

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements.	
<b>Grade Level/Band Standard:</b>	9-12.G.6.4 Examine ways humans perceive and react to extreme natural events.	
<b>Student Friendly Language:</b>	I can explain how different cultures respond to and view various natural events.	
<b><i>What prior knowledge do students need to have to be successful on this standard?</i></b>		
<ul style="list-style-type: none"> <li>• How people depend on their natural surroundings.</li> <li>• How environments can be affected by extreme natural events.</li> </ul>		
<b><i>Students Will Know (Factual Knowledge)....</i></b>	<b><i>Students will Understand (Historical Inquiry)....</i></b>	<b><i>Students Will be Able to Do (Performance Based)</i></b>
<ul style="list-style-type: none"> <li>• Types of natural disasters</li> <li>• How societies respond to natural disasters</li> <li>• How governments/nations respond to natural disasters</li> <li>• How do societies manage the consequences of a natural disaster</li> </ul>	<ul style="list-style-type: none"> <li>• Different nations respond to natural disasters differently, based on various factors.</li> <li>• Humans adapt differently to the consequences of natural disasters based on both internal and external resources.</li> <li>• Debates exist regarding the ways both developed and developing countries respond to and receive support for natural disasters.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify instances of real world natural disasters.</li> <li>• Evaluate the way societies and governments respond to natural disasters.</li> <li>• Determine the variables that impact the effectiveness of responses to natural disasters.</li> </ul>
<b><i>Vocabulary (Key Terms Used by Teachers and Students)</i></b>	<b><i>What are possible misconceptions students may have with respect to this standard?</i></b>	

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none"> <li>● Tornado</li> <li>● Hurricane</li> <li>● Tsunami</li> <li>● Mudslide</li> <li>● Earthquake</li> <li>● Flood</li> <li>● Volcano</li> <li>● Climate change</li> <li>● Pandemic</li> </ul>	<ul style="list-style-type: none"> <li>● The belief that all peoples respond to natural disasters in the same way.</li> </ul>	
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 7.G.6.1 People depend on their natural surroundings.</li> <li>● 7.G.6.1 People adjust to the region/area where they live.</li> <li>● 6-8 Physical Science</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 9-12.G.6.4 Examine ways humans perceive and react to extreme natural events.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Multiple career fields use geographic skills</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		

## South Dakota Social Studies Unpacked Standards Template

**Constructing Compelling Questions:**

- 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.

**Evaluating Sources and Using Evidence:**

- 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.

**Communicating Conclusions:**

- 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***

- Using textual evidence, Identify instances of real world natural disasters.
- Follow a current event; evaluate the way societies and governments respond to natural disasters.

***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>● Organize community service</li> </ul>	<ul style="list-style-type: none"> <li>● Students organize a blood drive in collaboration with the American Red Cross, or other organizations to help victims of natural disasters.</li> </ul>