

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.	
Grade Level/Band Standard:	6.H.2.4 Analyze the development and cultural contributions that gave rise to economic systems and political institutions.	
Student Friendly Language:	I can evaluate developments and cultural contributions that influenced financial systems and governments.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Understand the role of trade in a society, such as the U.S. • Basic knowledge of economic systems 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Tangible/intangible contributions • Forms of government • What are financial systems 	<ul style="list-style-type: none"> • Development and/or change is due to wants versus needs. • Trade influenced cultural diffusion, economic development, and standard of living. • Supply and demand for a product increases or decreases its value. • How natural resources give opportunities for economic development. 	<ul style="list-style-type: none"> • Explain the correlation between cultural contributions and economic systems. • Identify patterns in the development of government organizations and the relationship to cultural contributions. • Demonstrate how supply and demand for resources directly impacts an economy and thereby culture itself.
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"> • Trade • Trade networks • Economics • Natural resources 	<ul style="list-style-type: none"> • Not every civilization started with money. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p>OSEU 2</p> <p>OSEU 3</p> <p>OSEU 5</p>	<ul style="list-style-type: none"> ● The Oceti Sakowin people created a unique identity that has developed an ecosystem that would not harm the land. ● The Oceti Sakowin people developed different forms of Lakota/Dakota/Nakota dialects. ● The Oceti Sakowin people developed tribal traditions that gave rise to economic systems and political institutions such as the Bureau of Indian Affairs. ● The people of the Oceti Sakowin used Winter Counts to record the development and cultural contributions of their communities. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 5.H.1.2. Identify key conflicts with other countries of the world and the effect they had on the U.S. physically, economically, and socially ● 5.H.1.3. Describe the impact other countries had on North America through exploration and conflict ● 5.H.5.1. Describe the role of trading in early U.S. History 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Analyze the development and cultural contributions that gave rise to economic systems and political institutions. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 7.G.3.2. Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places ● 9-12.H.2.4. Analyze complex and interacting factors that influenced the perspectives and changes in ideologies of populations
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling questions. ● D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing. <p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. 		

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Evaluating Sources and Using Evidence:

- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection.
- D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

Example strategies to reach depth and intention of the standard

- Create a map showing not only the goods passed along the silk road but ideas/beliefs as well.
- Create a cause/effect graphic organizer showing cultural contributions and the development of financial systems.
- Students analyze the four governments of ancient Greece (monarchy, oligarchy, tyranny, democracy).
- Create a poster showing the cultural developments of a civilization.

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"> ● Impact of economics on quality of life 	<ul style="list-style-type: none"> ● Bring in local leaders to describe their economic philosophies and policies. ● Debate how leaders and economic choices impact citizens' quality of life.