



Grade 1 Unit 4 - Me on the Map

Unit Focus

In this unit, the students will employ maps as a means of better understanding the resources and characteristics of their community and the relationships and interactions that shape them. Map literacy will help them determine important features and items to include on a map of their bedrooms, houses, neighborhoods, town, and school. They will learn about a map key, symbols, and what information the key represents. They will be constructing and discussing their own maps of familiar places while thinking about how a geographical location determines what is available in that location. (ie. Madison has a green and a beach; what does that mean for people in this area?) They will be discussing what maps tell us about the way people live in Madison. They will discuss how geography impacts people and people impact geography. They will also discuss how their parents use maps to inform their lives.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Performance Standards <i>Social Studies : 1</i> 1010686 DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY</p> <ul style="list-style-type: none"> • INQ.K--2.2 Identify disciplinary ideas associated with a compelling question. • INQ.K--2.1 Explain why the compelling question is important to the student. • INQ.K--2.3 Identify facts and concepts associated with a supporting question. <p>1010692 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS 1010693 Civics</p> <ul style="list-style-type: none"> • CIV.1.9 Describe how people have tried to improve their communities over time. <p>1010703 Economics</p> <ul style="list-style-type: none"> • ECO.1.4 Explain how people earn income. <p>1010708 Geography</p> <ul style="list-style-type: none"> • GEO.1.1 Construct maps, graphs and other representations of familiar places. • GEO.1.2 Use maps, graphs, photographs and other 	<p>T1 Analyze how geography impacts people and people impact geography (<i>Engaging in Global Issues</i>)</p> <p>T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose (<i>Product Creation</i>)</p>	
		MEANING
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Maps are resources that are used to provide information or make decisions and can be interpreted in different ways.</p> <p>U2 Humans impact and are influenced by their environment.</p> <p>U3 Successful communication is measured by the degree to which it is both appropriately developed for and understood by a particular audience.</p>	<p>Q1 What does this tool (map) illustrate? How can this geographic representation be interpreted to infer useful information?</p> <p>Q2 How do we use and create this tool (map) to learn about our communities?</p> <p>Q3 How does where people live shape how they live?</p> <p>Q4 How do I summarize for my target audience what I have found?</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>representations to describe places and the relationships and interactions that shape them.</p> <ul style="list-style-type: none"> • GEO.1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. • GEO.1.4 Explain how weather, climate and other environmental characteristics affect people's lives in places or regions. <p><i>1010713 History</i></p> <ul style="list-style-type: none"> • HIST.1.5 Explain how historical sources can be used to study the past. <p><i>1010722 DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE</i></p> <ul style="list-style-type: none"> • INQ.K--2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection. <p><i>1010725 DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION</i></p> <ul style="list-style-type: none"> • INQ.K--2.11 Construct explanations using correct sequence and relevant information. <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> • Engaging in Global Issues: Students will be able to analyze complex issues and their implications and/or consequences. 	<p>K1 A map, a key, and different uses of a map</p> <p>K2 Geographic characteristics of communities (classroom, school, house, neighborhood, town) can be described using symbols and map keys</p> <p>K3 That the natural geography (surf club, Hammonasset beach, Rockland Preserves), and other environmental characteristics of a community affect the jobs and activities (culture) available and present in that community</p> <p>K4 Vocabulary: map, cartographer, key, legend, symbol, compass, direction, north, south, east, west, geography, feature, natural features, man-made features, resources,</p>	<p>S1 identifying what a map illustrates and how it can be used to interpret useful information</p> <p>S2 determining how a map key is a helpful source</p> <p>S3 explaining how historical maps are sources that can be used to study the past</p> <p>S4 comparing historical and present-day maps</p> <p>S5 explaining through a map how people in Madison have historically earned an income</p> <p>S6 constructing maps, graphs, and other representations of familiar places</p> <p>S7 using maps, graphs, photographs, and other representations to describe places</p> <p>S8 using maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places</p> <p>S9 explaining how weather, climate, and other environmental characteristics affect people's lives in places or regions</p> <p>S10 gathering relevant information from a map source and using it as evidence</p> <p>S11 constructing explanations using correct sequence and relevant information through use of a map and key of a new school</p>