

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements.	
Grade Level/Band Standard:	9-12.G.6.1 Identify specific adaptive strategies employed by different cultures in similar environments.	
Student Friendly Language:	I can identify ways that various cultures shape, use and are influenced by their environment.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • A group of people depend on and adjust to their natural environment. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Methods groups use to change their environment (dams, terracing etc) • Methods by which groups utilize their environment (sources of energy, economic resources, ect.) 	<ul style="list-style-type: none"> • Different cultures have responded to their natural environment in different ways. • Methods for adapting to a specific environment can vary from one culture to the next. • Cultures to their environments through varying degrees of working with or against the natural setting. 	<ul style="list-style-type: none"> • Identify various cultures strengths and weaknesses in responding to their natural environment. • Evaluate the strategies different cultures employ to change or use their 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"> • Modify • Adapt • Terrace farming • Slash and burn farming • Irrigation • Terraforming 	<ul style="list-style-type: none"> • How people both adapt to the environment and adapt the environment for them. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<u>OSEU 1</u>	<ul style="list-style-type: none"> Adaptive strategies stemming from a lack of, or abundance in resources were made, such as bartering or political alliances with other tribes and groups. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> 7.G.6.1 People depend on their natural surroundings. 7.G.6.1 People adjust to the region/area where they live. 7.G.6.2 Cultures and their surroundings change for various reasons. 7.G.3.3 The characteristics of a region/place can influence how human identities and cultures form in response to that area. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> 9-12.G.6.1 Identify specific adaptive strategies employed by different cultures in similar environments. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Multiple career fields use geographic skills
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses. 		

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<i>Example strategies to reach depth and intention of the standard</i>	
<ul style="list-style-type: none"> Using textual evidence, evaluate the strategies different cultures employ to change or use their environment (ex. water conservation in Africa; pollution in Europe). 	
<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"> Create short public service announcements Create art to advocate (music, photography, murals, etc.) 	<ul style="list-style-type: none"> Students will create a public service announcement (advertisement) advocating the use or adaptation of the environment for a specific purpose (dams/irrigation, roads, pipelines, landscaping,...). Compare and contrast how different groups of people have altered their environments.