

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.	
Grade Level/Band Standard:	4.H.2.2 Examine basic environmental, economic, cultural, and population issues of concern to South Dakota.	
Student Friendly Language:	I can describe basic environmental, economic, cultural, and population issues important to South Dakota.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Understand culture. • An understanding of what the economy is to understand economic issues. • An understanding of why people move and other ways they live in and impact their communities. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Environmental issues important to South Dakota • Economic issues important to South Dakota • Cultural issues important to South Dakota • Population issues important to South Dakota 	<ul style="list-style-type: none"> • Environmental, economic, cultural and population issues of the past and present shape South Dakota as a state. 	<ul style="list-style-type: none"> • Explain an environmental, economic, cultural, or population issue. • Analyze why that issue is important in our state and the impact that it has had on our state. • Evaluate how many issues overlap and impact one another in South Dakota.
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"> • Economy • Environment • Culture • Population • Issues 	<ul style="list-style-type: none"> • May confuse national issues with South Dakota issues. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 4 OSEU 7	<ul style="list-style-type: none"> Some concerns of the Oceti Sakowin are bullying, discussing the importance of kinship and group cohesion along with other positive social characteristics. The Oceti Sakowin way of life is based on stewardship of the land and creating positive social change. 	
<i>Vertical Alignment</i>		
Previous Learning Connections <ul style="list-style-type: none"> N/A 	Current Learning Connections <ul style="list-style-type: none"> Examine basic environmental, economic, cultural, and population issues of concern to South Dakota. 	Future Learning Connections <ul style="list-style-type: none"> Identify key conflicts with other countries of the world and the effect they had on the U.S. physically, economically, and socially
<i>C3 Framework Relevant Skills and Applications</i>		
Determining Helpful Resources: <ul style="list-style-type: none"> D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. 		
Developing Claims and Using Evidence: <ul style="list-style-type: none"> D3.4.3-5. Use evidence to develop claims in response to compelling questions. 		
Taking Informed Action: <ul style="list-style-type: none"> D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Students will select an environmental, economic, cultural, or population issue that affects South Dakota either from the past or present. Students will then gather information about the many different perspectives involved in making that decision. Students will then evaluate how that decision has affected South Dakota. 		
<i>Possible Civic Engagement Activities</i>		

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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">• Create art to advocate (music, photography, murals, etc.)	<ul style="list-style-type: none">• Students will take a stance on an environmental, economic, cultural or population issue in South Dakota. Using the research they have gathered, they will determine a stance that they side with and create art to advocate for that stance.