

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.3.1 Analyze the cultural and physical processes that make places unique.	
<b>Student Friendly Language:</b>	I can differentiate both human features and physical features that make one place different from another.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>An area is identified by how humans use it, the physical formations of the area, and cultural processes make it unique.</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>Differentiate human and physical features that make a place different from another.</li> </ul>	<ul style="list-style-type: none"> <li>Place can be described by both physical features as well as cultural features, both of which change over time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the physical features that make a place unique.</li> <li>Identify and explain how cultural features both shape and are shaped by place</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>Culture</li> <li>Physical Features</li> <li>Natural Resources</li> <li>Plate Tectonics</li> <li>Hydrologic Cycle</li> <li>Weathering</li> <li>Erosion</li> <li>Climography</li> <li>Vegetation Zones</li> <li>Vegetation</li> <li>Landforms</li> <li>Climate Zones</li> <li>Land Use</li> </ul>	<ul style="list-style-type: none"> <li>There are misconceptions between weather and climate.</li> </ul>	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<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.3.2 Cultural patterns influence the environment.</li> <li>7.G.3.2 Cultural patterns influence daily lives of people.</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.3.1 Analyze the cultural and physical processes that make places unique.</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>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>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).</li> </ul> <p><b>Taking Informed Action:</b></p>		

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- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

***Example strategies to reach depth and intention of the standard***

- Compare and contrast various human & physical features of two or more places (cultural elements, physical landscape).
  - T-chats, venn diagrams

***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.

<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"> <li>● Compare and contrast forms of government between cultures</li> <li>● Create a social media campaign</li> </ul>	<ul style="list-style-type: none"> <li>● Students can create a poster, write a compare and contrast paper or create their own compare and contrast presentation to show the differences between the governments of different countries, regions or cultures.</li> <li>● Students create a social media campaign identifying why their city is suitable for a high quality of life.</li> </ul>