Kindergarten Unit 4: Maps

Content Area: **Social Studies**
Course(s): **Social Studies Grade K**
Time Period:
Length: **14 days**
Status: **Published**

NJSLS - Social Studies

SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.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).
SOC.6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
SOC.6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.

Rationale & Transfer Goals

Students may be familiar with landmarks in their neighborhood or community such as their school, post office, favorite restaurant or police station. Students have been exploring different places within their community, community helpers and their jobs. In this unit, students will use maps to help describe and locate landmarks, read map symbols and describe the distance between two places. Students will describe the purpose of maps and tell about times or ways in which they have seen or used a map, both paper and digital. Students explore the ways maps help us find our way and represent the world we live in.

Enduring Understandings

- We can describe a place's location by looking at a map.
- A map represents the world around us.

Essential Questions

- What is the purpose of a map?
- What is on a map?
- How do maps help us describe places?

Important Vocabulary

- left
- in front
- right
- behind
- near
- far
- map
- symbol
- country
- state
- model
- continent

Content - What students will know

- What are some things that are on the teacher's left? (The clock, the poster, the table and chairs, the ball, and the book are on the teacher's left)
- What can a picture of a place show? (A picture can show things that are in the place, where things are located, and how near and far away from each other things are)
- What is a map and what can it show? (A map is a drawing of a place. It can show where things are in that place)
- What kinds of places can a map of a neighborhood show? (A neighborhood map can show local stores, other people's houses,
  local parks, schools, churches, and where community centers are)
- How can a map from a story help readers understand the story? (The maps can show where places are in the story and where
  characters have to go)
- How can a map show things that are far apart? (It uses symbols to show more places on the map)
- What do people use a map of a country for? (They use a country map to see the parts of a country and the borders between places)
- What is a globe and what does it show? (A globe is a model of Earth. It shows the entire Earth)

Skills - What students will be able to do

- Explore a classroom
- Identify relative location
- Name objects in an illustration
- Identify objects in relation to each other
- Describe the purpose of maps
- Identify map symbols
- Read a neighborhood map
- Interpret a map of an area referenced in a story
- Use a map to describe relationships between places
- Explain features of a map of the United States
- Analyze a model of Earth
- Reading Skill: Categorize and Classify
- Map & Globe Skill: Look at Map of our Country
- Map & Globe Skill: Look at Map of our State
- Map & Globe Skill: Read Map Symbols

Instructional Activities - How we teach content and skills

- HMH Magazine
- HMH In The News
- HMH FYI
- Online Resources
- Little Thinkers
- Brainpop Jr.
- Youtube
- Scholastic Kids

Evidence/Assessment - How we know students have learned

- Magazine & Benchmark Assessment
- Informal assessments
- Anecdotal notes & participation
- Project: Draw a map from a familiar story/Follow a map to find hidden objects

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Your school is one part of a neighborhood, a neighborhood is made up of many places	You are part of a classroom community; your classroom is within your school, your school is within your neighborhood	Your school is just one place on a neighborhood map. What other places are in a neighborhood?

Key Resources

- Unit 4 Resources
- Unit 4 Magazine
- Map of school building/classroom
- Maps of other areas such as theme parks, the town, the zoo, etc.
- Globe
- Literature: Little Red Riding Hood

21st Century Life & Careers

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Connections

MA.K.CC.A.1	Count to 100 by ones and by tens.
MA.K-2.1.2.2.Cr1a	Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
MA.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
MA.K-2.1.2.2.Cr1b	Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
SOC.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).
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
K-PS2-1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Intersections of History

The objective of this unit is for students to identify and describe the ways in which maps help us navigate the world we live in. Students will discuss their experiences with maps and begin to analyze and interpret data on a map. Students will relate map symbols to the physical world around us and be able to describe locations using positional terms. Students will engage with examples of different types of maps including: paper, digital, globe, small and large scale. Students will be able to name and describe landmarks around them. Students will compare schools of long ago to schools today. Students will develop and build upon global awareness through current and past events.

Black: Students will use maps to identify the countries and continents that make up our Earth. Students may explore the climate and weather patterns of different locations and how long travel would be to different places via different modes of transportation. Students will analyze images and video of how the landscape of different continents compare and contrast. Students will discuss how a map of other continents or a place, such as a school, in other continents would be similar and different to that of their continent or school. Students will explore the achievements of Grafton Tyler Brown, a trailblazing African American cartographer. Related literature to support intersection: Last Stop on Market Street by Matt de la Peña, An African Alphabet by Eric Walters, Mama Panya's Pancakes: A Village Tale From Kenya by Rich and Mary Chamberlin

Hispanic: Students will use maps to identify the countries and continents that make up our Earth. Students may explore the climate and weather patterns of different locations and how long travel would be to different places via different modes of transportation. Students will discuss how a map of other continents or a place, such as a school, in other continents would be similar and different to that of their continent or school. Students will analyze images and video of how the landscape of different continents compare and contrast. Related Literature to support intersection: Abuela by Arthur Dorros, Calling the Doves by Juan Felipe Herrera, Galapagos Girl by Marsha Diane Arnold

Women: Students will use maps to identify the countries and continents that make up our Earth. Students may explore the climate and weather patterns of different locations and how long travel would be to different

places via different modes of transportation. Students will analyze images and video of how the landscape of different continents compare and contrast. Students will discuss how a map of other continents or a place, such as a school, in other continents would be similar and different to that of their continent or school. Students will explore women who shaped the world view with their achievements in cartography, including Marie Tharp, Phyllis Pearsall and Louise E. Jefferson. Related Literature to support intersection: Think Big, Little One by Vashti Harrison, Look Up! Henrietta Leavitt, Pioneering Woman Astronomer by Robert Burleigh,

LGBTQ: Students will use maps to identify landmarks in the neighborhood around them. Students may identify houses in a neighborhood and will discuss how family structures within different homes may look different from their own. Students will explore space in terms of Earth being one planet in a solar system of other planets and will engage with maps of space. Students will discuss the achievements of LGBTQ leaders in space achievement, such as Dr. Jane Rigby, and connect how we have been able to get a better picture- or map- of space over time due to these advancements. Students will explore the landscape of cities, such as San Francisco, where important LGBTQ events have occurred. Related literature to support intersection: Sewing the Rainbow: The Story of Gilbert Baker and the Rainbow Flag by Gayle E. Pitman, When You Look Out the Window: How Phyllis Lyon and Del Martin Built a Community by Gayle E. Pitman