

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.3 Students will recognize the characteristics of the processes that shape places and regions.	
Grade Level/Band Standard:	9-12.G.3.4 Apply the concept of interdependence to regions and places	
Student Friendly Language:	I can explain the ways in which regions and places are connected to and often depend upon one another.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● An area is identified by how humans use it, the physical formations of the area, and cultural processes make it unique. ● Identify and differentiate the regional differences based on human and physical characteristics. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Know the ways in which regions and places can be connected (physical or cultural characteristics). ● Know the ways in which regions and places can be dependent upon one another (ex. political or economic ties). 	<ul style="list-style-type: none"> ● Though certain places may be far apart geographically, they may rely on each other in areas such as business, communication, or trade. ● As technology progresses, the world populations are becoming increasingly reliant on each other. 	<ul style="list-style-type: none"> ● Determine how different places/regions interact and establish positive and negative dependent relationships. ● Compare and contrast the nature of different regional relationships.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
<ul style="list-style-type: none"> ● Interdependence ● Trade ● Global economy ● Migration ● Globalization ● Cultural diffusion ● Language diffusion 	<ul style="list-style-type: none"> ● How they are connected to the world, just looking at what they use or wear every day. We are all interdependent/interconnected. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 1</p> <p style="text-align: center;">OSEU 3</p>	<ul style="list-style-type: none"> ● Similarities and differences may be found in both historical and contemporary intergovernmental relations between the Oceti Sakowin, local governments, state government and federal governments. ● Interdependence within and between Oceti Sakowin tribes is both a historical and contemporary concept. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 7.G.3.1 An area is identified by how humans use it, and the physical formations of the area. ● 7.G.3.3 The characteristics of a region/place can influence how human identities and cultures form in response to that area. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.G.3.4 Apply the concept of interdependence to regions and places 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Multiple career fields use geographic skills
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> ● Compare and contrast multiple locations (ex. countries of Europe) based on the nature of different regional relationships (political, economic, religious). <ul style="list-style-type: none"> ○ T-charts, venn diagrams 		

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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.	
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">• Organize a “flyer” campaign to raise awareness	<ul style="list-style-type: none">• Students create informational “fliers” to illustrate how particular regions or places are connected/interconnected.