

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.5 Students will recognize and explain the role population and culture play in creating diversity within the world’s places and regions.	
Grade Level/Band Standard:	7.G.5.2 Identify population distribution and characteristics of human populations.	
Student Friendly Language:	I can identify types of human populations and how those populations are spread out throughout the world.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none">● 4.H.2.2 Examine basic environmental, economic, cultural, and population issues of concern to South Dakota● 5.G.6.1 Explain how natural events and human activities in one place affect people living in other places● 7.G.5.1 Analyze basic components of culture, including how and why they differ spatially		
<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">● Population distribution.● Population characteristics. (Examples: population size, density, age, spacing)	<ul style="list-style-type: none">● A region or an area can affect population distribution.● Characteristics of a population vary according to region/area.	<ul style="list-style-type: none">● Analyze population distributions based on the region/area.● Identify characteristics of population based on a specific region/area.
<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">● Population characteristics. (Examples: population size, density, age, spacing)● Distribution● Characteristic● Diversity	<ul style="list-style-type: none">● That people of a certain population stay in specific areas over the course of history.● Why populations of humans move throughout regions or the world.	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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OSEU 1
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<i>C3 Framework Relevant Skills and Applications</i>		
<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>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. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. <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>Taking Informed Action:</p> <ul style="list-style-type: none"> D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Create a map showing the settlement, movement and/or expansion of a specific culture or population. Include evidence to support reasons for moving and reasons for settlement locations. Identify multiple cultures or populations within a region. Research and present findings on how each population's characteristics are similar and different. 		
<i>Possible Civic Engagement Activities</i>		
<p>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.</p>		
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:	

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<ul style="list-style-type: none">• Laws and regulations due to overpopulation	<ul style="list-style-type: none">• Research how overpopulation of a region could affect the population and culture of the people living there. Present findings, including laws and regulations that have been put in place due to the increased population, and the effect of these laws on the people.
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