Unit 2: Me on the Map

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 2**
Length: **January-April**
Status: **Published**

Summary

In the first grade Social Studies course, students begin to explore their civic and cultural responsibilities to the various communities they operate in. The course begins by examining a citizen's rights and responsibilities, specifically related to our republic, and the different ways we can serve our communities. The course continues with students expanding their geographic skills and understandings through "Me on the Map" activities and building cultural competencies by comparing and contrasting the experiences of students their age in different parts of the world. Students conclude their studies by refining their chronological thinking and exploring continuities and changes over time via "then and now" comparisons. By learning about the different communities they operate in, students further affirm their own identities and expand their understanding of places and people outside of their direct experiences.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Perspective - Interpret different perspectives on a particular topic recognizing that views, experiences, or understandings may vary, but still be valued
- Causation - Evaluate the relationship between causes and effects and discuss continuities and changes over time
- Contextualization - Identify and explore the context (historical, geographic, situational, etc.) of different events, places or locations, symbols, or traditions

This unit is part of the larger aforementioned course sequence and specifically focuses on "Me on the Map" where students expand their geographic and spatial understandings by examining maps and learning about different communities outside of their own. By the end of this unit, students will be able to use a compass rose and map key to read maps, explore different communities around the world to discover how geography affects the way people live, and respectfully discuss different family and cultural traditions with their peers.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for eventual college, career, and/or civic life.

Revision Date: August 2022

Standards

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.

LA.L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Essential Questions and Enduring Understandings

Essential Questions:

- What are the defining features of the Earth's surface?
- How are territorial boundaries used to outline and identify locations?
- Why is it important to respect others' traditions and cultures even if they are different from my own?

Enduring Understandings:

- Maps present different kinds of information- they have special features and symbols.
- The Earth's surface is made up of continents and oceans.
- Beliefs and traditions around the world might be different than our own, but they still deserve respect and acceptance.

Objectives

Students will know:

- Maps can help us navigate an area (modes of movement).
- Maps present different kinds of information - they have special features and symbols.
- The Earth's surface has both oceans and continents - the environment varies depending on location.
- Micro to macro areas and boundaries → school/home, neighborhood, town, county, state, country, continent.
- Both states and countries have capitals - capitals are often where the government meets to enact change and are often important to the state or country's history.
- While someone might have different beliefs or traditions, they still deserve respect and acceptance.

Students will be skilled at:

- Using a compass rose and map key to read maps.
- Exploring different communities around the world to discover how geography affects the way people

live.

- Respectfully discussing different family and cultural traditions with their peers.

Learning Plan

The learning plan includes, but is not limited to the following:

1. Optional TCI Unit Inquiry Project (p. 139)

a. Gathering Visual Evidence

b. Developing the Compelling Question

c. Collecting Evidence

d. Building Additional Content Knowledge

e. Constructing an Argument

f. Taking Informed Action

2. Complete TCI Lesson 10 (p. 145) What is a Map? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: compass rose, direction, map, map key, symbol

c. Hands-On Activity/Reading: Part 1 - Learning to Read a Map, Part 2 - Using a Compass Rose

d. Show What You Know: Students will use what they know about maps and directions to follow the clues and complete a map.

3. Complete Continents and Ocean Lesson (use district provided slides)

a. Reading: slides 2-23

b. Activity: 7 continents song

c. Reading: slides 25-56

d. Activity: 5 oceans song

e. Show What You Know: Students will label a black map with the 7 continents and 5 oceans.

4. Complete TCI Lesson 11 (p. 161) How Are Families Special? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: activity, family member, home

c. Hands-On Activity/Reading: Part 1 - Taking a Road Trip Across the USA, Part 2 - Playing Family Charades

d. Show What You Know: Students will write a postcard to a friend that teaches them about their hometown.

5. Complete TCI Lesson 12 (p. 173) Where Do Families Live? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: landform, resources

c. Hands-On Activity/Reading: Discovering how Geography Affects Our Lives

d. Show What You Know: Students will analyze a drawing of a town and write about three ways geography will affect family activities there.

6. Complete TCI Lesson 13 (p. 187) What Are Family Traditions? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: celebrate, holiday, tradition

c. Hands-On Activity/Reading: Traditions Around the World

d. Show What You Know: Students will write about a special tradition they celebrate then draw a picture of it.

7. Cultural Appreciation: The instructor will be teaching about different countries around the world and their culture: India, Egypt, Australia, or Mexico. The instructor may follow the layout below and expand or enrich instruction:

a. Preview - Use key readings from Pebble Go's "Customs Around the World" series

b. Reading: Read Ready to Read: Living in… India book aloud. In this book, a character from India will talk about what living in India is like. It provides many opportunities for students to compare and contrast.

c. Class Discussion: The instructor will lead the class in a discussion about the similarities and differences between living in India and living in America. The instructor can make a Venn Diagram with the class to create a visual representation of the discussion.

(The instructor may repeat the reading and class discussion with the other three books: Ready to Read: Living in… Egypt, Ready to Read: Living in… Australia, Ready to Read: Living in… Mexico)

a. Country Research Project: Each student will choose one of the four countries that were discussed in class (India, Mexico, Australia, or Egypt). They will use district provided slides to guide their research (India, Australia, Egypt, Mexico). Then they will create their own Country

Research Project using the district provided template. (The instructor may have students complete this project for more than one country.)

Note: The instructor is encouraged to consult the supplemental resources to personalize and differentiate instruction for students, as well as address any learning gaps based on formative assessments. Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Lesson 10 “Show What You Know” (p. 160) - Students will use what they know about maps and directions to follow the clues and complete a map.
- Lesson 11 “Show What You Know”(p. 172) - Students will write a postcard to a friend that teaches them about their city.
- Lesson 12 “Show What You Know”(p. 186) - Students will analyze a drawing of a town and write about three ways geography will affect family activities there.
- Lesson 13 “Show What You Know”(p. 198) - Students will write about a special tradition they celebrate then draw a picture of it.

Summative Assessments:

- Lesson 10 Assessment: What is a Map?
- Continents and Oceans Assessment: Continents and Oceans
- Lesson 11 Assessment: How Are Families Special ?
- Lesson 12 Assessment: Where Do Families Live?

- Lesson 13 Assessment: What Are Family Traditions?
- Cultural Appreciation: Country Research Project Template

Alternative Assessments:

- Unit Inquiry
    - Collecting Evidence (p. 141)
    - Constructing an Argument (p. 144)
    - Taking Informed Action (p. 144)

Benchmark Assessments:

- Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

- Continents and Oceans Slides (district provided)
- Continents and Oceans Assessment (district provided)
- TCI: Social Studies Alive! My School and Family
    - Unit Inquiry: pages 139-144
    - Lesson 10: pages 145-160
    - Lesson 11: pages 161-172
    - Lesson 12: pages 173-186
    - Lesson 13: pages 187-198
- Ready to Read: Living in… India

- Ready to Read: Living in…Egypt
- Ready to Read: Living in…Australia
- Ready to Read: Living in…Mexico
- Cultural Appreciation Slides (district provided - India, Egypt, Australia, Mexico)
- Country Research Project template

Supplemental Resources for Lesson 10:

- Who Are the People in Your Neighborhood?
- Google Earth Education: Explore Earth
- PBS Learning Media: Map Borders

Supplemental Resources for Lesson 11:

- Family Tree Magazine
- Smithsonian American Art Museum Family Zone
- UNICEF Kid Power

Supplemental Resources for Lesson 12:

- Fact Monster: Kids Around the World
- PBS Kids: Daniel Tigers' Neighborhood
- California Education and the Environment Initiative: People and Places

Supplemental Resources for Lesson 13:

- PBS Kids: Elmwood City Celebrates the Holidays
- Globe Trottin' Kids

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodations and Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts
- Providing opportunities for text-to-speech for written responses
- Use visual presentations of all materials to include graphic organizers for writing
- Mark texts with a highlighter

Note: Teachers can find more specific modifications for English learners, learners with special needs,learners reading below grade level, and advanced learners on the TCI website.