

Stratford Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Elizabeth Canzanese
Course Title: 3rd Grade Social Studies Unit Name: Maps and Regions
BOE Approved August, 2022

Content Statements and Rationale: Maps help us understand our community, our country and our world. Students need to know how to use both paper and digital maps. They must have a basic understanding of how to use maps in order to find places, understand political divisions in relation to regional realities and to be able to visualize historical events in the upper grades. Geographic features naturally create regions and the resulting elements of culture define regions. Having a sense of these distinctions develops an understanding of the geographical and cultural diversity of our nation.	NJSLS: 6.1.5.CivicsPR.1,3 6.1.5.GeoPP.1-2,4-6 6.1.5.GeoSV.1.1-5 6.1.5.GeoGI.1-4 6.1.5.EconET.1
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<p>Unit Essential Questions:</p> <p>What skills do I need to know to be able to locate places on paper maps?</p> <p>What skills do I need to know to be able to locate places, using Google Maps.</p> <p>How can I use any kind of map to find my way from one place to another?</p> <p>What is a region and how is it identified?</p>	<p>Maps show landforms, as well as natural and cultural locations.</p> <p>Regions are areas divided by geographic features, the people who settle there and their interaction with their environment. Together, these factors create a culture.</p> <p>Some regions are enclosed and isolated, others are connected easily to other regions.</p> <p>Places can be located on a paper map by using a grid, key, scale and compass rose.</p> <p>On Google Maps, places can be located by searching, zooming in and/or bringing up a specific location. I can use maps to find my way by locating the start and end point. On a paper map, I will have to decide the best route by referencing where the roads and obstacles are.</p> <p>Google maps will make suggestions based on mileage, real time traffic and construction and time; and I will have to decide which route is best for me.</p> <p>I can also visually see locations and routes by using Street View.</p>
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<p>Benchmarks and Assessments:</p> <p>Formative: Quick Checks Lesson Follow-Ups (Drawing, Writing, Q&A) Making Connections (Drawing, Writing, Q&A) Topical Projects Guided Reading Role Playing</p> <p>Summative: Vocabulary Definitions Rubric Based Tasks</p> <p>information on a map.</p> <p>Written opinion on the usefulness of maps.</p>	<p>Unit Student Learning Overview;</p> <p>Close reading of maps.</p> <p>Engagement during Focus Lessons, Guided Reading and Discussion</p> <p>Capacity to locate and use information.</p>
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<p>Identification of and analysis of the difference between paper maps and Google maps and GPS.</p> <p>Presentation of a self-made map or a route on Google Maps</p>	
<p>Key Terms (Essential Vocabulary):</p> <p>Map GPS Globe Grid Key Scale Landmark Landform Compass Rose Google Maps Street View Route Location Real Time Traffic and Construction Region</p>	
<p>Resources:</p> <p>Internet Classroom Texts</p> <p>Primary Documents Art, Music, Multi Media Clips and MP3s</p>	

<p>Suggested Activities for Inclusion in Lesson Planning & Interdisciplinary Connections:</p> <p>Class Discussion, Guided Reading, Close Reading, Focus Lessons and Literature Circles (English Language Arts)</p> <p>Use of maps to locate the seats of power in Washington</p> <p>Summary of information about Audubon’s Commissioners and what they do (English Language Arts)</p> <p>Development and expression (either in writing or through multi-media presentation software) of an opinion supporting or refuting the significance of laws. (English Language Arts)</p> <p>Research and present the rules Parkview School (English Language Arts)</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	<p>Suggested Timeline:</p> <p>6 weeks</p>