

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:	5.G.6.1 Explain how natural events and human activities in one place affect people living in other places.	
Student Friendly Language:	I can describe how human activity in one place can have serious consequences for people living in other places.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> A familiarity of supply and demand in the 5th grade Economics standards, but there is no direct tie to lower elementary Geography Standards. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Natural events Human activities Consequences 	<ul style="list-style-type: none"> Natural events and human activities in one place can sometimes affect people living in other locations either close by or far away. The effects of natural events and human activities can be both positive or negative. 	<ul style="list-style-type: none"> Describe how a natural disaster in one place has affected people living in other places. Describe a situation in which human activity in one place has affected people living in other places.
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"> Natural events Natural disaster Human activities Consequences 	<ul style="list-style-type: none"> Lack of knowledge and perspective outside of the local community. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

South Dakota Social Studies Unpacked Standards Template

<p>OSEU 3 OSEU 4 OSEU 5</p>	<ul style="list-style-type: none"> ● Star knowledge determined the ceremonies of the Oceti Sakowin Tribal People. ● The movement of Oceti Sakowin Tribal People was influenced by new resources and ceremonial activities. ● Through oral tradition, written account and unbiased information it is possible to analyze the spatial patterns or change over time. 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● N/A 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● I can describe how human activity in one place can have serious consequences for people living in other places. ● Connection to 5th Grade Science Standards. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● I can explain how people depend on and adjust to the natural environment.
<p>C3 Framework Relevant Skills and Applications</p>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults). <p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.1.3-5. Construct arguments using claims and evidence from multiple sources. <p>Taking Informed Action:</p> <ul style="list-style-type: none"> ● D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. 		
<p>Example strategies to reach depth and intention of the standard</p>		

South Dakota Social Studies Unpacked Standards Template

- Students can explore how events like Hurricane Katrina affected the Gulf Coast long-term in terms of both migration and economically.
- Students can explore current events in weather and their impact on local economies.
- Students can explore and report back on current events on the impact on the food chain and prices (beef and pork processing plants, vegetables, etc.)

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:
<ul style="list-style-type: none"> ● Invite a local meteorologist in to discuss natural disasters. ● Organize a fundraiser to donate money or food to a cause in their community, state, or nation. 	<ul style="list-style-type: none"> ● Have the meteorologist come in and discuss historical natural disasters and how they affected the region. ● Students in the class can work together to organize a fundraiser to donate money, food, or other items to organizations in their community, state, or nation. This shows students the impact they can have as citizens.