

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.5 Students will recognize and explain the role population and culture play in creating diversity within the world’s places and regions.	
Grade Level/Band Standard:	7.G.5.1 Analyze basic components of culture, including how and why they differ spatially.	
Student Friendly Language:	I can examine parts of culture and explain how they relate and differ from each other geographically.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none">● 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 development of cultures in South Dakota● 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.		
<i>Students Will Know (Factual Knowledge)....</i>	<i>Students will Understand (Historical Inquiry)....</i>	<i>Students Will be Able to Do (Performance Based)</i>
<ul style="list-style-type: none">● Cultural components.(Examples: language, religion, food, beliefs, customs, rituals, music)● Culture regions● Spatial● Geographical	<ul style="list-style-type: none">● Cultures of the world continue to change spatially.● Culture varies from region to region.	<ul style="list-style-type: none">● Compare and contrast the basic aspects of culture from different regions, including: languages, beliefs, social classes, norms, values, and ethnicities.● Explain how cultures differ from region to region, country to country, and continent to continent.
<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	
<ul style="list-style-type: none">● Cultural components.(Examples: language, religion, food, beliefs, customs, rituals, music)● Culture regions● Spatial● Geographical	<ul style="list-style-type: none">● That people who speak the same language or who are from the same region may not have any cultural differences.	

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OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1 OSEU 2 OSEU 3 OSEU 5	<ul style="list-style-type: none">● The Oceti Sakowin as well as other ancient civilizations had differing ideas about land ownership and stewardship.● Locating and mapping the nine reservations in South Dakota is important to understanding placement of the Oceti Sakowin people.● The Oceti Sakowin people created a unique identity that has developed their cultural contributions and communities.● The Oceti Sakowin people created a unique identity that has developed their cultural contributions and communities based on hunting, gathering, and horticulture.● The Oceti Sakowin tribal people were culturally defined by their location throughout the U.S.● The origins (sacred sites like Wind Cave) of the Oceti Sakowin continue today.● The people of the Oceti Sakowin used Winter Counts to name their resources and geographical movement.<ul style="list-style-type: none">○ Spring Creek○ Bad River	
Vertical Alignment		
Previous Learning Connections <ul style="list-style-type: none">● 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 development of cultures in South Dakota● 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.	Current Learning Connections <ul style="list-style-type: none">● 7.G.6.1 Clarify how human groups adapt to, and depend upon, the natural environment● 7.G.6.2 Recognize and explain how cultures and cultural landscapes change● 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	Future Learning Connections <ul style="list-style-type: none">● 9-12.G.1.2 Employ mental maps to organize information about cultures, places, and environment in a spatial context● 9-12.G.3.1 Analyze the cultural and physical processes that make places unique● 9-12.G.6.1 Identify specific adaptive strategies employed by different cultures in similar environments

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<i>C3 Framework Relevant Skills and Applications</i>	
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> D1.3.6-8. Explain points of agreement experts have interpretations and applications of disciplinary concepts and ideas associated with a supporting question. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. <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. 	
<i>Example strategies to reach depth and intention of the standard</i>	
<ul style="list-style-type: none"> Instruct students to research the various Lakota tribal nations and their cultures. Ask students to compare and contrast the tribal nations' cultures to each other and to the larger South Dakota culture. Instruct students to research a country and the cultures within that country. 	
<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"> Lakota Culture 	<ul style="list-style-type: none"> Instruct students to research the various Lakota tribal nations and their cultures. Ask students to compare and contrast the tribal nations' cultures to each other and to the larger South Dakota culture. This activity promotes civic engagement by allowing for students to expand their knowledge of the culture of a sect of the population of South Dakota.