

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.1.2 Explain how local communities are part of a larger region.	
Student Friendly Language:	I can explain how my community is part of a larger region.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> That a specific place can be found on a map or globe. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Their community is part of a larger region. 	<ul style="list-style-type: none"> Their community is one small part of our state, country, continent, and world. 	<ul style="list-style-type: none"> Identify the community and regions where they live. Explain how their community is part of a larger region.
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"> Community Region City State Country Continent 	<ul style="list-style-type: none"> Not all cities are the same in their state All regions are not the same size There is an actual line that divides different regions - like shown on a map. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1	<ul style="list-style-type: none"> The different tribes of Oceti Sakowin are spread throughout the nine reservations. 	

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<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> Using maps, globes, and other simple geographic models to identify absolute location 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Explain how local communities are part of a larger region 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Locate the 7 continents, 4 oceans, and major physical features and regions of the United States on a map or globe.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> D1.1.K-2. Explain why the compelling question is important to the student. D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> Make a physical representation to show that smaller regions are part of larger regions. (nesting boxes would be a good example of how it starts small and keeps getting bigger) Use Google Earth to zoom in and out to show different regions 		
<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"> Poster Presentation addressing: <ul style="list-style-type: none"> What makes our town great? What makes our state great? What makes our country great? 	<ul style="list-style-type: none"> By using these broad questions, students can decide what characteristics of their town or state make it unique. Students could make a poster of a specific region and present it. All the different posters will show they live in multiple regions with diversity. 	