

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:	K.G.1.2 Use environmental directions or positional words including but not limited to up, down, above, and below to identify significant locations in the classroom.	
Student Friendly Language:	I can use words to describe locations within the classroom.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> Basic understanding of positional words - up, down, above, below, under, left, right, between, next to, beside, behind, in front of 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> What each positional word represents (in terms of direction) 	<ul style="list-style-type: none"> Places can be found by using positional words. 	<ul style="list-style-type: none"> Use positional words to describe locations within the classroom.
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"> Positional words - up, down, above, below, under, left, right, between, next to, beside, behind, in front of Environmental directions - North, South, East, West 	<ul style="list-style-type: none"> A lack of understanding of this standard’s listed vocabulary terms. Never heard of environmental directions. 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 1	<ul style="list-style-type: none"> Oceti Sakowin Tribal members use natural resources above and below the land base. 	

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Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● Basic understanding of positional words - up, down, above, below, under, left, right, between, next to, beside, behind, in front of 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Use environmental directions or positional words to identify significant locations in the classroom. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Use maps, globes, and other simple geographic models to identify absolute location
C3 Framework Relevant Skills and Applications		
<p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> ● D4.2.K-2. Construct explanations using correct sequence and relevant information. 		
Example strategies to reach depth and intention of the standard		
<ul style="list-style-type: none"> ● Songs - Hokey Pokey (anything that shows following positional words) ● Using a chair (or other item - table, etc.), place an object somewhere around the classroom and have students use the directional term(s) to describe where it is at. The teacher could also hide an object around the classroom and the teacher or students can give directional clues to find. 		
Possible Civic Engagement Activities		
<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"> ● No additional activities, see below for Map Skit from K.G.1.1 which could be used for both. 	<ul style="list-style-type: none"> ● Students will work with each other to create a skit about identifying places on maps and globes. Students would use a map to show how students could get to places within the school/community. For example, students would give directions to go to the library. A student would describe what rooms to pass, which direction to go, etc. It will help show their understanding of identifying places on maps and globes. 	