

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements.	
Grade Level/Band Standard:	9-12.G.6.2 Evaluate how different cultures identify and utilize natural resources.	
Student Friendly Language:	I can examine how cultures discover, value, and use natural resources.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> An area's economy is directly linked to their resources and how they choose to use them. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> How cultures determine what constitutes a natural resource How cultures determine the value of a natural resource How cultures use a natural resource for their benefit 	<ul style="list-style-type: none"> Different cultures can determine what a resource is and its intrinsic value. Different cultures utilize their resources differently dependent upon their needs. 	<ul style="list-style-type: none"> Identify different natural resources and rationalize their significance to different cultures. Assess how different cultures both determine and utilize their 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 Renewable resources Non-renewable resources 	<ul style="list-style-type: none"> Underestimate the variety of resources available to a place or region. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> N/A 	

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Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 7.G.6.1 Describe how people depend on their natural surroundings. ● 7.G.7.1 An area’s economy is directly linked to the landscape and how people can use the area ● 6-8 Physical Science 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.G.6.2 Evaluate how different cultures identify and utilize natural resources. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Multiple career fields use geographic skills
C3 Framework Relevant Skills and Applications		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.2.9-12.Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). 		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none"> ● Opportunity for cross curricular cooperation with Science (specifically physical science). 		
Possible Civic Engagement Activities		
<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>		
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">● Present to another class● Create & circulate an infographic● Document and share oral histories/narratives	<ul style="list-style-type: none">● Students research the use of a resource that a culture has been dependent upon and its impact upon the culture.
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