will give background to positive and negative impacts on a community.</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>The actions of citizens today will affect the community's environment in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Community members can positively or negatively affect the environment.</li> <li>We have a responsibility to make a positive impact for our environment.</li> <li>Positive impacts for communities look differently such as: natural resources, recycling, conservation.</li> </ul>	<ul style="list-style-type: none"> <li>List human activities that change our Earth.</li> <li>Identify positive changes that have taken place in the community (recycling, conservation, and natural resources)</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>Responsibility</li> <li>Environment</li> <li>Natural resources</li> <li>Conserve</li> <li>Recycle</li> </ul>	<ul style="list-style-type: none"> <li>Only city workers are responsible for taking care of our community.</li> <li>My actions today only affect the world now, not the future.</li> </ul>	

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<i><b>OSEUS Connection</b></i>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#"><u>OSEU 1</u></a>	<ul style="list-style-type: none"> <li>● The Oceti Sakowin Tribal members were stewards of the original land base and natural resources.</li> <li>● The Oceti Sakowin Tribal members used every part of their natural resources, such as the buffalo (Tatanka).</li> </ul>	
<i><b>Vertical Alignment</b></i>		
<b>Previous Learning Connections</b> <ul style="list-style-type: none"> <li>● Lined to 2.G.6.1: Describe positive and negative consequences of changing the physical environment of the local community.</li> </ul>	<b>Current Learning Connections</b> <ul style="list-style-type: none"> <li>● Suggest ways people can responsibly interact with the environment in the local community.</li> </ul>	<b>Future Learning Connections</b> <ul style="list-style-type: none"> <li>● 7.G.6.2: Recognize how cultures and cultural landscapes change.</li> <li>● Connections to science standards.</li> </ul>
<i><b>C3 Framework Relevant Skills and Applications</b></i>		
<b>Constructing Supporting Questions:</b>		
<ul style="list-style-type: none"> <li>● D1.3.K-2. Identify facts and concepts associated with a supporting question.</li> <li>● D4.5.K-2. Ask and answer questions about explanations.</li> </ul>		
<i><b>Example strategies to reach depth and intention of the standard</b></i>		
<ul style="list-style-type: none"> <li>● Identify current programs in the community that have a positive affect (recycling, conservation district planting new trees)</li> <li>● Explain how people can reduce, reuse, and recycle.</li> <li>● Name natural resources found in local communities and describe how they are used</li> </ul>		
<i><b>Possible Civic Engagement Activities</b></i>		
<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>		
<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>	

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<ul style="list-style-type: none"><li>● Club Visit (Conservation district, Lyons Club)</li><li>● Community Garden</li></ul>	<ul style="list-style-type: none"><li>● Use local clubs and have them talk to the students so they can see how the different activities they do positively impact the community</li><li>● Working with a local 4-H club or community group to make a community garden for residents and even connecting with the local food bank.</li></ul>
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