

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:	1.G.1.2 Use maps, globes, and other simple geographic models to identify absolute location.	
Student Friendly Language:	I can find a location using a map or globe.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Maps and globes represent places. • Places can be found by using positional words. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • A specific place can be found on a map or globe. 	<ul style="list-style-type: none"> • All places can be located on a map or globe. 	<ul style="list-style-type: none"> • Find a specific location on a map or globe.
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"> • Map • Globe • Location • Absolute location 	<ul style="list-style-type: none"> • Globes and maps do not have the same absolute locations. • Globes and maps are used for different purposes 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1	<ul style="list-style-type: none"> • The Oceti Sakowin nine reservations are geographically located throughout South Dakota. 	

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<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • Maps and globes represent places. • Places can be found by using positional words. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • All places can be located on a map or globe. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • Identifying communities as part of larger regions.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> • D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> • D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> • Use maps of classroom and school to find absolute locations. • Use a large floor map to find absolute locations. • Create a map of your community to include the absolute location of the post office, school, store and other common locations. 		
<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:	
<ul style="list-style-type: none"> • Bus driver/police officer/firefighter/postal worker visit 	<ul style="list-style-type: none"> • These community service members could discuss the importance of absolute locations in their line of work. 	