

# 02 Geography - Maps and Global Skills

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **1 trimester**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

---

The first grade geography course is designed to provide learners with knowledge, skills and perspective needed to understand geography, people and the environment. Students will be able to compare and contrast maps and globes as well as differentiate between continents and oceans. They will investigate a variety of maps and apply map skills. Lessons are aligned with the New Jersey Learning Standards and will infuse technology, ELA and Science within projects, activities, and written products.

## OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

---

### Enduring Understandings

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Deepen their understanding of the local and larger communities that they belong to.
- Utilize their knowledge of map and globe skills to help them identify and describe geographic locations.
- Understand the connection between geographic location, physical features of the environment and the community.

### Essential Questions

How can you make a difference in your community?

How do features of the land and water effect lifestyles and point of view? □

Why do we use maps and globes? □

What kinds of adaptations do you make in your life to prepare for conditions that occur because of your environment and climate?

## CONTENT AREA STANDARDS

---

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.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.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

---

LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SJ.5	Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
SJ.8	Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
TECH.9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.

## **STUDENT LEARNING TARGETS**

---

We are learning to explain how climate and different physical characteristics make a location a good place to live.

- I can identify a continent to write about.
- I can formulate and describe an opinion I think about the continent.
- I can generate reasons that support my opinions (what would life be like there, what is the weather like, what can I do there, why is it better than other locations, etc.).

We are learning to identify and use a variety of maps.

- I can use maps to identify continents and oceans.
- I can name my country, state, and town.
- I can identify and describe the purpose of a map key/legend, compass rose, title, and scale.
- I can locate landmarks on a map.
- I can create my own map.

## **Declarative Knowledge**

---

Students will understand that:

- Maps and globes provide representations of real-life locations on the Earth.
- Symbols are used to represent things on maps.
- Earth is comprised of areas of land and water with different features and characteristics. □
- The landforms and waterways in the environment have an immense impact on the nature of a community. □
- People choose to live in areas that help them meet their needs for survival. □
- People make adaptations to accommodate the physical environment, weather patterns and seasonal changes.
- All people share the planet and have responsibility toward it.

### **Vocabulary:**

Map: A picture or object that stands for something else.

Map Key: The part of a map that shows what the symbol means.

Location: The place where something is.

Globe: A model of Earth.

City: A very large town.

State: A part of a country

Country: An area of land with its own people and laws.

Continent: One of seven main land areas on Earth.

Ocean: A very large body of salty water.

## **Procedural Knowledge**

---

Students will be able to:

- define continents and oceans and distinguish between them on maps and globes.
- identify map features such as compass rose, map key, and scale.
- utilize a simple map to locate places.
- construct a map using basic map symbols.
- examine the relationship between our town, state, and country.
- compare and contrast life on a variety of continents.

- discuss reasons for recycling and encourage it.

## **EVIDENCE OF LEARNING**

---

### **Alternative Assessments**

---

Alternative:

- KWL chart
- Jigsaw Activity- Assign specific students to a specific continent then have them turnkey and teach their group members about their continent.

### **Benchmark Assessments**

---

- Benchmark Assessments using Pear Assessments three times per year

### **Formative Assessments**

---

- Class and small group discussions
- Participation in class debate
- Class work
- Exit slips
- Me on the Map Activity

### **Summative Assessments**

---

A written opinion piece that states which continent a person should visit on vacation/live in and why.

*Questions to consider: Why/how did you choose the location that you would represent? □ How would you describe the lifestyle of the inhabitants of your location? How does climate and weather effect your location? Explain why you may want or not want to live in this location. Explain why this location is better than other locations.*

A completed map of a familiar place for example the classroom, bedroom. playground. etc.

Benchmark assessment

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

Core:

- Scholastic News
- School Library
- Map Resources (USA maps, World maps. globes, etc.)
- The City Kid and The Suburb Kid by Deb Pilutti
- Me on the Map by Joan Sweeney
- My Map Book by Sara Farelli
- Common Ground: The Water, Earth, and Air We Share by Molly Bang

Supplemental:

- Brain Bop Jr.
  - SS: Geography: Reading Maps
  - SS: Landforms
  - SS: Continents and Oceans
  - Science: Weathers/Seasons
- School Library

## **INTERDISCIPLINARY CONNECTIONS**

---

Science- seasons

ELA- opinion writing, nonfiction reading

LA.RI.1.10

With prompting and support, read informational texts at grade level text complexity or above.

LA.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.

- Allow verbal responses
- Cooperative learning opportunities
- Utilize illustrations to reflect understanding
- Use of songs and technology
- Provide opportunities to collaborate with peers
- Word wall with vocabulary
- Sentence starters
- Shared and Interactive Writing