

Unit Map 2011-2012

Lincoln School Department

Collaboration / Social Studies 1* (CG) / Grade 1
(Curriculum Guides)

Friday, November 18, 2011, 12:01PM



Unit: Map Skills (Week 30, 9 Weeks) 📅 📄

Stage 1: Desired Results

Established Goals

GSE: Social Studies, Grades K-2, Historical Perspectives

HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 2 (K-2) – 1 Students connect the past with the present by...

- a. recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, park, city, river, monuments)

GLE: Written & Oral Communication, Grade 1, Informational Writing

W-1-6 In informational writing (reports or procedures), students organize ideas/concepts by ...

- W-1-6.2 Representing facts through pictures, "words," "sentences," or some combination (Local)

W-1-7 In informational writing (reports or procedures only), students effectively convey purpose by...

- W-1-7.1 Using pictures to create meaning (Local)

Enduring Understandings	Essential Questions
A map us a tool that is used to locate and identify places within the world around us.	What is a map and how is it useful? How do you use symbols and a key to read a map?
Content Knowledge	Skills
<ul style="list-style-type: none">▪ Maps are a flat pictorial drawing of an actual place from overhead.	Students will demonstrate the ability to: <ul style="list-style-type: none">▪ Identify parts of a map including title, region, and key.

<ul style="list-style-type: none"> ▪ A map helps us to locate landmarks. ▪ There are a variety of types of maps. ▪ Symbols may represent items like landforms and bodies of water. ▪ A map key helps to identify landmarks using symbols in a given map. ▪ The compass rose locates landmarks using cardinal directions. ▪ Grid marks help to pinpoint landmarks in a specific location on a map. 	<ul style="list-style-type: none"> ▪ Identify symbols on a map. ▪ Read a map key. ▪ Give the directions of an object or place using cardinal directions in both oral and written formats. ▪ Locate places on a map using grid marks. ▪ Create a map.
---	---

Stage 2: Assessment Evidence

Assessment (New)	Assessment
	<ul style="list-style-type: none"> ▪ Identifying symbols within a map key [Other written assessments] Students will draw an appropriate symbol to represent an object within a map key. ▪ Orally locating symbols on a map [Other oral assessments] Students will follow a map key to locate objects on a map. ▪ Constructing a classroom map [Visual Arts Project] Students will construct a classroom map when provided with cutouts representing various items in the classroom. ▪ Giving directions to someone. [Other oral assessments] Give directions from point A to

	<p>point B using cardinal directions and Compass Rose.</p> <ul style="list-style-type: none"> ▪ Locating places on a map using grid marks. [Other Visual Assessments] Teacher observation: Students will use map grid marks to locate their own address. ▪ Creating a map [Visual Arts Project] Performance assessment: Students will create a map depicting "landmarks" from the playground to the classroom. ▪ Directions from home to school. [Oral Report] Students will orally demonstrate understanding of neighborhood landmarks by presenting a map of their neighborhood and explaining what the landmarks are. ▪ Written directions from school playground to classroom [Other written assessments] Students will write out the directions from school playground to the classroom based on the map they created. ▪ Map skills test [Written Test] Summative assessment: written test to include true and false statements, fill in the blanks, and labeling and drawing symbols on a map.
--	---

Stage 3: Learning Plan

Learning Activities	Resources
<ul style="list-style-type: none"> ▪ Develop KWL chart of students' map knowledge. ▪ Introduce and display variety of maps 	<ul style="list-style-type: none"> ▪ Maps of the world, the USA, Rhode Island, Lincoln, Home school. ▪ Globe ▪ Compass Rose ▪ Compass

<p>(general to specific).</p> <ul style="list-style-type: none"> ▪ Use transparencies to identify parts of a map: including title, map region, map key, picture symbols, and symbol names. (See resources for book). ▪ Read <u>Me on the Map</u> to demonstrate how maps are created. ▪ Work collaboratively to determine shapes to represent furniture and objects within the classroom to construct a key. ▪ Create a map of the classroom using a template with a four quartered grid. ▪ Use map "Key to the Map" from <u>Maps and Globes</u> transparency to review symbols and keys. ▪ Introduce compass rose and what cardinal directions are with book, <u>Following Directions</u>. ▪ Students will use cardinal directions to draw path to various attractions in the zoo map. Using a tool, such as a Smart Board could lend to making this an interactive activity. ▪ Simon Says activity 	<ul style="list-style-type: none"> ▪ Maps for the overhead: Neighborhoods and Communities (Scholastic) - grade 1-3. ▪ Book: <u>Me and the Map</u> by Joan Sweeney ▪ Book: <u>Reading Maps</u> by David Rhys ▪ Book: <u>Maps and Globes</u> ▪ Book: <u>Following Directions</u> by Bill Boyle (Rigby books) ▪ Book: <u>All Kinds of Maps</u> by Stevie Prince (National Geographic books) ▪ Google Earth website ▪ Videostreaming from Discovery Education i.e. Math Monsters: Mapping-in particular <u>Adding Landmarks</u> (2:58). ▪ Smartboard activities ▪ National Geographic book, <u>Zoo Map</u> (level G).
--	---

using cardinal directions.

- Identify placement of continents on a map using the cardinal directions.
- Option to use Videostreaming video on maps and symbols.
- Introduction to grid marks using the transparency "Sickle's Farm".
- Compare map with grid marks to one without grid marks.
- Work collaboratively to create a map index for a grid map.
- Locate their personal address on a local map of Lincoln using grid marks using a large, local map of Lincoln.
- Introduce abstract symbols in a map key to differentiate objects within the map.
- Students will create a map giving the directions from the school playground to their classroom that includes abstract symbols.
- Students will give written directions from the playground to their classroom.
- Introduce what a

landmark is and independently make a map of their house and neighborhood landmarks.	
---	--

[<< Previous Year](#)

Last Updated: Monday, May 2, 2011, 6:36AM



Atlas Version 7.2.5

© Rubicon International 2011. All rights reserved

