

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.7 Students will be applying geographic knowledge to understand the diversity of Earth’s physical and human conditions, past, present, and future.	
Grade Level/Band Standard:	7.G.7.3 Draw conclusions on how past human and/or physical conditions influence present and/or future conditions.	
Student Friendly Language:	I can describe how past human and physical conditions influence the present and future.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none">● 4.G.3.1 Describe how natural and human conditions shape places and regions		
<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">● How to draw conclusions● Human conditions (examples: age, gender, conflict, disease control, social habits, mortality)● Physical conditions (examples: natural disasters, shelter, basic needs, weather and climate, resource availability)	<ul style="list-style-type: none">● People can study the past to determine how humans and physical conditions affect world conditions.	<ul style="list-style-type: none">● Conclude how past conditions could influence present and future conditions in a similar 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">● Influence● Human conditions (examples: age, gender, conflict, disease control, social habits, mortality)● Physical conditions (examples: natural disasters, shelter, basic needs, weather and climate, resource availability)	<ul style="list-style-type: none">● What it means to influence present or future conditions.	

South Dakota Social Studies Unpacked Standards Template

OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 6	<ul style="list-style-type: none">The Oceti Sakowin historicals eras have influenced present and/or future conditions.	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none">K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.3.H.5.1 Compare information provided by different primary and secondary historical sources about the past4.H.4.1 Explain probable causes and effects of events and developments in South Dakota4.H.5.2 Use evidence to develop a claim about the past5.H.5.1 Summarize how different types of historical sources are used to explain events in the past6.H.1.2 Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future7.G.7.1 Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity	<p>Current Learning Connections</p> <ul style="list-style-type: none">7.G.7.3 Draw conclusions on how past human and/or physical conditions influence present and/or future conditions	<p>Future Learning Connections</p> <ul style="list-style-type: none">9-12.G.7.1 Analyze key processes that have resulted in changes within Earth’s physical and human systems9-12.G.7.2 Elaborate upon the interaction of physical and human systems and their influence on current and future condition9-12.H.4.2 Evaluate how economic conditions were shaped by the unique circumstances of the time and place

South Dakota Social Studies Unpacked Standards Template

<i>C3 Framework Relevant Skills and Applications</i>	
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> D1.1.6-8. Explain how a question represents key ideas in the field. <p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> D1.3.6-8. Explain points of agreement experts have interpretations and applications of disciplinary concepts and ideas associated with a supporting question. <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 with 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. D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. 	
<i>Example strategies to reach depth and intention of the standard</i>	
<ul style="list-style-type: none"> Students will look at historic accounts of physical or human conditions. Using this information, students will draw conclusions as to how this historic event changed the present and /or could change future conditions. Ex: Pandemics and infectious diseases like the chickenpox virus spread lead to the creation of vaccines. Research historical accounts of events of human interaction, and draw conclusions as to how the events changed/ shaped conditions for the present or the future. 	
<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:

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none">● Document and share oral histories	<ul style="list-style-type: none">● Students research and share the history of human conditions, and how those human conditions changed the present/future. (Examples: choose a person or condition from your city or the state of South Dakota).● Students choose a person in history who has influenced or created change for humans in the present day or the future.● Students can interview an older relative and ask how certain conditions and events have changed the present.
---	--