

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information.	
<b>Grade Level/Band Standard:</b>	9-12.G.1.2 Employ mental maps to organize information about cultures, places, and environment in a spatial context.	
<b>Student Friendly Language:</b>	I can visualize and utilize maps to provide & interpret information about cultures, places, and environment within their specific location.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>How to identify different purposes for maps. Maps are equipped with specific tools to interpret the cultural elements contained on that map.</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>Spatial context such as relative and absolute location</li> <li>The idea of <i>place</i></li> <li>Environment</li> </ul>	<ul style="list-style-type: none"> <li>Through the use of maps and other geographic tools, students will have a greater awareness of the world around them.</li> <li>Elements of culture can be placed in a geospatial representation</li> </ul>	<ul style="list-style-type: none"> <li>Through geographic practice, students can formulate mental maps and make connections about their world.</li> <li>Sketch a map from memory that demonstrates place and location.</li> <li>Identify patterns of human settlement and transportation networks based on memory.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>Spatial context</li> <li>Five Themes of Geography (Location, Place, Region, Movement, Human-Environment interactions)</li> <li>Culture</li> </ul>	<ul style="list-style-type: none"> <li>Confusion between the themes of location and place and then within location, between relative and absolute location.</li> </ul>	

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<i><b>OSEUS Connection</b></i>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<p style="text-align: center;"><a href="#">OSEU 1</a></p> <p style="text-align: center;"><a href="#">OSEU 3</a></p> <p style="text-align: center;"><a href="#">OSEU 5</a></p>	<ul style="list-style-type: none"> <li>● Maps provide a spatial perspective of the land base and natural resources of the Oceti Sakowin.</li> <li>● Characteristics such as government, natural resources and dialects of Oceti Sakowin tribes may vary based on location.</li> <li>● Location of the Oceti Sakowin provides diversity in origin, thought, and philosophy.</li> <li>● Historical policies, acts and agreements can illustrate a diminishing land base and a regrowth with new policies on tribal land ownership.</li> </ul>	
<i><b>Vertical Alignment</b></i>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 7.G.1.2 Cultures and physical traits can be represented in spatial patterns.</li> <li>● 7.G.1.2 Create a map showing spatial patterns of culture and/or physical characteristics.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 9-12.G.1.2 Employ mental maps to organize information about cultures, places, and environment in a spatial context.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Multiple career fields use geographic skills</li> </ul>
<i><b>C3 Framework Relevant Skills and Applications</b></i>		
<p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>● D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul> <p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <li>● D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul>		

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***Example strategies to reach depth and intention of the standard***

- Sketch your neighborhood, your town, your county, your state, etc.

***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.

<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"> <li>• Sketch a map of your voting precinct</li> <li>• Create and circulate an infographic</li> </ul>	<ul style="list-style-type: none"> <li>• This activity allows students to use mental maps to illustrate information useful to civic engagement.</li> <li>• Creating any document such as an infographic will allow students to employ mental maps to organize information</li> </ul>