

## South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.2 Students will understand the nature and importance of the Five Themes of Geography: location, place characteristics, human-environment interaction, movement, and region.	
<b>Grade Level/Band Standard:</b>	4.G.2.1 Compare and contrast regions of South Dakota to one another.	
<b>Student Friendly Language:</b>	I can identify similarities and differences between regions in South Dakota.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>● Have a general knowledge of the physical and political features of South Dakota.</li> <li>● Know the main physical features of the United States.</li> <li>● Have a beginning knowledge of what the Five Themes of Geography are.</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 regions of South Dakota (eastern, western, and the Black Hills).</li> </ul>	<ul style="list-style-type: none"> <li>● The regions of South Dakota have different characteristics that provide aspects as well as challenges. For example: (location, physical, human, and cultural characteristics, and how the regions have changed over time.)</li> </ul>	<ul style="list-style-type: none"> <li>● Identify characteristics of various regions in South Dakota.</li> <li>● Use those characteristics to compare and contrast regions in South Dakota.</li> <li>● Identify positive aspects as well as challenges that people in a specific region may face.</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>● Region</li> <li>● Geography</li> <li>● Characteristics</li> <li>● Human-environment interaction</li> <li>● Compare/Contrast</li> </ul>	<ul style="list-style-type: none"> <li>● May think that regions are divided by physical boundaries.</li> </ul>	

South Dakota Social Studies Unpacked Standards Template

<i>OSEUS Connection</i>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#"><u>OSEU 1</u></a>	<ul style="list-style-type: none"> <li>The Oceti Sakowin’s nine reservations have natural resources that characterize the regions of South Dakota and North Dakota.</li> </ul>	
<i>Vertical Alignment</i>		
<b>Previous Learning Connections</b> <ul style="list-style-type: none"> <li>Identify reasons why people move and how it affects their communities</li> </ul>	<b>Current Learning Connections</b> <ul style="list-style-type: none"> <li>Compare and contrast regions of South Dakota to one another.</li> <li>This standard connects to standard 4.3.1. Describe how natural and human conditions shape places and regions.</li> </ul>	<b>Future Learning Connections</b> <ul style="list-style-type: none"> <li>Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas</li> </ul>
<i>C3 Framework Relevant Skills and Applications</i>		
<b>Determining Helpful Resources:</b> <b>D1.5.3-5.</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> <li>Students will be given a region of South Dakota. They should include the major physical and political features that are found in that region. They should also draw pictures of characteristics that are appropriate for that region.</li> <li>Students will compare the region they live in to another region of SD using a Venn Diagram. Then they will write an essay explaining how their life would be different if they were to move to the other region that they chose.</li> </ul>		
<i>Possible Civic Engagement Activities</i>		
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>	

## South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none"><li>• Work collaboratively to write a resolution</li></ul>	<ul style="list-style-type: none"><li>• Students will choose a region of SD and research a problem or dilemma within that region. Students will come up with 2-3 resolutions to solve the problem. Then students should list pros and cons for each resolution. Finally, they should decide on the best solution to the problem after evaluating the pros and cons.</li></ul>
--	---