

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:	7.G.3.3 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	
Student Friendly Language:	I can describe how different places and regions influence how cultures and human characteristics develop.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none">● 4.H.1.1 Analyze the impact of significant historical events on the development of cultures in South Dakota● 4.H.2.4 Describe influences of European cultures on South Dakota communities		
<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">● Characteristics<ul style="list-style-type: none">○ Human characteristics. (Examples: race, gender, class, age)○ Physical characteristics. (Examples: landforms, climate, soil, vegetation, population movement, human and environment interaction)● Regions● Cultures● Identities	<ul style="list-style-type: none">● The characteristics of a region/place can influence how human identities and cultures form in response to that area.	<ul style="list-style-type: none">● Explain how a place or region affects how human cultures form, in response to the 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">● Culture● Identity● Region● Characteristic	<ul style="list-style-type: none">● That there are many types of cultures, and that each has its own influences.● Understanding how a physical region could influence a culture.● That a region may have only one type of cultural influence.	

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<ul style="list-style-type: none"> Human characteristics. (Examples: race, gender, class, age) Physical characteristics. (Examples: landforms, climate, soil, vegetation, population movement, human and environment interaction) Influence 			
<i>OSEUS Connection</i>			
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:		
<p style="text-align: center;"><u>OSEU 1</u></p> <p style="text-align: center;"><u>OSEU 2</u></p> <p style="text-align: center;"><u>OSEU 5</u></p>	<ul style="list-style-type: none"> The Oceti Sakowin people’s cultural perceptions of land stewardship impacted their environment. Big game came to an end, so the Oceti Sakowin people migrated to where the natural resources were in the eastern coastal woodlands area. The Oceti Sakowin people can be identified by specific values, rights, philosophy, and beliefs. Through oral traditions and written accounts, such as Brown Hat’s Winter Count, it is explained how the Oceti Sakowin people had bilateral kinship relationships. 		
<i>Vertical Alignment</i>			
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> K-12.G.5 Students will recognize and explain the role population and culture play in creating diversity within the world’s places and regions. 2.H.2.1 Compare how holidays are celebrated in different cultures 3.H.2.3 Analyze a community’s culture and history 4.H.1.1 Analyze the impact of significant historical events on the 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Current Learning Connections</p> <ul style="list-style-type: none"> 7.G.3.3 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures </td><td style="width: 33%; vertical-align: top;"> <p>Future Learning Connections</p> <ul style="list-style-type: none"> 7.G.4.2 Explain how and why different cultures interact with earth’s physical systems in various ways 7.G.5.1 Analyze basic components of culture, including how and why they differ spatially 7.G.6.2 Recognize and explain how cultures and cultural landscapes change 8.H.4.7 Describe ways in which migration led to conflicts between Anglo-European and Native American culture </td></tr> </table>	<p>Current Learning Connections</p> <ul style="list-style-type: none"> 7.G.3.3 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> 7.G.4.2 Explain how and why different cultures interact with earth’s physical systems in various ways 7.G.5.1 Analyze basic components of culture, including how and why they differ spatially 7.G.6.2 Recognize and explain how cultures and cultural landscapes change 8.H.4.7 Describe ways in which migration led to conflicts between Anglo-European and Native American culture
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<p>development of cultures in South Dakota</p> <ul style="list-style-type: none"> • 4.H.2.1 Explain the effects of conflicts and the establishment of reservations on the American Indians culture • 4.H.2.2 Examine basic environmental, economic, cultural, and population issues of concern to South Dakota • 4.H.2.4 Describe influences of European cultures on South Dakota communities • 5.H.2.1 Differentiate the cultures of various American Indian tribes • 5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S 		<ul style="list-style-type: none"> • 9-12.G.1.2 Employ mental maps to organize information about cultures, places, and environment in a spatial context • 9-12.G.3.2 Gather, organize, and analyze evidence that shows how the physical environment and culture contribute to the characteristics of places and regions • 9-12.G.5.2 Identify and explain the characteristics, distribution, and complexity of Earth's various cultures • 9-12.G.6.1 Identify specific adaptive strategies employed by different cultures in similar environments • 9-12.G.6.2 Evaluate how different cultures identify and utilize natural resources
<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. • D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling questions. <p>Determining Helpful Resources</p> <ul style="list-style-type: none"> • 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. <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>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. 		

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- D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions to take action in their classrooms and schools, and in out-of-school civic contexts.

Example strategies to reach depth and intention of the standard

- Students create a visual display/presentation showing a region with its physical characteristics, with explanations of how these characteristics link to the culture of the people in the region.
- Students create a matching game, showing cultural and human characteristics from different regions, to be matched to the physical characteristics attributed to them. (Ex: Houses made from clay bricks matched to the clay banks of an area river.

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"> ● Awareness Flyer 	<ul style="list-style-type: none"> ● Students will create a flyer to show how the destruction of physical attributes and characteristics of a region would have a direct, negative effect on the culture of people of the region. Ex: Rainforest deforestation affects tribal medicine creation or food harvesting