

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.5 Students will recognize and explain the role population and culture play in creating diversity within the world's places and regions.	
Grade Level/Band Standard:	9-12.G.5.3 Explain how human migration impacts local and global politics, economies, societies, and regions.	
Student Friendly Language:	I can explain how the movement of people across the earth impacts all aspects of human life.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> The geographical theme of Movement. Movement includes the transference of people, cultures and ideas. Cultural diffusion influences people's daily lives. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> The geographic theme of movement includes the migration of peoples from place to place. How states/nations respond to migration Various impacts of migration on both receiving and sending nations 	<ul style="list-style-type: none"> Migration is a fundamental element of an ever developing global society. Migration can be influenced by both positive and negative circumstances. Migration impacts both sending and receiving countries in profound ways. 	<ul style="list-style-type: none"> Explain different methods by which humans migrate. Identify the differences between voluntary and forced migration. Assess how migration impacts both sending and receiving nations.
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"> Migration, Forced migration Refugees Push / Pull factors of migration 	<ul style="list-style-type: none"> May only look at permanent relaxation of peoples (emigration/Immigration); and forget to look at more temporary cultural connections (trade, communication). 	
OSEUS Connection		

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<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 6</p>	<ul style="list-style-type: none"> Students will be able to list the systems of politics, economics, societal expectations within the reservations and explain the influence of human migration related to the reservations by hypothesizing how various types of economic systems differ from one another, along with the forms of government and social structure within the reservations. 	
<p style="text-align: center;">Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> 7.G.5.1 Cultures of the world continue to change spatially. 7.G.3.2 Cultural patterns influence daily lives of people. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> 9-12.G.5.3 Explain how human migration impacts local and global politics, economies, societies, and regions. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Multiple career fields use geographic skills
<p style="text-align: center;">C3 Framework Relevant Skills and Applications</p>		
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations. 		
<p style="text-align: center;">Example strategies to reach depth and intention of the standard</p>		
<ul style="list-style-type: none"> Ancestry interviews to determine migration patterns and cultural influences. 		
<p style="text-align: center;">Possible Civic Engagement Activities</p> <p>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.</p>		

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Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">● Initiate an informed conversation	<ul style="list-style-type: none">● Students should discuss the impact of legal restrictions on immigration.