

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.3 Students will recognize the characteristics of the processes that shape places and regions.	
<b>Grade Level/Band Standard:</b>	1.G.3.1 Describe the unifying characteristics and boundaries of different school regions including but not limited to the playground, classroom, and reading corner.	
<b>Student Friendly Language:</b>	I can describe how different areas in my school are separated.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>Their environment includes places around them.</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>The school has many different areas that are separated by boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>A boundary marks the outside edge of an area.</li> </ul>	<ul style="list-style-type: none"> <li>Tell how they know where one area begins and another area ends.</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>Boundary</li> <li>Area</li> <li>School region</li> </ul>	<ul style="list-style-type: none"> <li>The school is divided into different areas, but each is part of the same school.</li> <li>A boundary is not always visible to the eye.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 1</a>	<ul style="list-style-type: none"> <li>The Oceti Sakowin Tribal names originate from the description of their land and water bases.</li> <li>The Oceti Sakowin Tribal members use natural resources surrounding the water and land base.</li> </ul>	

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<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>Identify and describe places in the immediate environment including the classroom and/or playground.</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Describe the unifying characteristics and boundaries of different school regions including but not limited to the playground, classroom and reading corner.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>Compare the physical and man-made characteristics of the local community with those of another community.</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>D1.4.K-2. Make connections between supporting questions and compelling questions.</li> </ul>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>Create visible boundaries for classroom areas using tape.</li> <li>Use a hula hoop to demonstrate personal space and how this boundary is not visible.</li> </ul>		
<b>Possible Civic Engagement Activities</b>		
<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>Classroom visit from city council or mayor</li> <li>Students redesign boundaries around their classroom/school</li> </ul>	<ul style="list-style-type: none"> <li>Students can learn how the city is divided up into different wards/precincts even though the boundary is not visual.</li> <li>Students can brainstorm and draw out new boundaries they would want to see in their school or classroom and note how that would change/impact the school and classroom.</li> </ul>	