

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.1.2 Construct maps or other geographic representations and explain the spatial patterns of cultural and/or physical characteristics.	
Student Friendly Language:	I can create a map or other geographic representation and explain where cultural and physical traits are located and explain why.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none">● 2.G.1.1 Construct and explain a map that includes directions, labels, and a key.● 5.G.2.2 Explain how human settlements and movements relate to the locations and use of various natural resources.		
<i>Students Will Know (Factual Knowledge)....</i>	<i>Students will Understand (Historical Inquiry)....</i>	<i>Students Will be Able to Do (Performance Based)</i>
<ul style="list-style-type: none">● The process of constructing maps● Geographic representation. (Examples: maps, diagram, globe, satellite image, graph)● Spatial patterns. (Examples: the way items are placed or arranged on earth and the space between those objects)● Physical characteristics. (Examples: size, shape, height, density, depth, location)	<ul style="list-style-type: none">● Cultures and physical traits can be represented in spatial patterns.	<ul style="list-style-type: none">● Create a map showing spatial patterns of culture and/or physical characteristics.● Compare and contrast two different regions with physical resources and how they are culturally used by the people living in each region.
<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	
<ul style="list-style-type: none">● Culture● Physical characteristics● Map	<ul style="list-style-type: none">● Understanding of what cultures are, and how they are different from physical traits.● Understanding that the same resources are not available throughout the world, and that humans in an area use the resources available to them.	

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<ul style="list-style-type: none">● Spatial patterns● Maps● Diagrams● Globe● Satellite image● Graph● Size● Shape● Height● Density● Depth● Location	<ul style="list-style-type: none">● Understanding that cultural traits can be developed from the resources available to them.	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1 OSEU 3	<ul style="list-style-type: none">● Locating and mapping the nine Oceti Sakowin reservations in South Dakota● Locating and mapping sacred sites of the Oceti Sakowin people.● Explain the patterns of the different forms of Dakota/Nakota/Lakota dialects.	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none">● 1.G.1.1 Construct simple maps of the classroom● 5.G.1.2 Investigate maps of different types and scales● 5.G.5.1 Describe how the spatial patterns of cultural activities in a place change over time because of interactions with nearby and distant places	<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">● 7.G.5.3 Explain how changes in land use affect population distribution patterns● 7.G.3.2 Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places7.G.3.3 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures

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		<ul style="list-style-type: none"> • 7.G.7.1 Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity • 9-12.H.1.2 Identify patterns and analyze change and continuity in historical eras
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> • D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling questions. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> • 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. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> • 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). 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> • Students create a map of a region, including a key, noting the physical characteristics and cultural traits of that region. • Students view maps and determine the physical characteristics and list the cultural uses of the natural resources from the region. • Students can choose a culture and make comparisons between components of that culture and the resources that group of people have. 		
<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:	

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<ul style="list-style-type: none">● Research the history of land	<ul style="list-style-type: none">● Choose a map of a current physical location with political divisions, as well as a historical map of the same location. Research how the possession of land has changed over time, and use evidence to support how this could be attributed to the resources and/or cultural traits of the land. Emphasize the Oceti Sakowin Nations to help students make the connection to their own lives.
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