

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	G.3 Students will recognize the characteristics of the processes that shape places and regions.	
<b>Grade Level/Band Standard:</b>	K.G.3.1 Identify and describe places in the immediate environment including the classroom and/or playground.	
<b>Student Friendly Language:</b>	I can identify and describe places around me.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>This is the first time students are addressing the skills in this standard.</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>What an environment and place are.</li> <li>They know that there are different environments.               <ul style="list-style-type: none"> <li>Classroom</li> <li>Playground</li> <li>Lunchroom</li> <li>Gym</li> <li>Library</li> <li>Bathroom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Their environment includes places around them.</li> <li>People impact environments.</li> <li>Different environments have distinguishing items that set them apart from others.               <ul style="list-style-type: none"> <li>Playground - has swings, slides, etc.</li> <li>Bathrooms - toilets, sinks, etc.</li> <li>Classrooms - tables, chairs, desks, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe places in their environment.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>Environment</li> <li>Places (possible examples listed below):               <ul style="list-style-type: none"> <li>Classroom</li> <li>Playground</li> <li>Library</li> <li>Gym</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>May not be able to identify the different environments or understand what sets them apart from each other.</li> <li>May not understand what qualifies as a place and how to identify it.</li> </ul>	

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<ul style="list-style-type: none"> <li>● Bathroom</li> <li>● Lunchroom</li> </ul>		
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 1</a>	<ul style="list-style-type: none"> <li>● The Oceti Sakowin Tribal names originate from the description of their land and water bases.</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p style="text-align: center;"><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● N/A</li> </ul>	<p style="text-align: center;"><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Identify and describe places in the immediate environment including the classroom and/or playground.</li> </ul>	<p style="text-align: center;"><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Describe the unifying characteristics and boundaries of different school regions including but not limited to the playground, classroom, and reading corner.</li> </ul>
<b><i>C3 Framework Relevant Skills and Applications</i></b>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.1.K-2. Explain why the compelling question is important to the student.</li> </ul> <p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>● D1.3.K-2. Identify facts and concepts associated with a supporting question.</li> </ul> <p><b>Communicating Conclusions:</b></p> <ul style="list-style-type: none"> <li>● D4.2.K-2. Construct explanations using correct sequence and relevant information.</li> <li>● D4.5.K-2. Ask and answer questions about explanations.</li> </ul>		
<b><i>Example strategies to reach depth and intention of the standard</i></b>		
<ul style="list-style-type: none"> <li>● Give students a place in the community (playground, classroom, store, etc.) and have them draw the items that represent it.</li> <li>● Give students clues about an environment and have them try to guess what it is based on the factors.             <ul style="list-style-type: none"> <li>○ Ex. I am thinking of a place that has a sink, toilet, etc.</li> </ul> </li> <li>● Have images of different environments along with different items that go in each environment. Students have to sort the items based on which environment they go with.</li> </ul>		

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<b>Possible Civic Engagement Activities</b>	
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.	
<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"><li>• Picking up garbage</li></ul>	<ul style="list-style-type: none"><li>• Have students pick up garbage in different environments to help show what that environment should look like and how to care for them.</li></ul>