

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.2 Students will understand the nature and importance of the Five Themes of Geography: location, place characteristics, human-environment interaction, movement, and region.	
<b>Grade Level/Band Standard:</b>	3.G.2.1 Identify reasons why people move and how it affects their communities.	
<b>Student Friendly Language:</b>	I can identify, infer, and explain why people move in or out of a community, and how it affects the community.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>Know what a community is.</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>Infer reasons why people might move (job opportunities, cost of living, healthcare, education)</li> <li>Moving can affect a community in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>People move for a variety of reasons.</li> <li>Large population changes affect communities.</li> </ul>	<ul style="list-style-type: none"> <li>List reasons for movement to new communities.</li> <li>Draw conclusions about how large population shifts could affect communities.</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>Move</li> <li>Infer</li> <li>Affect</li> </ul>	<ul style="list-style-type: none"> <li>Understand why people move.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 1</a>	<ul style="list-style-type: none"> <li>The Oceti Sakowin people moved for various reasons, to include respecting the land and seasonal change.</li> </ul>	

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<p><a href="#">OSEU 6</a></p>	<ul style="list-style-type: none"> <li>The Oceti Sakowin were affected by Federal policy and treaties both positively and negatively.</li> </ul>	
<p><b>Vertical Alignment</b></p>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>The movement of people in and out of communities.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>Compare and contrast regions of South Dakota to one another.</li> </ul>
<p><b>C3 Framework Relevant Skills and Applications</b></p>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults).</li> </ul> <p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</li> </ul> <p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <li>D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</li> </ul>		
<p><b>Example strategies to reach depth and intention of the standard</b></p>		
<ul style="list-style-type: none"> <li>Videos             <ul style="list-style-type: none"> <li>Examples: Find videos that show how large populations move in and out of communities.</li> </ul> </li> <li>Interactive Timeline             <ul style="list-style-type: none"> <li>Examples: Create a timeline for a community showing the reasons and dates for population changes.</li> </ul> </li> </ul>		
<p><b>Possible Civic Engagement Activities</b></p> <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>		

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<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>● Create a data table</li></ul>	<ul style="list-style-type: none"><li>● Creating a data table showing movement in and out of communities would allow students to visually see how it affects that community.</li></ul>