

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.2.3 Analyze the effects of environmental and technological changes on human settlements and migration.	
Student Friendly Language:	I can explain how environments and technology can make a difference in where people decide to live.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • That people are not static but move around throughout their lifetimes. • The movement of people and natural resources can affect an area. 		
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 changes • Technological changes 	<ul style="list-style-type: none"> • There are many reasons people decide to stay where they currently live or decide to move to a different location. 	<ul style="list-style-type: none"> • Analyze the effects of environmental changes on how/why people move to and settle in an area. • Analyze the effects of technological changes on why people move and settle in a given area.
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"> • Environmental changes • Technological changes • Migration 	<ul style="list-style-type: none"> • Unsure of what exactly an environmental change is. • May feel that technological changes only refer to computers or phones. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1	<ul style="list-style-type: none"> • The interrelationships of the Oceti Sakowin people, places, and the environment relate to all 	

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<p>OSEU 7</p>	<p>reservations in South Dakota.</p> <ul style="list-style-type: none"> ● 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 how environments and technology can make a difference in where people decide to live. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● No 6th grade geography standards. 7th grade states: I understand how changes of technology can either connect or divide population groups and effect the diffusion of ideas and cultural practices between them.
<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>		
<ul style="list-style-type: none"> ● Students can explore how man-made dams affect a landscape both upstream and downstream of the structure and can affect agricultural practices in that area through irrigation. 		

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- Students explore natural resources of the communities around them and how the population uses the natural resources to enhance their economic opportunities.

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 a rancher or farmer who uses irrigation into your classroom. ● Students explore and apply different technological changes to an area. 	<ul style="list-style-type: none"> ● Agriculture can be largely impacted by irrigation, both for farmers and ranchers. A local farmer or rancher can explain to students how irrigation affects their land and allows them to be more productive. ● Students research different types of technological changes and determine how an area would be different if that change took place.