

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information.	
<b>Grade Level/Band Standard:</b>	4.G.1.1 Locate major political and physical features of South Dakota and the United States on a map or globe.	
<b>Student Friendly Language:</b>	I can locate major political and physical features on a map or globe.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• Familiar with different types of maps.</li> <li>• Knowledge of how to read a map and use a globe.</li> <li>• What is considered a political and physical feature.</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>• What political and physical features are in the United States, especially in South Dakota.</li> </ul>	<ul style="list-style-type: none"> <li>• Maps and globes are resources that can be used to show a variety of political features as well as physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify important South Dakota landforms and features such as the Black Hills, Missouri River, Badlands, and local features that shape the area that students live in.</li> <li>• Identify important United States landforms and features such as the Rocky Mountains, Appalachian Mountains, and Mississippi River.</li> <li>• Locate cities such as Sioux Falls, Rapid City, Pierre (capital city) and students' hometown on a map.</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>	

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<ul style="list-style-type: none"> <li>Physical features</li> <li>Physical map</li> <li>Political map</li> <li>Map keys/legends</li> <li>Borders</li> </ul>	<ul style="list-style-type: none"> <li>May think that physical features include man made features. For example: students may think a building is a physical feature which is not true. However, students may bring up man made bodies of water which would be considered a physical feature.</li> </ul>	
<b><i>OSEUS Connection</i></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>Oceti Sakowin reservations are surrounded by a variety of landforms that can be located on a map or globe.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>Construct and explain a map that includes directions, labels, and a key. (2nd Grade)</li> <li>Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>Locate major political and physical features on a map or globe.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>Investigate maps of different types and scales</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</li> </ul>		
<b><i>Example strategies to reach depth and intention of the standard</i></b>		
<ul style="list-style-type: none"> <li>Warm-up: Create a similarities and differences chart with political and physical features.</li> <li>Students will brainstorm a list of physical and political features. Then they will be given a physical map and a political map. Students will then be asked to locate and label at least 5 physical features on their map and at least 5 political features on their map.</li> </ul>		

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<b><i>Possible Civic Engagement Activities</i></b>	
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.	
<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"><li>• Share essay with community</li></ul>	<ul style="list-style-type: none"><li>• Write a 2 paragraph essay describing your favorite political or physical feature in South Dakota and share it with the community as a way to promote people to visit that feature.</li></ul>