

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:	3.G.1.2 Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe.	
Student Friendly Language:	<p>I can locate the seven continents and four oceans on a map or globe.</p> <p>I can locate major rivers, mountains, and other major physical features of the U.S. on a map or globe.</p> <p>I can locate regions of the United States on a map.</p>	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● What a map and globe are. ● What a map and globe are and how to use these items to locate a place. ● Have experience identifying absolute locations. ● Know how to make a basic map with a key. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Know the locations of the following in the United States: <ul style="list-style-type: none"> ● Continents ● Oceans ● Major rivers of the U.S. (Columbia River, Missouri River, Mississippi River, Colorado River, Hudson River, Rio Grande and Yukon River) ● Major mountain ranges of the U.S. (Rocky Mountains, Appalachian Mountains, Sierra Nevada) 	<ul style="list-style-type: none"> ● A globe and world map can show locations of the seven continents, four oceans, and regions. ● Some maps and globes can show major physical features. 	<ul style="list-style-type: none"> ● Distinguish the seven continents on a map or globe. ● Distinguish the four oceans on a map or globe. ● Locate major physical features of the U.S. and regions of the U.S. on a map or globe.

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<ul style="list-style-type: none"> Other major physical features, such as the Great Lakes Regions of the U.S. 		
<p>Vocabulary (Key Terms Used by Teachers and Students)</p>	<p>What are possible misconceptions students may have with respect to this standard?</p>	
<ul style="list-style-type: none"> Continents Oceans River Mountain ranges Regions 	<ul style="list-style-type: none"> There are many components that can cause confusion. For example, they may get the regions confused with the continents. They may also get the physical features confused with regions. 	
<p>OSEUS Connection</p>		
<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 1</p>	<ul style="list-style-type: none"> Land base and natural resources of the reservations in South Dakota and the United States can be found using maps and globes. Indigenous peoples' homeland are located on every continent. 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> Explain how community is part of a bigger region. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> I can locate the seven continents and four oceans on a map or globe. I can locate major rivers, mountains, and other major physical features of the U.S. on a map or globe. I can locate regions of the United States on a map. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> I can identify similarities and differences between regions in South Dakota.
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<i>C3 Framework Relevant Skills and Applications</i>	
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 	
<i>Example strategies to reach depth and intention of the standard</i>	
<ul style="list-style-type: none"> ● Poster <ul style="list-style-type: none"> ○ Example: Create a poster describing the areas taught. ● Presentation <ul style="list-style-type: none"> ○ Example: Prepare a presentation on one of the areas taught. ● Hands-on activities <ul style="list-style-type: none"> ○ Example: Using clay, cardboard, paint and glue create a life model showing the features of an area. 	
<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"> ● Create an educational pamphlet 	<ul style="list-style-type: none"> ● Creating an educational pamphlet on the different continents, oceans, major rivers, mountains and regions would show the students’ ability to locate them as well as their defining features. These pamphlets would be placed in the community and school system where families with limited English would be able to see them and use them.