

## South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.3 Students will recognize the characteristics of the processes that shape places and regions.	
<b>Grade Level/Band Standard:</b>	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.	
<b>Student Friendly Language:</b>	I know and can share the ways in which economic and political decisions can influence the environment and daily lives of people around the world.	
<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.2.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas</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>Cultural patterns. (Examples: strategies people use to make decisions, gain information and communicate)</li><li>Oral history and primary sources</li><li>Economic decision</li><li>Political decision</li><li>Human- environment interaction</li></ul>	<ul style="list-style-type: none"><li>Cultural patterns influence the environment.</li><li>Cultural patterns influence daily lives of people.</li></ul>	<ul style="list-style-type: none"><li>Analyze cultural patterns.</li><li>Compare and contrast daily lives of people based on cultural patterns.</li><li>Explain how the environment influences how people in different cultures live.</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>Cultural pattern</li><li>Economic decision</li><li>Political decision</li><li>Human-environment interaction</li></ul>	<ul style="list-style-type: none"><li>Misconstrue what a cultural pattern is.</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="#">OSEU 1</a>  <a href="#">OSEU 2</a> <a href="#">OSEU 3</a>  <a href="#">OSEU 5</a>	<ul style="list-style-type: none"><li>• The Oceti Sakowin people’s cultural perceptions of land stewardship impacted their environment.</li><li>• Big game came to an end, so the Oceti Sakowin people migrated to where the natural resources were in the eastern coastal woodlands area.</li><li>• The Oceti Sakowin people can be identified by specific values, rights, philosophy, and beliefs.</li><li>• Tribal cultures and traditions were incorporated and observed in the daily lives of the Oceti Sakowin people.</li><li>• Through oral traditions and written accounts, such as Brown Hat’s Winter Count, it is explained how the Oceti Sakowin people had bilateral kinship relationships.</li></ul>	
Vertical Alignment		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"><li>• 5.G.2.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas</li></ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"><li>• 7.G.7.3 Draw conclusions on how past human and/or physical conditions influence present and/or future conditions</li><li>• 7.G.7.2 Articulate how changes in technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices</li><li>• 7.G.6.1 Clarify how human groups adapt to, and depend upon, the natural environment</li><li>• 7.G.6.2 Recognize and explain how cultures and cultural landscapes change</li></ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"><li>• 9-12.G.5.1 Analyze the characteristics, distribution, and migration of human populations</li><li>• 9-12.G.5.3 Explain how human migration impacts local and global politics, economies, societies, and regions</li><li>• 9-12.G.7.2 Elaborate upon the interaction of physical and human systems and their influence on current and future condition</li></ul>
C3 Framework Relevant Skills and Applications		

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### Constructing Supporting Questions:

- D1.3.6-8. Explain points of agreement experts have interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

### 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.

### Developing Claims and Using Evidence:

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

### Communicating Conclusions:

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- 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.

### Taking Informed Action:

- D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions to take action in their classrooms and schools, and in out-of-school civic contexts

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

- Provide students with various countries and cultures and ask students to identify cultural patterns within them.
- Hold a discussion where students inquire about the ways in which various cultures interact with the environment.
- Look at past and current leaders from different countries and look at their decision making processes. Compare their decision making process to another leader.
- Look at the political systems of the Tribal nations and the U.S. Government to see which cultural norms are used or not used to make decisions.

### *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:
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<ul style="list-style-type: none"><li>• What would you do?: Political Scenario</li></ul>	<ul style="list-style-type: none"><li>• Put students in the role of a previous world leader. Present them with the same issue that was faced. Have the student evaluate the issue and determine how they would handle the situation.</li></ul>
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