

## South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.7 Students will be applying geographic knowledge to understand the diversity of Earth’s physical and human conditions, past, present, and future.	
<b>Grade Level/Band Standard:</b>	7.G.7.1 Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity.	
<b>Student Friendly Language:</b>	I can explain how the economy is affected by the physical and cultural characteristics of an area.	
<b><i>What prior knowledge do students need to have to be successful on this standard?</i></b>		
<ul style="list-style-type: none"><li>● K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.</li><li>● 3.E.1.1 Explain ways producers use resources to produce goods and services</li><li>● 5.G.2.1 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas</li><li>● 5.G.2.2 Explain how human settlements and movements relate to the locations and use of various natural resources</li></ul>		
<b><i>Students Will Know (Factual Knowledge)....</i></b>	<b><i>Students will Understand (Historical Inquiry)....</i></b>	<b><i>Students Will be Able to Do (Performance Based)</i></b>
<ul style="list-style-type: none"><li>● Economy</li><li>● Cultural characteristics (Examples: language, religion, social habits, music, art, cuisine, relationships, beliefs, work habits)</li><li>● Physical characteristics(Examples: landforms, population, landscapes, weather and climate)</li></ul>	<ul style="list-style-type: none"><li>● An area’s economy is directly or indirectly linked to the landscape and how people can use the area.</li></ul>	<ul style="list-style-type: none"><li>● Evaluate the relationship between the physical and cultural characteristics of a location to determine its impact on the region’s economy.</li></ul>
<b><i>Vocabulary (Key Terms Used by Teachers and Students)</i></b>	<b><i>What are possible misconceptions students may have with respect to this standard?</i></b>	
<ul style="list-style-type: none"><li>● Resources</li><li>● Physical Characteristics</li><li>● Cultural characteristics</li><li>● Economy/economic activity</li><li>● Region</li></ul>	<ul style="list-style-type: none"><li>● That all areas have an equitable distribution of natural resources.</li><li>● That all natural resources have equitable value.</li></ul>	

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<ul style="list-style-type: none"> <li>• Landscape</li> <li>• Impact</li> </ul>	
<b>OSEUS Connection</b>	
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>
<a href="#">OSEU 1</a> and <a href="#">OSEU 7</a>	<ul style="list-style-type: none"> <li>• The original land base and natural resources of the Oceti Sakowin impacted economic activity.</li> </ul>
<b>Vertical Alignment</b>	
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>• K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics</li> <li>• K-12.E.5 Students will describe how trade generates economic development and interdependence.</li> <li>• K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.</li> <li>• K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.</li> <li>• 5.H.1.2 Identify key conflicts with other countries of the world and the effect they had on the U.S. physically, economically, and socially</li> <li>• 6.E.4.2 Identify basic economic systems present throughout ancient civilizations</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>• 7.G.7.1 Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity</li> </ul> <p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>• 9-12.E.1.1 Through the construction of compelling questions, explain how the fundamental economic problem of unlimited wants with limited resources reflects enduring issues at all levels</li> <li>• 9-12.E.1.6 Explain how scarcity, choice, and opportunity costs impact economic decision making at all levels by using a production possibilities curve</li> <li>• 9-12.E.4.5 Differentiate between a developing and newly developed nations</li> <li>• 9-12.H.4.2 Evaluate how economic conditions were shaped by the unique circumstances of the time and place</li> </ul>

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<p>and how those systems contributed to the success or failure of the respective civilization</p> <ul style="list-style-type: none"> <li>• 6.E.4.3 Identify the effects of economic systems on society</li> <li>• 7.G.1.2 Construct maps or other geographic representations and explain the spatial patterns of cultural and/or physical characteristics</li> <li>• 7.E.4.1 Describe how economic activity affects standard of living</li> <li>• 7.E.4.3 Describe the role of trade barriers and agreements in the global economy</li> <li>• 7.E.4.4 Explain how the availability of resources provides for or challenges human activities</li> </ul>		
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>• D1.1.6-8. Explain how a question represents key ideas in the field.</li> </ul> <p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>• D1.3.6-8. Explain points of agreement experts have interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>• D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging with strengths and weaknesses of the explanations.</li> </ul> <p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		

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### ***Example strategies to reach depth and intention of the standard***

- Students select a region of the world to build a new city. Students must use the natural resources and physical characteristics of the location to determine the types of economic activities they will have to economically support their new city, using only the resources available to them. Extension, students could reference the resource they do not have, and the effect on their city because of the lack of these resources.
- Students compare and contrast two world regions to look for similarities and differences in economic activities, physical characteristics and natural resources.

### ***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.

<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"><li>● Town brochure</li></ul>	<ul style="list-style-type: none"><li>● Students could research the physical characteristics and natural resources of their town/city and create a brochure for the Chamber of Commerce highlighting the economic activities of the town based on these resources.</li></ul>