

## South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography: location, place characteristics, human-environment interaction, movement, and region.	
<b>Grade Level/Band Standard:</b>	7.G.2.1 Create an argument for the importance of the study of Geography.	
<b>Student Friendly Language:</b>	I can tell others why geography matters in their daily lives.	
<b><i>What prior knowledge do students need to have to be successful on this standard?</i></b>		
<ul style="list-style-type: none"><li>K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography: location, place characteristics, human-environment interaction, movement, and region.</li></ul>		
<b><i>Students Will Know (Factual Knowledge)....</i></b>	<b><i>Students will Understand (Historical Inquiry)....</i></b>	<b><i>Students Will be Able to Do (Performance Based)</i></b>
<ul style="list-style-type: none"><li>Five Themes of Geography. Location, place, human-environment interaction, movement, region.</li></ul>	<ul style="list-style-type: none"><li>Geography impacts every aspect of daily life.</li></ul>	<ul style="list-style-type: none"><li>Give examples of why geography is important and how it is used in daily life.</li></ul>
<b><i>Vocabulary (Key Terms Used by Teachers and Students)</i></b>	<b><i>What are possible misconceptions students may have with respect to this standard?</i></b>	
<ul style="list-style-type: none"><li>The Five Themes of Geography: location, place, human-environment interaction, movement, region.</li></ul>	<ul style="list-style-type: none"><li>What the five themes of geography are and how they are relevant to their daily lives.</li></ul>	
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 1</a>  <a href="#">OSEU 2</a> <a href="#">OSEU 3</a>	<ul style="list-style-type: none"><li>The geography of the land zones were unique to the Oceti Sakowin interrelationship with the environment.</li><li>The Oceti Sakowin tribal people were culturally defined by their location throughout the U.S.</li><li>The origins (sacred sites like Wind Cave) of the Oceti Sakowin continue today.</li></ul>	

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<a href="#">OSEU 5</a>	<ul style="list-style-type: none"><li>● The people of the Oceti Sakowin used Winter Counts to name their resources and geographical movement.<ul style="list-style-type: none"><li>○ Spring Creek</li><li>○ Bad River</li></ul></li><li>● The process of treaty making adversely affected where the Oceti Sakowin people live today.</li></ul>	
<b>Vertical Alignment</b>		
<b>Previous Learning Connections</b> <ul style="list-style-type: none"><li>● K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography: location, place characteristics, human-environment interaction, movement, and region.</li></ul>	<b>Current Learning Connections</b> <ul style="list-style-type: none"><li>● 7.G.2.2 Recognize and apply the Five Themes of Geography</li></ul>	<b>Future Learning Connections</b> <ul style="list-style-type: none"><li>● 9-12.G.2.1 Distinguish between the Five Themes of Geography and their key components</li><li>● 9-12.G.2.2 Describe a given region or area utilizing the Five Themes of Geography</li></ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<b>Constructing Compelling Questions:</b> <ul style="list-style-type: none"><li>● D1.1.6-8. Explain how a question represents key ideas in the field.</li></ul> <b>Evaluating Sources and Using Evidence:</b> <ul style="list-style-type: none"><li>● 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.</li></ul> <b>Communicating Conclusions:</b> <ul style="list-style-type: none"><li>● 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).</li></ul>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"><li>● Students can look at their local towns and make a graphic organizer of how the five themes of geography are represented in their lives.</li><li>● Students will compare and contrast various locations and how they are influenced by the five themes of geography.</li></ul>		
<b>Possible Civic Engagement Activities</b>		

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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"><li>Students could craft a proposal for a new park or any outdoor area in their community.</li></ul>	<ul style="list-style-type: none"><li>Ask students to craft a proposal for a new park/outdoor area in their community. Ask students to explain how each of the Five themes of Geography would be used in their proposal.</li></ul>