

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.3 Students will recognize the characteristics of the processes that shape places and regions.	
<b>Grade Level/Band Standard:</b>	9-12.G.3.3 Differentiate between formal, functional, and perceptual regions.	
<b>Student Friendly Language:</b>	I can understand the difference between formal, functional, and perceptual regions.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>How a region can be defined by both human and physical elements.</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>Formal region - based on related characteristics</li> <li>Functional region - based on connections between places</li> <li>Perceptual region - based on how humans view an area</li> </ul>	<ul style="list-style-type: none"> <li>Physical characteristics can provide distinguishable differences between different regions.</li> <li>Connections and socio-cultural perceptions can define how a region is classified.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the characteristics that determine whether a region is formal, functional or perceptual.</li> <li>Compare and contrast formal, functional, and perceptual regional characteristics.</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>Formal region</li> <li>Functional region</li> <li>Perceptual region</li> </ul>	<ul style="list-style-type: none"> <li>Regions can overlap.</li> <li>Misunderstanding how regions can be determined from different characteristics.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>N/A</li> </ul>	

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<i>Vertical Alignment</i>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 7.G.3.1 An area is identified by how humans use it, and the physical formations of the area.</li> <li>● 7.G.3.3 The characteristics of a region/place can influence how human identities and cultures form in response to that area.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 9-12.G.3.3 Differentiate between formal, functional, and perceptual regions.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Multiple career fields use geographic skills</li> </ul>
<i>C3 Framework Relevant Skills and Applications</i>		
<p><b>Determining Helpful Resources</b></p> <ul style="list-style-type: none"> <li>● D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.</li> </ul>		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> <li>● Using textual evidence, identify the characteristics that allow a place (ex. Cairo, Egypt) to be examined in multiple regions (formal, functional or perceptual).</li> </ul>		
<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>		
<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>	

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<ul style="list-style-type: none"><li>• Document and orally share histories/narratives of a place that fits within more than one region</li></ul>	<ul style="list-style-type: none"><li>• Students should use political, cultural, and physical histories/narratives to explain why a place may be included in more than one region.</li></ul>
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