

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:	3.G.1.1 Identify locations in a community by using grid systems.	
Student Friendly Language:	I can construct a map using a grid system to identify locations in my community.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Know what a map and globe are and how to use these items to locate a place. • Have experience identifying absolute locations. • Know how to make a basic map with a key. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Know how to find places within their community. 	<ul style="list-style-type: none"> • Understand how grid lines can be used as a tool in identifying locations on a map. 	<ul style="list-style-type: none"> • When given a list of community locations, identify the locations on a grid system. • Give coordinates of a location. • Explain why a grid system makes reading a map easier.
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"> • Grid system (Coordinates, rows, columns, point) • Globe • Map 	<ul style="list-style-type: none"> • Confuse the markings on the grid system. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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<p>OSEU 1</p>	<ul style="list-style-type: none"> Land base and natural resources of the reservations in South Dakota and the United States can be found using a grid system. 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> Know what a map and globe are and how to use these items to locate a place. Have experience identifying absolute locations. Make and understand the parts of a map. (Key, Directions and Labels) 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> Construct a map using a grid system to identify locations in my community. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> Locate major political and physical features on a map or globe.
<p>C3 Framework Relevant Skills and Applications</p>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> D1.1.3-5. Explain why compelling questions are important to the others (e.g., peers, adults). <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 		
<p>Example strategies to reach depth and intention of the standard</p>		
<ul style="list-style-type: none"> Map <ul style="list-style-type: none"> Example: Show students different maps and how to use the grid system on that map. Coordinate Grid Pictures <ul style="list-style-type: none"> Example: Use math resources to help students understand the concept of coordinate grids. 		
<p>Possible Civic Engagement Activities</p> <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>		
<p>Activity:</p>	<p>Description on How to Use the Activity and How it Meets the Grade Level:</p>	

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<ul style="list-style-type: none">• Create a community map.	<ul style="list-style-type: none">• Creating a map using a grid system will allow the students to document locations in their community. Students will get to highlight locations of their choice.
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