

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.7.3 Critique the role of multiple perspectives in contemporary geographic policies and issues.	
Student Friendly Language:	I can determine how counter arguments impact the effectiveness of environmental policy.	
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 can influence present and future environmental issues. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Multiple perspectives on a single issue How varying perspectives are valued Criteria of an informed perspective How different perspectives impact environmental policies 	<ul style="list-style-type: none"> Multiple perspectives on environmental policy can adversely impact the policy’s effectiveness in addressing environmental needs. An informed perspective relies on a consideration of various criteria and the appropriate evaluation sources. 	<ul style="list-style-type: none"> Assess the viability of an argument on a global issue. Examine how uninformed perspectives have impacted real world policy. Determine the criteria related to an informed perspective on environmental issues.
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"> Policy Political Action Group Special Interest Group Non-Government Organizations (NGO’s) Lobbyist 	<ul style="list-style-type: none"> Unpracticed at looking at multiple viewpoints. 	

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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.7.2 People can study the past to determine how humans and physical conditions affect world conditions. 8.C.1.2 I can explain how decisions made by the governments affect people, their surroundings, and their history. 8.C.1.3 Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security. 6.History 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> 9-12.G.7.3 Critique the role of multiple perspectives in contemporary geographic policies and issues. 	<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"> D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. <p>Taking Informed Action:</p> <ul style="list-style-type: none"> D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out of school civic contexts. 		

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Example strategies to reach depth and intention of the standard

- Discuss with the class to determine the criteria related to an informed perspective on environmental issues. Examine multiple perspectives on a current climate issue (ex. Global Climate Change, water conservation, air/water pollution)

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"> ● Host a debate 	<ul style="list-style-type: none"> ● Debate the question of whether the United States should do more than what we are currently doing to protect our environment.