

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements.	
<b>Grade Level/Band Standard:</b>	9-12.G.6.3 Explain the ways technology expands the human capacity to use and modify the physical environment.	
<b>Student Friendly Language:</b>	I can explain how technology greatly impacts human ability to use and alter their physical environment.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>That technology has connected people through settlement and helped spread ideas and culture.</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>Technology that impacts the environment</li> <li>The evolution of technology that impacts the environment</li> <li>Human use of technology that impacts the environment</li> </ul>	<ul style="list-style-type: none"> <li>Technology can enhance the way in which humans use and alter their environment.</li> <li>Technology increases in efficiency as it evolves over time.</li> <li>Humans use technology to shape their environment and extract their resource needs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify technologies that impact the environment and human settlements.</li> <li>Assess how technologies impact the natural environment and change human settlements.</li> <li>Explain the evolution of processes and tools that humans employ to harness environmental resources.</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>Technology</li> <li>GPS</li> <li>Advanced farming techniques</li> <li>Irrigation</li> <li>Energy generation technologies</li> <li>Desalinization</li> </ul>	<ul style="list-style-type: none"> <li>Underestimate how common technology alters an environment (ex. communication towers).</li> </ul>	

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none"> <li>Advanced mining techniques</li> <li>Transportation</li> </ul>		
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>7.G.6.2 Cultures and their surroundings change for various reasons.</li> <li>7.G.7.2 Technology influences spatial connections.</li> <li>7.G.7.2 Technology affects the diffusion of ideas and cultures.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>9-12.G.6.3 Explain the ways technology expands the human capacity to use and modify the physical environment.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>Multiple career fields use geographic skills</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.</li> </ul>		
<b><i>Example strategies to reach depth and intention of the standard</i></b>		
<ul style="list-style-type: none"> <li>Using textual evidence, assess how technologies impact the natural environment and change human settlements.</li> </ul>		

South Dakota Social Studies Unpacked Standards Template

<b>Possible Civic Engagement Activities</b>	
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>• Organize fundraising event for a cause</li></ul>	<ul style="list-style-type: none"><li>• Students will organize (possibly hypothetical) a campaign to raise funds to purchase or rent the equipment needed to alter the landscape at their school or somewhere in the community.</li></ul>