02 Unit 2: Maps and Geographic Tools Copied from: 3rd Grade, Copied on: 11/15/23

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **2 weeks/ 10 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 3

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the third grade students will focus on "Civics in the Classroom", "Civics Beyond the Classroom"," Maps & Geographic Tools", "Native Americans".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

CONTENT AREA STANDARDS

SOC.6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
SOC.6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
SOC.6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

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

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- a compass shows direction.
- a compass rose shows directions on a map.
- a map grid is a set of lines that help us find places on a map.
- a map key tells what the symbols on a map mean.
- a map scale shows the distance on a map.
- a symbol is a picture or color that stands for something on a map.
- there are many different types of maps; for example, there are physical, political, road, and weather maps.
- a physical map is a map that shows Earth's features (i.e. water, deserts, land).
- a political map is a map that shows countries, states, and cities.
- a road map is a map, especially one designed for motorists, showing the roads of a city, state, or other area.
- geographic tools are used to help us answer questions about Earth's land and features; for example, maps and globes can help us to find places.
- latitude is the distance of a place north or south of the earth's equator.
- longitude is the distance measured in degrees east or west of an imaginary line that runs from the north pole to the south pole and passes through Greenwich, England.
- Kinnelon, New Jersey is about 242 miles away from our capital, Washington D.C.
- Kinnelon, New Jersey is located in the Eastern Daylight Time Zone.
- Kinnelon, New Jersey is 41.0018° N, 74.3671° W.
- the United States and Europe are similar in size.
- forests covered about 46% of the land in the United States during Colonial Times.
- parts of Europe cleared up to 90% of their forests during the Medieval Times (the time before Colonization).
- New Jersey has fertile land (good for growing crops), thick forests, access to water (rivers, lakes), and a moderate climate.
- New Jersey has many resources to offer the people that settled there during Colonial Times.
- Massachusetts and Connecticut were colder and had land that was harder to grow crops than New

Jersey during Colonial Times.
- places that are strategically located along major waterways are excellent for trading.
- New Jersey is located directly to the west of the Atlantic Ocean which makes it great for trading.
- New York City is also located directly to the west of the Atlantic Ocean which makes it great for trading.

Procedural Knowledge

Students will be able to:

Identify, describe, and use different kinds of maps.

- define compass, compass rose, map key, map grid, symbol.
- identify different kinds of maps.
- describe several uses of maps.
- use a map for its designed purpose.

Demonstrate how to use digital maps and globes.

Compare and contrast different places in New Jersey, the United States and the World using different geographic representations (i.e maps, globes, diagrams, and graphs).

- define a geographic tool, latitude, longitude.
- measure a distance using a digital map, globe and/or geographic tools.
- determine time zones using a digital map, globe and/or geographic tools.
- using latitude and longitude find a location using a digital map, globe and/or geographic tools.
- compare and contrast various places using geographic representations.

EVIDENCE OF LEARNING

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

Questions that may be addressed but not limited to are:

-

How do we use maps?

Why do we need maps?

- observation
- one-on-one
- questioning
- graphic organizers
- anecdotal notes

Alternative:

- self-assessments
- exit tickets

Summative Assessments

Questions that may be addressed but not limited to are:

How do we use maps?

Why do we need maps?

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product

- tests/quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

www.teachtci.com - Social Studies Alive! My Community. Lesson 3 & Lesson 4

http://www.fao.org/state-of-forests/en/

Supplemental:

https://www.wsl.ch/staff/niklaus.zimmermann/papers/QuatSciRev_Kaplan_2009.pdf

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, information reading and writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - scale, key, geographic representations, maps

Visual and Performing Arts - debate, presentations

Science - deforestation, geography

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.