

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>	1.G.6.1 Describe ways in which people modify and adapt to the environment.	
<b>Student Friendly Language:</b>	I can describe how people live differently because of their environments.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>The resources from the environment provide for human needs and wants.</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>The environment will determine how people live.</li> </ul>	<ul style="list-style-type: none"> <li>People live differently based on their environment. For example: types of clothing, shelter, food</li> </ul>	<ul style="list-style-type: none"> <li>Tell what type of things people may have/do based on their environment. For example: types of food, clothing or shelter</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>Adapt</li> <li>Modify</li> <li>Change</li> <li>Environment</li> </ul>	<ul style="list-style-type: none"> <li>Confused because not all environments have drastic changes in weather.</li> <li>May not recognize how their own behavior modifies in relation to the environment.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 3</a>	<ul style="list-style-type: none"> <li>The Oceti Sakowin Tribal members' language and lifestyle changed with boarding school experiences.</li> </ul>	

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<i>Vertical Alignment</i>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>The environment provides resources to meet human needs and wants.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>People live differently based on the resources their environment offers. For example: types of clothing, shelter, food</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>Describe positive and negative consequences of changing the physical environment of the local community</li> </ul>
<i>C3 Framework Relevant Skills and Applications</i>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>D1.1.K-2. Explain why the compelling question is important to the student.</li> </ul>		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> <li>Create a felt board/bulletin board/activity with varied environments, people, and types of shelter. Students match people or type of shelter to the correct environment based on types of clothing</li> <li>Create a picture sort where students classify types of clothing based on the environment to help students understand how the weather impacts choices of clothing.</li> </ul>		
<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"> <li>Doctor/Nurse/EMT visit</li> <li>Research how other cultures have adapted to their environment</li> </ul>	<ul style="list-style-type: none"> <li>They could describe how clothing helps to protect a person from environmental dangers (sunburn, frostbite)</li> <li>Students can research how different cultures in and around their community modified and adapted their living to fit their environment both past and present.</li> </ul>	