

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>	K.G.6.1 Describe ways people rely on the environment to meet human needs and wants.	
<b>Student Friendly Language:</b>	I can show ways we use the environment to meet human needs and wants.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• Concept of wants and needs</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>• The environment is made up of resources.</li> <li>• What a resource is.                             <ul style="list-style-type: none"> <li>• Examples include: trees, water, crops, metals, air</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The resources from the environment provide for human needs and wants.</li> <li>• We all have a role in taking care of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how humans use the environment to meet their needs and wants.</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>• Environment</li> <li>• Human needs</li> <li>• Human wants</li> <li>• Rely</li> <li>• Resources</li> <li>• Meet/met (ex. having needs met)</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding what a need versus a want is.</li> <li>• Knowing that a resource comes from the environment.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 1</a>	<ul style="list-style-type: none"> <li>• The Oceti Sakowin Tribal members rely on natural resources for their needs.</li> </ul>	

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<p><a href="#">OSEU 4</a></p>	<ul style="list-style-type: none"> <li>The Oceti Sakowin kinship system provides a sense of belonging.</li> </ul>	
<p><b>Vertical Alignment</b></p>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>Concept of wants and needs.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Describe ways people rely on the environment to meet human needs and wants.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>Describe ways in which people modify and adapt to the environment.</li> </ul>
<p><b>C3 Framework Relevant Skills and Applications</b></p>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>D1.1.K-2. Explain why the compelling question is important to the student.</li> <li>D1.2.K-2. Identify disciplinary ideas associated with a compelling question.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>D4.5.K-2. Ask and answer questions about explanations.</li> </ul>		
<p><b>Example strategies to reach depth and intention of the standard</b></p>		
<ul style="list-style-type: none"> <li>Draw something from the environment that we use.</li> <li>Match the picture of the resource to what it could become.</li> </ul>		
<p><b>Possible Civic Engagement Activities</b></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>		
<p><b>Activity:</b></p>	<p><b>Description on How to Use the Activity and How it Meets the Grade Level:</b></p>	
<ul style="list-style-type: none"> <li>Develop a club that helps take care of the environment.</li> <li>Community Garden Project</li> </ul>	<ul style="list-style-type: none"> <li>Students can take responsibility and have a group each week that is in charge of taking care of the environment at school or another location. This can include: picking up trash, watering trees or flowers, pulling weeds, cleaning various items, etc.</li> <li>Plant a class garden for students to care for and when completed, harvest the garden and share with others to eat. It will require working together along with seeing how we use the environment for things that we want and need.</li> </ul>	