

South Dakota Social Studies Unpacked Standards Template

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| Anchor Standard: | E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services. | |
| Grade Level/Band Standard: | 6.E.4.1 Explain societies' attempts throughout history to satisfy their basic needs and wants. | |
| Student Friendly Language: | I can explain how people tried to fulfill their basic needs and wants. | |
| What prior knowledge do students need to have to be successful on this standard? | | |
| <ul style="list-style-type: none"> • The difference between needs and wants. • How people get their basic wants and needs. | | |
| Students Will Know (Factual Knowledge).... | Students will Understand (Historical Inquiry).... | Students Will be Able to Do (Performance Based) |
| <ul style="list-style-type: none"> • Trade, agricultural development, mineral mining, resource manipulation (shells for dye) etc. allowed people to meet needs and wants. | <ul style="list-style-type: none"> • People chose to settle where their wants and needs were most easily met. • People will manipulate their environment to meet their basic needs and wants such as irrigating the land or mining for minerals. • How trade networks helped create a better quality of life. | <ul style="list-style-type: none"> • Identify changes people made to their physical and social environments in order to meet needs and wants. • Explain settlement patterns of ancient civilizations. • Trace trade networks and the goods that were traded. |
| 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"> • Basic needs versus wants • Society • Trade • Satisfy • Agricultural center | <ul style="list-style-type: none"> • What are wants and needs in students' minds. • Students might take advantage of the fact that certain things like river systems and irrigation have always been around and didn't need to be developed. | |

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| <ul style="list-style-type: none"> ● River system ● Irrigation ● Natural resource | | |
| <i>OSEUS Connection</i> | | |
| Essential Understanding: | Descriptive Connection Between Social Studies and OSEU: | |
| <p style="text-align: center;">OSEU 1</p> <p style="text-align: center;">OSEU 5</p> | <ul style="list-style-type: none"> ● The Oceti Sakowin tribes had a distinct and unique interrelationship with the environment, land, and its natural resources. They viewed the land as a natural gift. ● The Oceti Sakowin were first considered hunters and gatherers as compared to other ancient civilizations. ● History told from the Oceti Sakowin perspective, through oral tradition and written accounts, such as Winter Counts, helped show the culture’s way of satisfying their basic needs and wants. | |
| <i>Vertical Alignment</i> | | |
| <p style="text-align: center;">Previous Learning Connections</p> <ul style="list-style-type: none"> ● K.E.1.1. Describe the difference between wants and needs ● 5.E.5.1. Describe the role of trading in early U.S. History | <p style="text-align: center;">Current Learning Connections</p> <ul style="list-style-type: none"> ● Explain societies’ attempts throughout history to satisfy their basic needs and wants. | <p style="text-align: center;">Future Learning Connections</p> <ul style="list-style-type: none"> ● 7.E.4.1 Describe how economic activity affects standard of living |
| <i>C3 Framework Relevant Skills and Applications</i> | | |
| <p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while | | |

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acknowledging with strengths and weaknesses of the explanations.

Taking Informed Action:

- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

Example strategies to reach depth and intention of the standard

- Explain the difference between a “want” and “need”.
- Look at a map of early agricultural centers and find why they started where they did (along river systems).
- Examine different methods of early irrigation
- Identify and explain the characteristics of natural resources in the environment.

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: |
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| <ul style="list-style-type: none"> ● Trading Post ● Compare past and present | <ul style="list-style-type: none"> ● Kids exchange goods and services with one another at a “trading post” to help them understand the value of goods and services of both today and that of the ancient world. Make sure that there is a mix of goods and services from today as well as the ancient world. ● Students look at past maps or images of their community to determine how it has changed and been adapted to citizens’ needs. Students can also examine the impact these changes had on their community. |