

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information.	
Grade Level/Band Standard:	1.G.1.1 Construct simple maps of the classroom.	
Student Friendly Language:	I can make a map of my classroom.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> Recognize that maps and globes represent places. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> A map shows the location of different places. 	<ul style="list-style-type: none"> Maps are made to show a location of an object within an area. 	<ul style="list-style-type: none"> Construct a map of their classroom.
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"> Construct 	<ul style="list-style-type: none"> Think maps are only created to show small areas. Think all maps show the same things. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1	<ul style="list-style-type: none"> The Oceti Sakowin land boundaries changed due to immigrant settlement. Oceti Sakowin land boundaries conformed to nine reservations. 	

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<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • Maps and globes represent places. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Maps are made to show a location of an object within an area. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • Maps can use symbols, a map key, and a compass rose.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> • D1.3.K-2. Identify facts and concepts associated with a supporting question. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> • D4.5.K-2. Ask and answer questions about explanations. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> • Show maps of different areas within the school - make a connection to maps used for fire drill/tornado drill • Have students create a map of their classroom and test its effectiveness with other classmates. • Demonstrate how to make a map of an area outside of the classroom for students 		
<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"> • Take a walk outside or around the neighborhood. • Create maps of the classroom for in need students. 	<ul style="list-style-type: none"> • Students will get to see that maps are useful in finding certain areas within the classroom and outside of the classroom. • Students can create maps of their classroom to help new, ESL, etc. students who may not be familiar with the classroom. 	