

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, human-environment interaction, movement, and region.	
<b>Grade Level/Band Standard:</b>	5.G.2.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	
<b>Student Friendly Language:</b>	I can describe how people, goods and ideas move from one region to another despite differences in cultural beliefs and environmental landscapes.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>Why people move and how it affects their communities. Students will need to know the differences and similarities between regions.</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>Cultural characteristics</li> <li>Environmental characteristics</li> <li>Movement of:                             <ul style="list-style-type: none"> <li>People</li> <li>Goods</li> <li>Ideas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The distribution and movement of people, goods and ideas are deeply affected by both cultural and environmental factors.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the cause and effect relationship between the movement of people, goods and ideas and culture.</li> <li>Explain how the characteristics of the environment affect the movement of people, goods and ideas.</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>Cultural characteristics</li> <li>Environmental characteristics</li> <li>Movement of:                             <ul style="list-style-type: none"> <li>People</li> <li>Goods</li> <li>Ideas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lack of knowledge and perspective outside of the local community.</li> <li>Lack of understanding of what cultural vs. environmental characteristics are.</li> </ul>	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p><a href="#">OSEU 1</a></p> <p><a href="#">OSEU 7</a></p>	<ul style="list-style-type: none"> <li>● The interrelationships of the Oceti Sakowin people, places, and the environment relate to all reservations in South Dakota.</li> <li>● Oceti Sakowin Tribal members wicoun (way of life) affected how long they stayed in an area.</li> <li>● When families reached over seven tiyospaye, (family and extended family) the family would move and branch apart.</li> </ul>	
<i>Vertical Alignment</i>		
<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>● I can describe how people, goods and ideas move from one region to another despite differences in cultural beliefs and environmental landscapes.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● No 6th grade geography standards. 7th grade states: I can tell others why geography matters in their daily lives.</li> </ul>
<i>C3 Framework Relevant Skills and Applications</i>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults).</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> <li>● D3.4.3-5. Use evidence to develop claims in response to compelling questions.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.1.3-5. Construct arguments using claims and evidence from multiple sources.</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>		

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

- Have students investigate how early American goods were moved based on waterway access and how this has evolved with newer technologies (canals, railroads, improved roads, air travel).
- Recognize how the migration to the American West throughout the 1800’s affected those moving across the country and how different cultures mixed to create new settlements (ex. San Francisco, Salt Lake City).
- Discuss how trade and environmental components played a major role in how the Native Americans moved around the region. (trade routes with other tribes, following the buffalo herds).

***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>● Bring in a farmer or rancher or other local producer to talk about how their products are shipped and where they end up across the region/nation/world.</li> </ul>	<ul style="list-style-type: none"> <li>● Local producers can explain what means of transportation is used and why when shipping their products across the region/nation/world. They can explain why their products are needed in other areas.</li> </ul>