

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.7.2 Elaborate upon the interaction of physical and human systems and their influence on current and future conditions.	
Student Friendly Language:	I can assess how the current interactions between humans and earth’s systems will impact the future.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> How past and current human and physical conditions influence the present and future. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> How humans impact the environment Various forms of human environment interaction (ex. terraforming, outdoor sports, farming) How humans impact the current condition of the earth How current impacts may affect future conditions 	<ul style="list-style-type: none"> Current human activity will impact future earth systems. There are many complex human systems that have varying degrees of lasting impact on the earth’s environment. 	<ul style="list-style-type: none"> Explain how human activity impacts the environment. Evaluate the varying degrees of human systems’ impact on the environment. Analyze worldwide trends of human-environment interaction over time.
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"> Global climate change Pollution Deforestation Waste management Hazardous waste management Recycling Wildlife preservation 	<ul style="list-style-type: none"> An understanding of the future impacts of human activity on the environment. 	

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<ul style="list-style-type: none"> Water systems preservation 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1	<ul style="list-style-type: none"> Compare and contrast environmental issues in different regions of the world and in the SD American Indian reservations analyzing the causation of physical conditions and or human interaction conditions of the environment. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> 7.G.7.2 People can study the past to determine how humans and physical conditions affect world conditions. 6.History 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> 9-12.G.7.2 Elaborate upon the interaction of physical and human systems and their influence on current and future conditions. 	<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.K-2. 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>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. <p>Taking Informed Action:</p> <ul style="list-style-type: none"> 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 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Conduct internet research and analyze worldwide trends of human-environment interaction over time. 		

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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">• Create a class position statement	<ul style="list-style-type: none">• Students will evaluate the varying degrees of human systems impact on the environment. Make a statement about the continued use, or cessation of use, for a specific system.