

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:	5.G.1.1 Apply latitude and longitude to find absolute locations on a globe and map.	
Student Friendly Language:	I can find absolute locations on a map or globe using the grid system of latitude and longitude.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● Absolute location, a grid system, recognizing and locating important locations in the United States and in South Dakota on a map or a globe. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Latitude ● Longitude ● Absolute locations ● Resources on a map or globe: <ul style="list-style-type: none"> ○ Compass rose ○ Scale ○ Map key 	<ul style="list-style-type: none"> ● Latitude and longitude are used all over the world to find absolute locations on a map and/or globe and that these locations correspond with specific places on Earth. 	<ul style="list-style-type: none"> ● Apply knowledge of latitude and longitude to find locations on a globe and various maps. ● Identify the latitude and longitude coordinates of a chosen/given location.
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"> ● Latitude ● Longitude ● Absolute locations ● Compass rose ● Scale ● Map key 	<ul style="list-style-type: none"> ● Incorrectly interchange longitude and latitude. ● GPS is not always accurate. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
<u>OSEU 1</u>	<ul style="list-style-type: none"> • A person can use latitude and longitude to find absolute locations of reservations. (Winter Counts Smithsonian website has interactive maps.) 	
<i>Vertical Alignment</i>		
Previous Learning Connections <ul style="list-style-type: none"> • I can locate major political and physical features on a map or globe. 	Current Learning Connections <ul style="list-style-type: none"> • I can find absolute locations on a map or globe using the grid system of latitude and longitude. 	Future Learning Connections <ul style="list-style-type: none"> • No 6th grade geography standards. 7th grade states: I can gather information, look at data and use a map to navigate.
<i>C3 Framework Relevant Skills and Applications</i>		
Constructing Compelling Questions: <ul style="list-style-type: none"> • D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. 		
Evaluating Sources and Using Evidence: <ul style="list-style-type: none"> • D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. 		
Communicating Conclusions: <ul style="list-style-type: none"> • D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> • Teachers have many large, laminated table maps ready for speed scavenger hunts. • Scavenger hunts on Google Earth. • Have students “race” to find a specific location based on latitude and longitude on large pull-down maps. 		
<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>		

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<p>Activity:</p>	<p>Description on How to Use the Activity and How it Meets the Grade Level:</p>
<ul style="list-style-type: none"> ● Invite in the Register of Deeds or Director of Equalization to explain the use of maps for county business. ● Invite a surveyor to discuss how they take precise measurements and use them to create maps. ● Invite a local meteorologist to explain how they use different types of maps to help with weather forecasts. ● Invite in a local farmer that uses GPS and maps for their planting and harvest to explain the importance of maps to their career and long term planning. ● Create a map of the school using latitude and longitude coordinates. 	<ul style="list-style-type: none"> ● In a rural area, South Dakota landowners have township and range maps. These maps show direct connections to where students and their families live. These maps are essential to county business. ● Surveyors come in and take precise measurements, and use the data for map making and construction projects. ● Meteorologists use maps in their work to help make weather predictions. This offers students real-world experience of how these maps are a part of a visible career. ● Local farmers will be relatable for students in rural areas. ● Students can create maps of the school using latitude and longitude coordinates for new students or staff in the school.