

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.2 Students will understand the nature and importance of the Five Themes of Geography: location, place, human-environment interaction, movement, and region.	
Grade Level/Band Standard:	5.G.2.2 Explain how human settlements and movements relate to the locations and use of various natural resources.	
Student Friendly Language:	I can explain the relationship of how people moved and the available natural resources.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Why people move and how it affects their communities based on natural resources. • The differences and similarities between regional resources. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Natural resources • Settlements • Human movement • Renewable resources • Nonrenewable resources 	<ul style="list-style-type: none"> • Settlement patterns are often dictated by the availability of natural resources in an area to meet the basic needs of living. 	<ul style="list-style-type: none"> • Explain how the natural resources of a location attract people to establish settlements. • Explain how people may move from one area to another based on the available natural resources.
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"> • Natural resources • Settlements • Human movement • Renewable resources • Nonrenewable resources 	<ul style="list-style-type: none"> • Not all of the world’s natural resources are available for everyone throughout the country and world. • The differences between freshwater and saltwater as a natural resource. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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<p>OSEU 1</p> <p>OSEU 7</p>	<ul style="list-style-type: none"> • The interrelationships of the Oceti Sakowin people, places, and the environment relate to all reservations in South Dakota. • Oceti Sakowin Tribal members wicoun (way of life) affected how long they stayed in an area. • When families reached over seven tiyospaye, (family and extended family) the family would move and branch apart. 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • N/A 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • I can explain the relationship of how people moved and the available natural resources. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • No 6th grade geography standards. 7th grade states: I can identify and use the Five Themes of Geography.
<p>C3 Framework Relevant Skills and Applications</p>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> • D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults). <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> • D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> • D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. • D3.4.3-5. Use evidence to develop claims in response to compelling questions. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> • D4.1.3-5. Construct arguments using claims and evidence from multiple sources. <p>Taking Informed Action:</p> <ul style="list-style-type: none"> • 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. 		
<p>Example strategies to reach depth and intention of the standard</p>		

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- Students can use an unlabeled map of a specific region and choose a place to start a settlement, explaining what resources in that area went into their decision.
- Students can make a list of all natural resources found within a specific range of their home/school, and discuss how those resources might have originally drawn people to settle in that region.

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.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Invite in your local or city museum staff or museum volunteers to discuss your community's origin. 	<ul style="list-style-type: none"> ● Students will have the opportunity to see how the community was formed and what natural resources helped support the first settlers. <ul style="list-style-type: none"> ○ This can also be turned into a research project for students.