

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements.	
<b>Grade Level/Band Standard:</b>	7.G.6.1 Clarify how human groups adapt to, and depend upon, the natural environment.	
<b>Student Friendly Language:</b>	I can explain how people depend on and adjust to the natural environment.	
<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>• 1.G.6.1 Describe ways in which people modify and adapt to the environment</li> <li>• 2.G.6.2 Suggest ways people can responsibly interact with the environment in the local community</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>• Natural environment</li> <li>• Human group</li> <li>• Adapt</li> <li>• Clarify</li> </ul>	<ul style="list-style-type: none"> <li>• People depend on their natural surroundings.</li> <li>• People adjust to the region/area where they live.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how people depend on their natural surroundings.</li> <li>• Examine how cultures adjust to the natural environment in specific regions/areas.</li> <li>• Analyze how changes to the natural environment could create changes for the cultures that depend on it.</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>• Natural environment</li> <li>• Adapt</li> <li>• Human group</li> <li>• Region</li> <li>• Culture</li> <li>• Depend</li> </ul>	<ul style="list-style-type: none"> <li>• That natural environments cannot or do not change.</li> </ul>	

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<i><b>OSEUS Connection</b></i>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<p><a href="#">OSEU 1</a></p> <p><a href="#">OSEU 2</a></p> <p><a href="#">OSEU 7</a></p>	<ul style="list-style-type: none"> <li>● The Oceti Sakowin tribal members adapt to, and depend upon the environment since they have a unique and distinct interrelationship with the environment.</li> <li>● The Oceti Sakowin tribal members adapted to the decrease in the number of buffalo by changing their tribal lifestyles.</li> <li>● The Oceti Sakowin tribal members have taken action in an effort to bring about positive changes within their communities.</li> </ul>	
<i><b>Vertical Alignment</b></i>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements</li> <li>● 1.G.6.1 Describe ways in which people modify and adapt to the environment</li> <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>● 7.E.4.4 Explain how the availability of resources provides for or challenges human activities</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 7.G.6.1 Clarify how human groups adapt to, and depend upon, the natural environment</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 9-12.G.6.1 Identify specific adaptive strategies employed by different cultures in similar environments</li> <li>● 9-12.G.6.2 Evaluate how different cultures identify and utilize natural resources</li> <li>● 9-12.G.6.3 Explain the ways technology expands the human capacity to use and modify the physical environment</li> </ul>
<i><b>C3 Framework Relevant Skills and Applications</b></i>		

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**Constructing Compelling Questions:**

- D1.1.6-8. Explain how a question represents key ideas in the field.
- D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling questions.

**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.

**Communicating Conclusions:**

- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

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

- Students choose a region and research the natural environment and how the population there uses the environment.
- Provide historical accounts of environmental changes that have happened in a given natural environment. Have students predict how populations adjusted to these changes, and then research to find out actual effects of these changes.
- Pose changes that could happen to the natural environment in which a population may live. Have students create a cause-effect visual diagram to show how populations may adapt to these changes.

***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.

<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"> <li>● Public Flyer for licensing for hunting and fishing in the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>● Students research the current licensing restrictions placed on the harvesting of living organisms (i.e., hunting and fishing) within a particular natural environment. Students will create a public flyer to address the reasoning for such limitations and the possible effects of not having restrictions.</li> </ul>

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<ul style="list-style-type: none"><li>● Follow the money</li></ul>	<ul style="list-style-type: none"><li>● Research how states use the money from the purchases of hunting/fishing licenses to replenish the natural ecosystem.</li></ul>
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