

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:	7.G.1.1 Gather information, analyze data and demonstrate navigation with a map.	
Student Friendly Language:	I can gather information, look at data and use a map to navigate.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● K.G.1.1 Recognize that maps and globes represent places ● 1.G.1.2 Use maps, globes, and other simple geographic models to identify absolute location ● 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 ● 5.G.1.1 Apply latitude and longitude to find absolute locations on a globe and map ● 5.G.1.2 Investigate maps of different types and scales 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Analyze data ● Demonstrate navigation ● How to gather information and analyze different sources of data. (Examples: title, population data, survey of land, elevation levels, man made features) 	<ul style="list-style-type: none"> ● Multiple sources of information can be used. ● That data collected is beneficial to supporting decision-making and drawing conclusions. 	<ul style="list-style-type: none"> ● Design a map. ● Prove they can use a variety of sources to gather information. ● Demonstrate how to analyze data and navigate with a map.
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"> ● Elements of a map (compass, title, etc.) ● Data ● Navigation ● Population data ● Survey of land ● Elevation levels 		<ul style="list-style-type: none"> ● The importance of navigating with a map due to new technology such as smartphones and computers.

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<ul style="list-style-type: none"> • Man made features 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<p style="text-align: center;">OSEU 1</p> <p style="text-align: center;">OSEU 3</p>	<ul style="list-style-type: none"> • Locating and mapping the nine reservations in South Dakota is important to understanding placement of the Oceti Sakowin people. • Locating and mapping sacred sites of the Oceti Sakowin people is important to understanding their population and movement. 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • K.G.1.1 Recognize that maps and globes represent places • 1.G.1.2 Use maps, globes, and other simple geographic models to identify absolute location • 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 • 5.G.1.1 Apply latitude and longitude to find absolute locations on a globe and map • 5.G.1.2 Investigate maps of different types and scales 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • 7.G.1.2 Construct maps or other geographic representations and explain the spatial patterns of cultural and/or physical characteristics 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • 9-12.G.1.1 Use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective
<i>C3 Framework Relevant Skills and Applications</i>		

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Determining Helpful Resources:

- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

Evaluating Sources and Using Evidence:

- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and collaborative value of sources to guide the selection.

Communicating Conclusions:

- D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Example strategies to reach depth and intention of the standard

- Ask students to create a map of an island using symbols that relate to their personality and favorite things. Ask students to create a key for those symbols. Ask students to use all of the features of a map. Push student understanding to include at least 10 landforms.

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"> ● Ask students to create a map of a city in America using census data. ● Navigating the school 	<ul style="list-style-type: none"> ● Create a map of their city and create a new map of another city and then compare the two. This activity meets the grade level standard by showing that the student can create a map. ● Students will make a map of the school and school grounds. Teacher will hide treasures and students will have to use the map to find the treasure.