

Grade 7

Note: The committee, with input from educators throughout the state, revised the former seventh grade social studies standards to facilitate effective instruction and student mastery with emphasis on an in-depth study of Geography.

Grade 7 Civics/Government		OSEU Connections						
		1	2	3	4	5	6	7
K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.								
7.C.1.1	Identify and describe different forms of government used throughout the world		X			X	X	

Grade 7 Geography		OSEU Connections						
		1	2	3	4	5	6	7
K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information.								
7.G.1.1	Gather information, analyze data and demonstrate navigation with a map	X		X				
7.G.1.2	Construct maps or other geographic representations and explain the spatial patterns of cultural and/or physical characteristics	X		X				
K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography; location, place, human-environment interaction, movement, and region.								
7.G.2.1	Create an argument for the importance of the study of Geography	X	X	X		X	X	
7.G.2.2	Recognize and apply the Five Themes of Geography	X		X				
7.G.2.3	Analyze political and economic systems			X	X			X
K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions.								
7.G.3.1	Identify and differentiate between the human and/or physical characteristics that create a region	X	X			X		
7.G.3.2	Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places	X	X	X		X		
7.G.3.3	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures	X	X			X		
K-12.G.4 Students will identify Earth's physical systems and the ways in which they are dynamic and interactive.								
7.G.4.1	Demonstrate understanding of the processes that result in the natural landscape			X		X		
7.G.4.2	Explain how and why different cultures	X		X		X		

	interact with earth's physical systems in various ways							
K-12.G.5 Students will recognize and explain the role population and culture play in creating diversity within the world's places and regions.								
7.G.5.1	Analyze basic components of culture, including how and why they differ spatially	X	X	X		X		
7.G.5.2	Identify population distribution and characteristics of human populations	X	X	X		X		
7.G.5.3	Explain how changes in land use affect population distribution patterns	X	X	X		X		
K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements.								
7.G.6.1	Clarify how human groups adapt to, and depend upon, the natural environment	X	X					X
7.G.6.2	Recognize and explain how cultures and cultural landscapes change	X						
K-12.G.7 Students will be applying geographic knowledge to understand the diversity of Earth's physical and human conditions, past, present, and future.								
7.G.7.1	Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity	X						X
7.G.7.2	Articulate how changes in technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices	X						
7.G.7.3	Draw conclusions on how past human and/or physical conditions influence present and/or future conditions						X	

Grade 7 Economics		OSEU Connections						
		1	2	3	4	5	6	7
K-12.E.3 Students will analyze the ways government can impact the market.								
7.E.3.1	Describe the relationship between government and economic systems in different countries		X					
K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.								
7.E.4.1	Describe how economic activity affects standard of living		X					
7.E.4.2	Describe how technology affects the economic development of places and regions	X					X	
7.E.4.3	Describe the role of trade barriers and agreements in the global economy						X	
7.E.4.4	Explain how the availability of resources provides for or challenges human activities	X						

Oceti Sakowin Essential Understandings

OSEU 1 - The original land base and natural resources of the Oceti Sakowin were under communal stewardship prior to immigrant settlement. The Oceti Sakowin tribes have a distinct and unique interrelationship with the environment that contributes to South Dakota.

- Indicator 1 - Analyze the land base and natural resources of the nine reservations in South Dakota.
- Indicator 2 - Analyze the interrelationships of the Oceti Sakowin people, places, and the environment as they relate to all reservations in South Dakota.
- Indicator 3 - Evaluate the strategies in which the tribal governments and other leaders are taking action to improve the lands and natural gifts.

OSEU 2 - There is variety and resiliency among individual Tribal people as identity is developed, defined and redefined by entities, organization and people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian”.

- Indicator 1 - Analyze the impact of Euro-American ideals, values, rights, philosophy, and beliefs of Oceti Sakowin people as tribal, state, and US citizens.
- Indicator 2 - Analyze the knowledge and understanding of the relationship between spiritual, physical, social and emotional health of the Oceti Sakowin.

OSEU 3 - The origin, thought and philosophy of the Oceti Sakowin continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and are observed by many Tribal members both on and off the reservations.

- Indicator 1 - Evaluate the different forms of Lakota/Dakota/Nakota language dialects.
- Indicator 2 - Analyze the Oceti Sakowin sacred sites, creation stories, star knowledge and how they relate to each other.

OSEU 4 - The Oceti Sakowin kinship systems provide a framework for both individual and group behavior. Its unwritten rules promote harmony, compromise, a sense of order, and group cohesion.

- Indicator 1 - Analyze the importance of the Oceti Sakowin family structure and extended family.
- Indicator 2 - Analyze the Oceti Sakowin social etiquette, proper behavior and values.

OSEU 5 - History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.

- Indicator 1 - Analyze the Oceti Sakowin culture through oral tradition, written accounts and unbiased information.
- Indicator 2 - Analyze the impact of Imperialism and Manifest Destiny and its impact on the culture of the Oceti Sakowin.

OSEU 6 - Federal policies and treaties put into place throughout American history have affected Oceti Sakowin people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationships with the States are not the same for each tribe.

- Indicator 1 - Analyze the Oceti Sakowin historical eras recorded through Oceti Sakowin Winter Counts.
- Indicator 2 - Analyze how land stewardship began to change through the process of treaty-making to land ownership.
- Indicator 3 - Analyze the historical eras of the Oceti Sakowin to examine the connection between the cause/effect relationships during the Removal and Relocation era.
- Indicator 4 - Analyze the reorganization and self-governance time period of the Oceti Sakowin.

OSEU 7 - The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on the values of the Oceti Sakowin which has created resiliency of the Oyate. Tribal communities have put considerable efforts into economic development ventures, Tribal universities, alternative education, wellness centers, cultural, traditions and language revitalization.

- Indicator 1 - Analyze the policies that were established during the self-determination era to make a positive change for tribal communities.
- Indicator 2 - Analyze the actions taken by individuals and communities in an effort to bring about positive social change.