

## South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.	
<b>Grade Level/Band Standard:</b>	7.E.4.4 Explain how the availability of resources provides for or challenges human activities.	
<b>Student Friendly Language:</b>	I can describe how the amount of resources in an area affects the activities the people can do.	
<b><i>What prior knowledge do students need to have to be successful on this standard?</i></b>		
<ul style="list-style-type: none"><li>5.G.2.2 Explain how human settlements and movements relate to the locations and use of various natural resources</li></ul>		
<b><i>Students Will Know (Factual Knowledge)....</i></b>	<b><i>Students will Understand (Historical Inquiry)....</i></b>	<b><i>Students Will be Able to Do (Performance Based)</i></b>
<ul style="list-style-type: none"><li>Resources.(Examples: human, natural, economic, space, speculative)</li><li>Human activities.(Movement, mining, deforestation, building, farming/harvesting)</li></ul>	<ul style="list-style-type: none"><li>The amount of resources in an area directly impacts the activities available for the people.</li><li>The more resources available means the likelihood of more activities available.</li></ul>	<ul style="list-style-type: none"><li>Compare and contrast resources available in areas with many activities versus few activities.</li><li>Create an explanation, based on resource information, describing the human activities possible in an area, and why.</li></ul>
<b><i>Vocabulary (Key Terms Used by Teachers and Students)</i></b>	<b><i>What are possible misconceptions students may have with respect to this standard?</i></b>	
<ul style="list-style-type: none"><li>Resources (Examples: human, natural, economic, space, speculative)</li><li>Human activities (Movement, mining, deforestation, building, farming/harvesting)</li></ul>	<ul style="list-style-type: none"><li>What is considered a resource. Students may not understand why not all areas have the same resources.</li></ul>	
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	

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<a href="#"><u>OSEU 1</u></a>	<ul style="list-style-type: none"><li>The availability of resources affected the Oceti Sakowin tribal members when experiencing feast or famine situations. (ie: horses, buffalo, water, berries.)</li></ul>	
Vertical Alignment		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"><li>3.E.1.1 Explain ways producers use resources to produce goods and services</li><li>5.G.2.2 Explain how human settlements and movements relate to the locations and use of various natural resources</li><li>5.G.6.1 Explain how natural events and human activities in one place affect people living in other places</li></ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"><li>7.E.4.4 Explain how the availability of resources provides for or challenges human activities</li></ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"><li>9-12.G.6.2 Evaluate how different cultures identify and utilize natural resources</li><li>9-12.E.1.1 Through the construction of compelling questions, explain how the fundamental economic problem of unlimited wants with limited resources reflects enduring issues at all levels</li><li>9-12.E.4.3 Weigh the impact of factors such as the availability of economic resources, level of technology, and degree of economic freedom on a nation’s economic growth</li></ul>
C3 Framework Relevant Skills and Applications		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"><li>D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling questions.</li></ul> <p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"><li>D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing.</li></ul> <p><b>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"><li>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.</li></ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"><li>D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</li><li>D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.</li></ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"><li>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</li></ul>		

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- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

### ***Example strategies to reach depth and intention of the standard***

- Students can choose an area of the world to research its natural resources and then explain which human activities are present based on the availability of these resources.
- Students use a migration or expansion map as evidence to argue why settlements occurred in specific places. Students can also look at the success of these settlements and determine how resources played a role in the success.

### ***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"> <li>● Pose a central debate question</li> <li>● Create an advocacy presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Students participate in a debate, using evidence of resource availability, the responsibility, if any, of areas with many resources toward those areas with few resources.</li> <li>● Students create and present a campaign requesting additional resources for a particular region or area, supported by the predicted changes for the area if resources were to become available.</li> <li>● Students can choose a country and research how it could progress over time with the same resources that the U.S. has.</li> </ul>