

Oceti Sakowin Essential Understandings & SD 4th grade State Standards

- **OSEU 1: LANDS & ENVIRONMENT**
 - Standard 1.1 – Identify changes from the historic land base to the contemporary nine-reservation South Dakota land base of the Oceti Sakowin, and analyze the causes and implication of those changes.
 - Standard 1.2 – Describe traditional and contemporary Oceti Sakowin perspectives on communal stewardship of land and natural resources (flora, fauna, geographic and sacred features).
 - Standard 1.3 – Demonstrate understanding of the interrelationships of Oceti Sakowin people, places, and environments within all tribal lands in South Dakota.
 - Standard 1.4 – Identify and explain contemporary environmental issues facing Oceti Sakowin lands (i.e. Dakota Pipeline, etc.).
- **OSEU 2: IDENTITY & RESILIENCY**
 - Standard 2.1 – Demonstrate knowledge of the Oceti Sakowin people’s understanding of the interrelationship of spiritual, physical, social and emotional health.
- **OSEU 3: CULTURE & LANGUAGE**
 - Standard 3.2 – Describe efforts made by Tribal members on and off the reservation to revitalize Oceti Sakowin languages.
- **OSEU 4: KINSHIP & HARMONY**
 - Standard 4.2 – Describe the traditional behavior patterns, codes of respect and values promoted within the Oceti Sakowin tiospaye.
- **OSEU 5: ORAL TRADITION & STORY**
 - Standard 5.3 – Compare the diverse cultures (woodlands, prairie, and plains) within the Oceti Sakowin through oral tradition and written accounts.
- **History Standards**
 - 4.H.1.1 Analyze the impact of significant historical events on the development of cultures in South Dakota
 - 4.H.2.2 Examine basic environmental, economic, cultural, and population issues of concern to South Dakota
- **Geography Standards**
 - 4.G.2.1 (Geography) Compare and contrast regions of South Dakota to one another
 - 4.G.3.1 (Geography) Describe how natural and human conditions shape places and regions
- **Reading Standards for Literature**
 - 4.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.
 - 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
 - 4.RL.5 Explain major differences between stories, dramas, and poems, and refer to the structural elements of poems (e.g., verse, stanza, rhythm, meter) and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
 - 4.RL.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text; support with details and evidence.
- **Speaking and Listening Standards**

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- 4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4.SL.5 Add multimedia components (e.g., audio recordings) and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **Fine Arts Dance Standards**
 - 4.DA.Cr.1.1 Identify and demonstrate ideas for choreography from a variety of stimuli (music/sound, text, objects, images, notation, observed dance, experiences).
 - 4.DA.Cr.1.2 Develop a movement problem with teacher guidance and manipulate the elements of dance using tools to find a solution.
 - 4.DA.Cr.2.1 Manipulate or modify choreographic devices to expand movement possibilities. Create and discuss a variety of movement patterns and structures. Discuss movement choices.
 - 4.DA.Pr.5.3 Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals
 - 4.DA.Pr.6.1 Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).
 - 4.DA.Pr.6.2 Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.
- **Fine Arts Music Standards**
 - 4.MU.Pr.4.2.c Explain how context (such as social and cultural) inspires a performance.
 - 4.MU.Pr.4.3.a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style).
 - 4.MU.Pr.5.1.b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.
 - 4.MU.Pr.6.1.a Perform music, alone and with others, with expression, technical accuracy, and appropriate interpretation.
 - 4.MU.Pr.6.1.b Demonstrate performance decorum appropriate for the context, venue, and genre.
 - 4.MU.Pr.6.1.c Display audience etiquette appropriate for the context, venue, genre, and style.
 - 4.MU.Re.8.1.a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, style, and articulation) are used in performers' and personal interpretations to reflect expressive intent.
 - 4.MU.Re.9.1.a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.
- **Fine Arts Theatre Standards**
 - 4.TH.Cr.1.1 Describe the visual details of characters and imagined worlds that support the story and given circumstances in a dramatic and/or theatrical work.
 - 4.TH.Cr.1.2 Visualize and design technical elements that support the story and given circumstances in a dramatic and/or theatrical work.
 - 4.TH.Cr.1.3 Imagine ways in which the elements of physical expression by a character might support the story and given circumstances in dramatic and/or theatrical work.
 - 4.TH.Cr.2.1 Collaborate to devise original ideas on the responsibilities required to present a dramatic or theatrical work to peers.
 - 4.TH.Cr.3.1 Rehearse and refine an improvised or scripted dramatic and/or theatrical work.

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- 4.TH.Cr.3.2 Utilize elements of physical expression in the preparation of an improvised or scripted dramatic and/or theatrical work.
- 4.TH.Pr.4.1 Explore options of a character's dialogue and actions to change the story in a dramatic and/or theatrical work.
- 4.TH.Pr.4.2 Using elements of physical expression to develop a character in a dramatic and/or theatrical work.
- 4.TH.Pr.5.1 Rehearse selected group exercises that can be used in a dramatic or theatrical setting.
- 4.TH.Pr.5.2 Describe various technical elements used in a dramatic and/or theatrical work.
- 4.TH.Pr.6.1 Share dramatic and theatrical work produced in a small group with peers as audience.
- 4.TH.Re.7.1 Describe the artistic choices made in a dramatic and/or theatrical work through active observation and participation.
- 4.TH.Re.8.2 Compare and contrast various ways to develop a character using elements of physical expression and props and costumes to reflect multiple cultural perspectives.
- 4.TH.Re.8.3 Explore elements of physical expression connected or emotions in a dramatic work.
- 4.TH.Re.9.1 Propose a plan to evaluate a dramatic work.
- 4.TH.Re.9.2 Examine how technical elements may support a theme or concept.
- 4.TH.Re.9.3 Recognize how a character's choices may impact an audiences perspective.
- 4.TH.Cn.10.1 Identify the ways a dramatic and/or a theatrical work reflects the perspectives of a community or culture.
- 4.TH.Cn.11.1.1 Respond to real life situations by incorporating other content areas.