

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.1.2 Investigate maps of different types and scales.	
Student Friendly Language:	I can examine different types of maps and use their scales.	
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. ● Knowledge of latitude and longitude. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Scale ● Types of maps: <ul style="list-style-type: none"> ○ Climate ○ Physical ○ Economic or resource ○ Political ○ Topographic ○ Thematic 	<ul style="list-style-type: none"> ● Different types of maps are used for different purposes. ● Every map should have a scale to determine distance. 	<ul style="list-style-type: none"> ● Investigate given maps and explain what type of map it is. ● Apply knowledge/skill of map scales to find the distance between locations.
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"> ● Scale ● Compass Rose ● Map Key ● The following maps should be included within classroom instruction, but are not limited to those listed: 	<ul style="list-style-type: none"> ● Confusing the types of maps and their uses. 	

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<ul style="list-style-type: none"> ○ Climate ○ Physical ○ Economic or resource ○ Political ○ Topographic ○ Thematic 		
<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>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● Locate major political and physical features of South Dakota and the United States on a map or globe 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● I can examine different types of maps and use their scales. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● No 6th grade geography standards. 7th grade states: I can create a map or other geographic representation and explain where and why cultures and physical traits are located.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <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. <p>Evaluating Sources and Using Evidence:</p> <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. <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. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> ● Use a road map to have students plan the most efficient route for a road trip from point A to point B. ● Compare and contrast physical and political maps of a specific country, state, or region to show which features each type of map highlights. 		

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- Using a United States physical map, have students identify regions such as The Great Plains, Rocky Mountains, Death Valley etc. without labels available.

Possible Civic Engagement Activities

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.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<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 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. ● Invite a surveyor to discuss how they take precise measurements and use them to create maps. 	<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. ● 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. ● Surveyors come in and take precise measurements, and use the data for map making and construction projects.