

South Dakota Social Studies Unpacked Standards Template

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| Anchor Standard: | G.2 Students will understand the nature and importance of the Five Themes of Geography; location, place, human-environment interaction, movement, and region. | |
| Grade Level/Band Standard: | 9-12.G.2.1 Distinguish between the Five Themes of Geography and their key components. | |
| Student Friendly Language: | I understand geography has five main themes and that each one has unique characteristics | |
| What prior knowledge do students need to have to be successful on this standard? | | |
| <ul style="list-style-type: none"> Each of the five themes of geography: Location, Place, Human-environment interaction, Movement, and Region. | | |
| Students Will Know (Factual Knowledge).... | Students will Understand (Historical Inquiry).... | Students Will be Able to Do (Performance Based) |
| <ul style="list-style-type: none"> How to distinguish between each of the five themes of geography. | <ul style="list-style-type: none"> The Five Themes of Geography each provide a unique and accurate way to describe and accurately portray a geographic setting. | <ul style="list-style-type: none"> Delineate the roles of the five themes in assessing the attributes of a geographic setting. Compare and contrast the five themes. |
| 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"> Absolute location Relative location Place Region Movement Human-Environment Interaction | <ul style="list-style-type: none"> Confuse 'Place' and 'Location'. Example: The difference between the two, ask them the following questions, "What is it like where you are?" or, "What is a place like?" for the theme of place and for the theme of location, "Where is a place?" | |
| OSEUS Connection | | |
| Essential Understanding: | Descriptive Connection Between Social Studies and OSEU: | |
| N/A | <ul style="list-style-type: none"> N/A | |

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| <i>Vertical Alignment</i> | | |
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| <p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 7.G.2.2 Geographers use the Five Themes of Geography to help them study the world and organize ideas. ● 7.G.2.2 Analyze and apply the correct theme when given specific geographic information. | <p>Current Learning Connections</p> <ul style="list-style-type: none"> ● 9-12.G.2.1 Distinguish between the Five Themes of Geography and their key components. | <p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Multiple career fields use geographic skills |
| <i>C3 Framework Relevant Skills and Applications</i> | | |
| <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● 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). <p>Taking Informed Action:</p> <ul style="list-style-type: none"> ● 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 | | |
| <i>Example strategies to reach depth and intention of the standard</i> | | |
| <ul style="list-style-type: none"> ● Using a map of state, country, etc., have kids differentiate between absolute and relative location. (Location) ● Have a class discussion where students explain activities that they participate in that involves the environment. (H-E Interaction) ● Students can identify tools & products that they use regularly. Where do those products come from? How do they get to the student? (Movement) ● Have each student describe where they live and what it looks like (place) | | |
| <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> | | |

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| 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">● Create a community education pamphlet● Debate a specific human-environment interaction | <ul style="list-style-type: none">● Students can create a pamphlet that describes their community in terms of each of the five themes of geography.● Give students a specific human-environment interaction and divide the class into two groups. One group debates how the interaction is positive for the environment and the other group debates how it is detrimental to the environment. |