

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	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.	
Grade Level/Band Standard:	7.G.5.3 Explain how changes in land use affect population distribution patterns.	
Student Friendly Language:	I can explain population distribution based on changes in land use.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none">● 3.E.1.1 Explain ways producers use resources to produce goods and services● 4.H.2.2 Examine basic environmental, economic, cultural, and population issues of concern to South Dakota● 5.G.2.2 Explain how human settlements and movements relate to the locations and use of various natural resources		
<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">● Population distribution● Land use	<ul style="list-style-type: none">● Changes in land use affect where and how people settle.	<ul style="list-style-type: none">● Compare and contrast population distribution based on changes in land use.
<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">● Population distribution● Land use	<ul style="list-style-type: none">● That changes in land use are always a direct result of an event such as a natural disaster.	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1	<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.● Locating and mapping the nine reservations in South Dakota is important to understanding	

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<u>OSEU 2</u> <u>OSEU 3</u> <u>OSEU 5</u>	placement of the Oceti Sakowin people. <ul style="list-style-type: none">● 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">● 3.E.1.1 Explain ways producers use resources to produce goods and services● 4.H.2.2 Examine basic environmental, economic, cultural, and population issues of concern to South Dakota● 5.G.2.2 Explain how human settlements and movements relate to the locations and use of various natural resources	Current Learning Connections <ul style="list-style-type: none">● 7.E.4.4 Explain how the availability of resources provides for or challenges human activities● 7.G.5.2 Identify population distribution and characteristics of human populations	Future Learning Connections <ul style="list-style-type: none">● 9-12.G.6.2 Evaluate how different cultures identify and utilize natural resources
C3 Framework Relevant Skills and Applications		

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Constructing Compelling Questions:

- 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.

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.

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 (e.g., Internet, social media, and digital documentary).

Example strategies to reach depth and intention of the standard

- Instruct students to discuss the changes of the environment that might make them want to move.
- Students can research events where large numbers of people relocated. (examples: the trail of tears and the great migration)

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"> ● Students can research when the political system has seized land from its citizens due to events or processes through eminent domain. 	<ul style="list-style-type: none"> ● Students can research an event and debate whether they agree or disagree on how it was handled and explain what happened to the landowners after this decision. Examples: Black Hawk Gypsum Mine, Gold rush, building malls/etc, natural resources, roads.