

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:	2.G.1.1 Construct and explain a map that includes directions, labels, and a key.	
Student Friendly Language:	I can make and tell about a map that includes directions, labels, and a key.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> In first grade, students make simple maps of the classroom. So in second grade they will add components to make a more detailed map. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Maps are a visual representation of an area. 	<ul style="list-style-type: none"> A map is a drawing of a specific part of the Earth’s surface. Maps can use symbols, a map key, and a compass rose. 	<ul style="list-style-type: none"> Make a map using labels and a map key. Explain how to get somewhere using appropriate directional terms. (North, South, East, West, etc.)
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"> Map Symbol Label Map key Compass rose Directions Scale North, South, East, West Northeast, Northwest, Southeast, Southwest 	<ul style="list-style-type: none"> That North is whichever way you are facing. There is only North, South, East and West for directions. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1	<ul style="list-style-type: none"> Oceti Sakowin land boundaries conformed to nine reservations expanding to all areas of South Dakota. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> Construct simple maps of the classroom Can use maps and globes to identify absolute location. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Construct and explain a map that includes directions, labels, and a key. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Identify locations in a community by using grid systems
<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. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Design a map of your classroom, room, or community. Students explain how to get from point A to point B on a map using directional terms. 		
<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"> Make a map of something important in the community. 	<ul style="list-style-type: none"> Work with community/business owners to make a map of an important place. By visiting these places and making a map students will see the connection of how paper maps represent the real world. 	