

## South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.5 Students will recognize and explain the role population and culture play in creating diversity within the world's places and regions.	
<b>Grade Level/Band Standard:</b>	5.G.5.1 Describe how the spatial patterns of cultural activities in a place change over time because of interactions with nearby and distant places.	
<b>Student Friendly Language:</b>	I can explain how cultural activities change due to the influence of nearby and distant places with the growth of technology and communication.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● That people have consistently migrated to different regions through human history.</li> <li>● How the migration of people, resources, and ideas changes an area.</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 activities</li> <li>● Spatial patterns</li> <li>● Technology</li> <li>● Communication: Internet and Broadband services in Rural America</li> <li>● Globalization</li> </ul>	<ul style="list-style-type: none"> <li>● Changes and expansion of cultural activity can take place anytime people from one culture explores, meets, trades and/or interacts with people from another culture.</li> <li>● These changes, due to cultural expansion, can be both positive or negative.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe how different cultural groups bring their cultural traditions (ex. food, dress, religion, celebrations) with them when they move to a new location.</li> <li>● Explain how culture may spread as a result of communication technology.</li> <li>● Explain how a culture's artifacts and art can spread through travel and trade.</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 activities</li> <li>● Spatial patterns</li> <li>● Technology</li> <li>● Communication</li> </ul>	<ul style="list-style-type: none"> <li>● May not understand that we have not always had constant communication capabilities through the internet.</li> </ul>	

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<ul style="list-style-type: none"> <li>Globalization</li> </ul>		
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 3</a> <a href="#">OSEU 4</a>  <a href="#">OSEU 5</a>	<ul style="list-style-type: none"> <li>Star knowledge determined the ceremonies of the Oceti Sakowin Tribal People.</li> <li>The movement of Oceti Sakowin Tribal People was influenced by new resources and ceremonial activities.</li> <li>Through oral tradition, written account and unbiased information it is possible to analyze the spatial patterns or change over time.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<b>Previous Learning Connections</b>	<b>Current Learning Connections</b>	<b>Future Learning Connections</b>
<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how cultural activities change due to the influence of nearby and distant places with the growth of technology and communication.</li> </ul>	<ul style="list-style-type: none"> <li>No 6th grade geography standards. 7th grade states: I can examine parts of culture and explain how they relate and differ from each other geographically.</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<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>Determining Helpful Resources:</b></p> <ul style="list-style-type: none"> <li>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.</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>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***

- Students can research their own personal ancestry, and then have a class discussion about how those original cultural customs have either remained, disappeared, or evolved since their families settled in the area.
- Create a Venn Diagram to compare and contrast winter counts from various times in history to present day.

***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>● Invite a local telecommunications representative or Public Utilities Commissioner to speak to the class about their role in increasing internet and telecommunications services and its impact on populations.</li> <li>● Research presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Students will relate to the careers which support telecommunications to connect the cultures of our world.</li> <li>● Students research their own community or another area in the state to see how it was shaped by cultural activities.</li> </ul>