

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.7.2 Articulate how changes in technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	
<b>Student Friendly Language:</b>	I understand how changes of technology can either connect or divide population groups and effect the diffusion of ideas and cultural practices between them.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>5.G.5.1 Describe how the spatial patterns of cultural activities in a place change over time because of interactions with nearby and distant places</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>Technology</li> <li>Spatial connections (Examples: Proximity of people to technology, proximity of people to each other)</li> <li>Diffusion of ideas</li> <li>Cultural practices</li> </ul>	<ul style="list-style-type: none"> <li>Technology influences spatial connections.</li> <li>Technology affects the diffusion of ideas and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how technology affects relationships between population groups.</li> <li>Demonstrate how technology affects the diffusion of ideas and cultural practices.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>Technology</li> <li>Spatial connections (Examples: Proximity of people to technology, proximity of people to each other)</li> <li>Population group</li> <li>Cultural diffusion</li> </ul>	<ul style="list-style-type: none"> <li>This is a relatively new concept for students.</li> </ul>	

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<ul style="list-style-type: none"> <li>Ideals and values</li> </ul>		
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 1</a>	<ul style="list-style-type: none"> <li>The Oceti Sakowin homelands have a distinct interrelationship with the environment.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>5.G.5.1 Describe how the spatial patterns of cultural activities in a place change over time because of interactions with nearby and distant places</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>7.E.4.2 Describe how technology affects the economic development of places and regions</li> <li>7.G.1.2 Construct maps or other geographic representations and explain the spatial patterns of cultural and/or physical characteristics</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>8.H.4.9 Assess the impact of significant inventors, technology and industrialization on mid-1800s America</li> <li>8.E.3.1 Describe the impact of technology and industrialization on mid-1800s America</li> <li>9-12.C.5.9 Demonstrate and/or show examples of how technology has changed the way people participate beyond their traditional sphere of influence</li> <li>9-12.G.6.3 Explain the ways technology expands the human capacity to use and modify the physical environment</li> <li>9-12.E.4.3 Weigh the impact of factors such as the availability of economic resources, level of technology, and degree of economic freedom on a nation’s economic growth</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		

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**Determining Helpful Resources:**

- 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.

**Evaluating Sources and Using Evidence:**

- 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.

**Developing Claims and Using Evidence:**

- D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

**Communicating Conclusions:**

- 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.

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

- Students can create a timeline for how technology has changed over time by picking one form of technology.(examples: telephone, internet, newspaper delivery) Students can evaluate how that change over time has influenced the world. Students can think of the pros and cons associated with this change over time. Then, students can think about how their life would be different without this technology.

***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>● Environmental issues</li> <li>● Choose a country</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate how industrialization and globalization has positively and negatively impacted groups of people throughout the world. Students will compare and contrast which regions were negatively impacted and which positive and make inferences as to why this might be.</li> <li>● Students can choose a country that has negatively been impacted by industrialization/ globalization. They can identify an issue that this country has faced because of it. Students can research solutions and create an advocacy flyer for their research. (Examples: deforestation, pollution)</li> </ul>