

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.7 Students will apply geographic knowledge to understand the diversity of Earth’s physical and human conditions, past, present, and future.	
Grade Level/Band Standard:	9-12.G.7.1 Analyze key processes that have resulted in changes within Earth’s physical and human systems.	
Student Friendly Language:	I can explain and understand the various factors that affect human life and Earth’s systems.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● An understanding of the processes that create or alter landforms and bodies of water. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Factors that indicate possible human impact on earth’s physical systems (landslides, weather patterns) ● How experts assess the impact of various human systems on the environment ● Consequences of changes to human and environmental systems 	<ul style="list-style-type: none"> ● Human activities and physical changes can affect the conditions of the earth both positively and negatively. ● Experts have systems and processes that evaluate the nature and significance of human impact on environmental systems. ● Debates exist regarding the significance of human impact on the environment. ● Evidence of environmental change may or may not impact personal behavior related to environmental systems. 	<ul style="list-style-type: none"> ● Identify processes that impact the human and physical systems of the earth. ● Evaluate the environmental impact of various human activities. ● Assess the validity of expert opinion regarding human impact on the environment.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

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<ul style="list-style-type: none"> ● Global climate change ● Pollution ● Deforestation ● Waste management ● Hazardous waste management ● Recycling ● Wildlife preservation ● Water systems preservation 	<ul style="list-style-type: none"> ● Too much focus on natural or physical processes and neglect human influences. 	
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 6	<ul style="list-style-type: none"> ● As a result of processes specifically enacted, Oceti Sakowin physical and human systems were changed dramatically. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 7.G.4.1 Various processes affect the natural landscape. ● 7.G.4.2 People interact differently with the environment, depending on the region in which they live. ● 6-8 Physical Science 	<p>Current 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 systems. 	<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>		

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Constructing Supporting Questions:

- D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Evaluating Sources and Using Evidence:

- D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.

Communicating Conclusions:

- D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

Example strategies to reach depth and intention of the standard

- Using textual evidence, identify processes that impact the human and physical systems of the earth (ex. Japanese terraforming).

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"> ● Start a social media campaign to bring about awareness of an environmental issue affecting a student’s community. ● Bringing stakeholders together for a classroom forum 	<ul style="list-style-type: none"> ● Students will use social media to organize and coordinate a campaign aimed at community environmental issues. ● Students will invite assess the validity of expert opinion regarding human impact on the environment; invite those experts to discuss a local environmental issue.