

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.3.2 Gather, organize, and analyze evidence that shows how the physical environment and culture contribute to the characteristics of places and regions.	
Student Friendly Language:	I can determine and utilize specific evidence to accurately describe the physical and cultural characteristics of places and regions.	
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. ● Knowledge that people can change and adapt the environment in which they live. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Places have specific physical and cultural characteristics. ● Regions are a collection of places with similar physical and cultural characteristics. ● How to identify appropriate sources of geographical evidence. 	<ul style="list-style-type: none"> ● There are characteristics unique to each region which are a product of both the physical and cultural environment. ● Multiple sources can provide information related to the unique characteristics of places and regions. 	<ul style="list-style-type: none"> ● Analyze data and study human culture in order to identify unique characteristics of various world regions. ● Compare and contrast physical features of different regions while understanding that human interaction may play in a role in the differences.
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"> ● Climate ● Ecosystem ● Biome ● Culture ● Census data ● Demographic data 	<ul style="list-style-type: none"> ● May not realize that regions can overlap. ● Misunderstanding how regions can be determined from different characteristics. 	

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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"> ● N/A 	
<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.3.2 Cultural patterns influence the environment. ● 7.G.3.2 Cultural patterns influence daily lives of people. ● 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.3.2 Gather, organize, and analyze evidence that shows how the physical environment and culture contribute to the characteristics of places and regions. 	<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>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● D1.5.9-12. 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. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● 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. <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). 		

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<i>Example strategies to reach depth and intention of the standard</i>	
<ul style="list-style-type: none"> Using a textbook, analyze data and study human culture in order to identify unique characteristics of various world regions. 	
<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>	
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> Create short public service announcements promoting a particular place or region 	<ul style="list-style-type: none"> Students need to provide specific evidence of physical and cultural characteristics that promote the place or region discussed.