

## South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.2 Students will understand the nature and importance of the Five Themes of Geography; location, place, human-environment interaction, movement, and region.	
<b>Grade Level/Band Standard:</b>	7.G.2.2 Recognize and apply the Five Themes of Geography.	
<b>Student Friendly Language:</b>	I can identify and use the Five Themes of Geography.	
<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><li>● 7. G.2.1 Create an argument for the importance of the study of Geography.</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>● Location</li><li>● Place</li><li>● Human-environment interaction</li><li>● Movement</li><li>● Region</li></ul>	<ul style="list-style-type: none"><li>● Geographers use the Five Themes of Geography to help them study the world and organize ideas.</li><li>● The Five Themes of Geography can be applied to any/all areas of the world.</li></ul>	<ul style="list-style-type: none"><li>● Analyze and apply the correct theme when given specific geographic information.</li><li>● Explain why each theme is important to a given region.</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>● Theme</li><li>● Location</li><li>● Human-environment Interaction</li><li>● Movement</li><li>● Region</li></ul>	<ul style="list-style-type: none"><li>● That a region may only have one of the themes that applies to it.</li><li>● That the themes are independent from one another and not interconnected.</li></ul>	
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	

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<a href="#">OSEU 1</a>  <a href="#">OSEU 3</a>	<ul style="list-style-type: none"><li>● Movement and Human-Environment Interaction of the Oceti Sakowin people was under communal stewardship prior to immigrant settlement.</li><li>● There were interrelationships of the Oceti Sakowin people, places, and the environment as they relate to all reservations in South Dakota.</li><li>● Location, place, and regions were differentiated for the Oceti Sakowin people by their different forms of Lakota/Dakota/Nakota language dialects.</li><li>● Using geographic tools to design maps of sacred sites, student can understand location, place, and regions important to the Oceti Sakowin people.</li></ul>	
Vertical Alignment		
<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>
C3 Framework Relevant Skills and Applications		
<b>Constructing Supporting Questions:</b> <ul style="list-style-type: none"><li>● D1.3.6-8. Explain points of agreement experts have interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</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>● D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</li></ul>		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none"><li>● Students choose a region of the world and describe the way that each of the five themes relates to and is connected to that area.</li></ul>		

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<ul style="list-style-type: none"><li>Students take one of the themes and explain how that theme is represented differently in multiple areas of the world.</li></ul>	
<p><b>Possible Civic Engagement Activities</b></p> <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"><li>Voting with the Five Themes of Geography</li></ul>	<ul style="list-style-type: none"><li>Students would take a region of the United States and research and explain how the five themes of that region may affect, positively or negatively, a person’s possible participation in civic duties, such as public voting. (Ex: Voting for state representatives in a sparsely populated state such as Wyoming vs. a highly populated state such as California)</li></ul>