

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.1.3 Distinguish between landmasses and bodies of water using maps and globes.	
Student Friendly Language:	I can tell the difference between land and water on a map and a globe.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> That a map represents places, including both land and water. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> Land and water can be found on maps and globes. 	<ul style="list-style-type: none"> Land and water are shown in different ways on a map or globe. 	<ul style="list-style-type: none"> Point to a land mass or body of water on a map or a 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 Landmasses 	<ul style="list-style-type: none"> Land can be shown using different colors. Water is always represented by the color blue. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1	<ul style="list-style-type: none"> The Oceti Sakowin Tribal members use resources from land and water. These natural resources are dependent on the location of the reservation. 	

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<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● That a map represents places, including both land and water. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Land and water are distinguished using a map key or color on a map or globe. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Identifying physical and man-made characteristics in a community, which can include landmasses and water.
<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. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> ● Use Google Earth to explore the Earth. ● Using two small paper plates, put a couple of drops of tempera paint in the colors of blue, brown, green, and white on the first plate. Place the second plate on top of the first plate and rub them together. Students pull them apart and see their creation of the Earth. 		
<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"> ● Invite someone from Game, Fish, and Parks to talk to the class. 	<ul style="list-style-type: none"> ● Students will learn about different bodies of water and land masses in surrounding areas. Students will also learn their role in how they can preserve these areas. 	