

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	G.2 Students will understand the nature and importance of the Five Themes of Geography; location, place, human-environment interaction, movement, and region.	
Grade Level/Band Standard:	9-12.G.2.2 Describe a given region or area utilizing the Five Themes of Geography.	
Student Friendly Language:	I can apply each theme of geography to describe a given geographic area.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● Each of the five themes of geography: Location, Place, Human-environment interaction, Movement, and Region. ● Know how to find absolute location 		
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 distinguish between each of the five themes. ● How to describe a place using the Five Themes of Geography. 	<ul style="list-style-type: none"> ● The Five Themes of Geography provide tools that must be considered when analyzing the attributes of a geographic setting. 	<ul style="list-style-type: none"> ● Identify the characteristics of each theme of geography and explain their subcomponents ● Apply and describe the attributes of the five themes on various geographic settings.
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"> ● Absolute location ● Relative location ● Place ● Region ● Movement ● Human-Environment Interaction 	<ul style="list-style-type: none"> ● Confuse 'Place' and 'Location'. ● Example: To understand the difference between the two, ask them the following questions, "What is it like where you are?" or, "What is a place like?" for the theme of place and for the theme of location, "Where is a place?" 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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<p>OSEU 1</p>	<ul style="list-style-type: none"> • The five themes of geography may be used to analyze the interrelationships of the Oceti Sakowin and the environment. • Characteristics such as government, natural resources and dialects of Oceti Sakowin tribes may vary based on location. 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • 7.G.2.2 Geographers use the Five Themes of Geography to help them study the world and organize ideas. • 7.G2.2 Analyze and apply the correct theme when given specific geographic information. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • 9-12.G.2.2 Describe a given region or area utilizing the Five Themes of Geography. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • Multiple career fields use geographic skills
<p>C3 Framework Relevant Skills and Applications</p>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> • D1.1.9-12. Explain how a question reflects an enduring issue in the field. <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"> • D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses <p>Taking Informed Action:</p> <ul style="list-style-type: none"> • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. 		
<p>Example strategies to reach depth and intention of the standard</p>		
<ul style="list-style-type: none"> • Have students identify the Five Themes of Geography related to a current event (may be useful as bellwork activity). • Sports league map activity: Have students plot the location of the various sports teams in a given sports league and determine how this league is organized into conferences or divisions.. 		

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<p><i>Possible Civic Engagement Activities</i></p> <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>	
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Have students identify the five themes of geography related to a current event. ● Create a class position statement 	<ul style="list-style-type: none"> ● Students are engaged with current events and can identify those events in geographic terms. ● Have students plot the location of the various sports teams in a given sports league and their mascot name. They then debate whether that mascot name could be considered offensive by a group of people in that region.