

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.4 Students will identify Earth’s physical systems and the ways in which they are dynamic and interactive.	
Grade Level/Band Standard:	7.G.4.2 Explain how and why different cultures interact with earth’s physical systems in various ways.	
Student Friendly Language:	I can explain how and why people from various cultures interact with their environment.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.H.2.1 Differentiate the cultures of various American Indian tribes ● 5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S. ● 7.G.3.3 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Culture ● Earth’s physical systems (Examples: atmosphere, biosphere, hydrosphere, lithosphere) ● Interact ● Environment 	<ul style="list-style-type: none"> ● People interact differently with the environment, depending on the region in which they live. 	<ul style="list-style-type: none"> ● Compare and contrast various cultures and why they interact with their surrounding environment differently. ● Examine different cultures and explain how and why they interact with the environment.
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"> ● Culture ● Earth’s physical systems (Examples: atmosphere, biosphere, hydrosphere, lithosphere) ● Interact ● Environment 	<ul style="list-style-type: none"> ● That physical systems are only landmasses and land formations. ● That there is little or no human interaction between physical features or systems. ● That all human interaction with physical systems is the same, regardless of region or culture. 	
OSEUS Connection		

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Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p>OSEU 1</p> <p>OSEU 3</p> <p>OSEU 5</p>	<ul style="list-style-type: none"> ● The Oceti Sakowin tribal members interact with earth’s physical systems because of their stewardship relationship with the land, air, water, and life. ● The earth wobbles every 72 years to try and stabilize itself, and this affects weather. ● The Oceti Sakowin people migrate based on the equinox (the changing of the seasons.) <ul style="list-style-type: none"> ○ When the sun enters the Aries constellation then the Oceti Sakowin people go to get leaves off of willows for the pipe ceremony; ○ When the sun enters the Pleiades constellation the Oceti Sakowin people go to Harney Peak for the Welcome Back to Thunders ceremony; ○ When the sun enters the center of earth the Oceti Sakowin tribal members welcome back all life and peace; ○ When the Summer Solstice sun enters through Gemini constellations the Oceti Sakowin tribal members go to Devil’s Tower to perform the Sun Dance. ● The Oceti Sakowin tribal people explain their migration and interactions with the environment and people using Winter Counts. 	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● K-12.G.4 Students will identify Earth’s physical systems and the ways in which they are dynamic and interactive ● K-12.G.5 Students will recognize and explain the role population and culture play in creating diversity within the world’s places and regions. ● 2.H.2.1 Compare how holidays are celebrated in different cultures ● 3.H.2.3 Analyze a community’s culture and history ● 4.H.1.1 Analyze the impact of significant historical events on the 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● 7.G.4.2 Explain how and why different cultures interact with earth’s physical systems in various ways 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● 7.G.3.3 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures ● 7.G.5.1 Analyze basic components of culture, including how and why they differ spatially ● 7.G.6.2 Recognize and explain how cultures and cultural landscapes change ● 8.H.4.7 Describe ways in which migration led to conflicts between Anglo-European and Native American culture ● 9-12.G.1.2 Employ mental maps to organize information about cultures, places, and environment in a spatial context

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<p>development of cultures in South Dakota</p> <ul style="list-style-type: none"> ● 4.H.2.1 Explain the effects of conflicts and the establishment of reservations on the American Indians culture ● 4.H.2.2 Examine basic environmental, economic, cultural, and population issues of concern to South Dakota ● 4.H.2.4 Describe influences of European cultures on South Dakota communities ● 5.H.2.1 Differentiate the cultures of various American Indian tribes ● 5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S 	<ul style="list-style-type: none"> ● 9-12.G.3.2 Gather, organize, and analyze evidence that shows how the physical environment and culture contribute to the characteristics of places and regions ● 9-12.G.4.1 Recognize the components, processes, interdependence and spatial distribution, of Earth’s physical systems. ● 9-12.G.5.2 Identify and explain the characteristics, distribution, and complexity of Earth’s various cultures ● 9-12.G.6.1 Identify specific adaptive strategies employed by different cultures in similar environments ● 9-12.G.6.2 Evaluate how different cultures identify and utilize natural resources
<p><i>C3 Framework Relevant Skills and Applications</i></p>	
<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. <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. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● 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. <p>Taking Informed Action:</p> <ul style="list-style-type: none"> ● D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time. 	

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<i>Example strategies to reach depth and intention of the standard</i>	
<ul style="list-style-type: none"> ● Students will choose one physical system and will explain how it is used in similar or different ways by various cultures around the world. Ex: river system. ● Students will create a model of a region’s physical systems and describe multiple ways that the systems could be used by humans. 	
<i>Possible Civic Engagement Activities</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>	
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Global Warming Research, Presentation Project, and Debate 	<ul style="list-style-type: none"> ● Students will research the concept of atmospheric global warming and present findings related to how this issue affects various regions of the world differently. Included could be issues that exacerbate global warming, as well as steps taken to reduce it. ● Students will engage in a classroom debate on whether there are civic responsibilities related to this issue.