

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:	9-12.G.1.1 Use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective.	
Student Friendly Language:	I can use maps and tools to collect, use, and explain information from a geographical point of view.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> How to identify different purposes for maps. Each map is equipped with specific tools to interpret the information contained on that map. Students should be able to use a map to gather data and navigate. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> How to utilize: <ul style="list-style-type: none"> Maps Charts Graphs Globes Technology 	<ul style="list-style-type: none"> Using various types of tools is necessary to understand geographical information. Each geographic tool has a specific function related to gathering, reasoning and communicating geospatial data. 	<ul style="list-style-type: none"> Utilize a variety of geographical tools to process and report geographical information. Determine the appropriate tool for gathering specific geospatial information. Create an appropriate representation to communicate understanding of spatial perspective
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"> Graphic Information System (GIS) Global Positioning System (GPS) 	<ul style="list-style-type: none"> The kinds of information can be provided on different types of maps (population, political, environmental, other thematic maps). 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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<p>OSEU 1</p> <p>OSEU 3</p> <p>OSEU 5</p>	<ul style="list-style-type: none"> • Maps provide a spatial perspective of the land base and natural resources of the Oceti Sakowin. • Characteristics such as government, natural resources and dialects of Oceti Sakowin tribes may vary based on location. • Location of the Oceti Sakowin provides diversity in origin, thought, and philosophy. • Historical policies, acts and agreements can illustrate a diminishing land base and a regrowth with new policies on tribal land ownership. 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • 7.G.1.1 Design a map • 7.G.1.1 Demonstrate how to analyze data and navigate a map. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • 9-12.G.1.1 Use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • Multiple career fields use geographic skills
<p><i>C3 Framework Relevant Skills and Applications</i></p>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> • D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> • D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> • D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). 		
<p><i>Example strategies to reach depth and intention of the standard</i></p>		
<ul style="list-style-type: none"> • Use a GIS system to create informational maps. • Use geocache sites 		

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<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.	
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">• Use GIS to identify the local voting precinct	<ul style="list-style-type: none">• Reference government (.gov) and other governmental websites to find information about local voting precincts.