

Grade 4

Grade 4 History		OSEU Connections						
		1	2	3	4	5	6	7
K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.								
4.H.1.1	Analyze the impact of significant historical events on the development of cultures in South Dakota			X		X	X	
4.H.1.2	Generate questions about multiple historical sources and their relationships to particular historical events and developments			X		X	X	
K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.								
4.H.2.1	Explain the effects of conflicts and the establishment of reservations on the American Indians culture	X				X	X	
4.H.2.2	Examine basic environmental, economic, cultural, and population issues of concern to South Dakota				X			X
4.H.2.3	Describe the influence of notable South Dakotans of the development of our state		X					
4.H.2.4	Describe influences of European cultures on South Dakota communities		X					
4.H.2.5	Describe how wars affected South Dakotans						X	
K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives.								
4.H.3.1	Compare and contrast life today with life in historical time periods		X	X				X
K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.								
4.H.4.1	Explain probable causes and effects of events and developments in South Dakota					X	X	
4.H.4.2	Explain factors affecting the growth and expansion of South Dakota	X						
K-12.H.5 Students will develop historical research skills.								
4.H.5.1	Infer the intended audience and purpose of a historical source from information within the source itself					X		
4.H.5.2	Use evidence to develop a claim about the past					X		

Grade 4 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.								
4.C.1.1	Describe key events related to South Dakota's entry into statehood					X		
K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the US Constitution, the US Bill of Rights and subsequent amendments.								
4.C.2.1	Compare and contrast major themes within the SD Constitution and the US Constitution					X	X	
K-12.C.3 Students will explain how the Constitution organizes the government of the United States.								
4.C.3.1	Explain how groups of people make rules to create responsibilities and protect freedoms	X			X			
4.C.3.2	Discuss South Dakota's government and the roles of the three branches					X		

Grade 4 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.								
4.G.1.1	Locate major political and physical features of South Dakota and the United States on a map or globe	X						
K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography: location, place characteristics, human-environment interaction, movement, and region.								
4.G.2.1	Compare and contrast regions of South Dakota to one another	X						
K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions.								
4.G.3.1	Describe how natural and human conditions shape places and regions	X		X				

Grade 4 Economics		OSEU Connections						
		1	2	3	4	5	6	7
K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.								

4.E.1.1	Discuss what factors (both positive and negative) influence individual choices				X			
K-12.E.3 Students will analyze the ways government can impact the market.								
4.E.3.1	Describe the necessity for government to collect taxes from its citizens in order to provide services to its citizens				X			
K-12.E.5 Students will describe how trade generates economic development and interdependence.								
4.E.5.1	Describe how the economic needs of South Dakotans and people in other regions of the US have been met							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.