

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.3 Students will recognize the characteristics of the processes that shape places and regions.	
Grade Level/Band Standard:	7.G.3.1 Identify and differentiate between the human and/or physical characteristics that create a region.	
Student Friendly Language:	I can explain how a region can be identified by both human and physical elements and how these elements can be unique to different regions.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none">1.G.3.1 Describe the unifying characteristics and boundaries of different school regions including but not limited to the playground, classroom, and reading corner2.G.3.1 Compare the physical and man-made characteristics of the local community with those of another community7.G.1.2 Construct maps or other geographic representations and explain the spatial patterns of cultural and/or physical characteristics		
<i>Students Will Know (Factual Knowledge)....</i>	<i>Students will Understand (Historical Inquiry)....</i>	<i>Students Will be Able to Do (Performance Based)</i>
<ul style="list-style-type: none">Human characteristics. (Examples: race, gender, class, age)Physical characteristics. (Examples: landforms, climate, soil, vegetation, population movement, human and environment interaction)Region	<ul style="list-style-type: none">An area is identified by how humans use it, and the physical formations of the area.	<ul style="list-style-type: none">Identify and differentiate the regional differences based on human and physical characteristics.
<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	
<ul style="list-style-type: none">Human characteristicsRaceGenderClassAgePhysical characteristics	<ul style="list-style-type: none">That humans and human interactions with the environment can be used to identify a region, just as physical characteristics can.What human characteristics are, or that they may be different depending on the physical location.	

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<ul style="list-style-type: none"> • Landforms • Climate • Soil • Vegetation • Population movement • Human and environment interaction • Element • Region • Process 	
<i>OSEUS Connection</i>	
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:
<p style="text-align: center;"><u>OSEU 1</u></p> <p style="text-align: center;"><u>OSEU 2</u></p> <p style="text-align: center;"><u>OSEU 5</u></p>	<ul style="list-style-type: none"> • The Oceti Sakowin people’s cultural perceptions of land stewardship impacted their environment. • Big game came to an end, so the Oceti Sakowin people migrated to where the natural resources were in the eastern coastal woodlands area. • The Oceti Sakowin people can be identified by specific values, rights, philosophy, and beliefs. • Through oral traditions and written accounts, such as Brown Hat’s Winter Count, it is explained how the Oceti Sakowin people had bilateral kinship relationships.
<i>Vertical Alignment</i>	
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions. • 2.G.1.2 Explain how local communities are part of a larger region • 3.G.1.2 Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe 	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Current Learning Connections</p> <ul style="list-style-type: none"> • 7.G.3.1 Identify and differentiate between the human and/or physical characteristics that create a region </div> <div style="width: 65%;"> <p>Future Learning Connections</p> <ul style="list-style-type: none"> • 7.E.4.2 Describe how technology affects the economic development of places and regions • 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 </div> </div>

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<ul style="list-style-type: none"> ● 4.G.2.1 Compare and contrast regions of South Dakota to one another ● 4.G.3.1 Describe how natural and human conditions shape places and regions ● 7.G.1.2 Construct maps or other geographic representations and explain the spatial patterns of cultural and/or physical characteristics 		<ul style="list-style-type: none"> ● 7.G.3.3 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures ● 9-12.G.2.2 Describe a given region or area utilizing the Five Themes of Geography ● 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.5.3 Explain how human migration impacts local and global politics, economies, societies, and regions ● 9-12.H.4.4 Identify and analyze historical content and events using disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary local, regional, and global problems, challenges, and opportunities
<p style="text-align: center;"><i>C3 Framework Relevant Skills and Applications</i></p>		
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> ● D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. 		
<p style="text-align: center;"><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> ● Students will take a region of the world and identify the physical and human characteristics for which it is known. ● Students will compare and contrast the physical and human characteristics of two or more regions. ● Students create a presentation showing how the physical characteristics of a region affect the human characteristics of the same region. 		

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<div>Possible Civic Engagement Activities</div> <div>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.</div>	
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">Regional Destruction Research and Advocacy	<ul style="list-style-type: none">Students will research a region that has human characteristics that may be detrimental to the physical characteristics. Students will advocate for how the physical region could be protected for future generations.