

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.4 Students will identify Earth’s physical systems and the ways in which they are dynamic and interactive.	
Grade Level/Band Standard:	7.G.4.1 Demonstrate understanding of the processes that result in the natural landscape.	
Student Friendly Language:	I can demonstrate an understanding of the processes that create landforms.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • 1.G.1.3 Distinguish between landmasses and bodies of water using maps and globes • K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Types of processes (Examples: formation of volcanoes, erosion, tectonic plates/earthquakes, wind) • Forms of natural landscape (Examples: trees, mountains, plains, plateaus, hills, valleys, bodies of water) 	<ul style="list-style-type: none"> • How the various processes affect the natural landscape. 	<ul style="list-style-type: none"> • Explain the impact of various processes on the formation of the natural landscape.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
<ul style="list-style-type: none"> • Types of processes (Examples: formation of volcanoes, erosion, tectonic plates/earthquakes, wind) • Forms of natural landscape (Examples: trees, mountains, plains, plateaus, hills, valleys, bodies of water) 	<ul style="list-style-type: none"> • The processes that form landforms. Students may not have the knowledge of the names of each landform. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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<p>OSEU 3 and OSEU 5</p>	<ul style="list-style-type: none"> The Oceti Sakowin’s oral tradition and creation accounts explain how South Dakota’s landscape came to be. 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> 1.G.1.3 Distinguish between landmasses and bodies of water using maps and globes K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> 7.G.6.1 Clarify how human groups adapt to, and depend upon, the natural environment 7.G.6.2 Recognize and explain how cultures and cultural landscapes change 7.G.5.3 Explain how changes in land use affect population distribution patterns 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> 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.7.1 Analyze key processes that have resulted in changes within Earth’s physical and human systems 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
<p>C3 Framework Relevant Skills and Applications</p>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling questions. <p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection. D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. <p>Communicating Conclusions:</p>		

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- 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.
- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Example strategies to reach depth and intention of the standard

- Instruct an interactive and hands on lesson to show the process of tectonic plates. Using oreo cookies, the top cookie was the crust and mantle of the earth, moving the top of the cookie to show different ways that the plates move
- Bring in visuals of various landforms and the process that creates them. (Example: Disney’s “Lava”)

Possible Civic Engagement Activities

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.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Survey 	<ul style="list-style-type: none"> ● Take students on a walk through town or a nature walk. Ask students to point out landforms and characteristics of the environment. Ask students to inform the class of the processes behind these landforms. This connects students to the world around them through research.