

# High School Social Studies

High School Geography		OSEU Connections						
		1	2	3	4	5	6	7
<b>K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information.</b>								
9-12.G.1.1	Use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective	X		X		X		
9-12.G.1.2	Employ mental maps to organize information about cultures, places, and environment in a spatial context	X				X		
<b>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.</b>								
9-12.G.2.1	Distinguish between the Five Themes of Geography and their key components							
9-12.G.2.2	Describe a given region or area utilizing the Five Themes of Geography	X		X				
<b>K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions.</b>								
9-12.G.3.1	Analyze the cultural and physical processes that make places unique							
9-12.G.3.2	Gather, organize, and analyze evidence that shows how the physical environment and culture contribute to the characteristics of places and regions							
9-12.G.3.3	Differentiate between formal, functional, and perceptual regions							
9-12.G.3.4	Apply the concept of interdependence to regions and places	X		X				
<b>K-12.G.4 Students will identify Earth's physical systems and the ways in which they are dynamic and interactive.</b>								
9-12.G.4.1	Recognize the components, processes, interdependence and spatial distribution, of Earth's physical systems.	X		X				
<b>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.</b>								
9-12.G.5.1	Analyze the characteristics, distribution, and migration of human populations	X				X		
9-12.G.5.2	Identify and explain the characteristics, distribution, and complexity of Earth's various cultures							
9-12.G.5.3	Explain how human migration impacts local and global politics, economies, societies, and regions							
<b>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.</b>								
9-12.G.6.1	Identify specific adaptive strategies employed by different cultures in similar environments	X						
9-12.G.6.2	Evaluate how different cultures identify and utilize natural resources							
9-12.G.6.3	Explain the ways technology expands the human capacity to use and modify the physical environment							

9- 12.G.6.4	Examine ways humans perceive and react to extreme natural events							
<b>K-12.G.7 Students will apply geographic knowledge to understand the diversity of Earth’s physical and human conditions, past, present, and future.</b>								
9- 12.G.7.1	Analyze key processes that have resulted in changes within Earth’s physical and human systems					X		
9- 12.G.7.2	Elaborate upon the interaction of physical and human systems and their influence on current and future condition							
9- 12.G.7.3	Critique the role of multiple perspectives in contemporary geographic policies and issues							

## 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.