

Verona Public School District Curriculum Overview

Social Studies- Grade Two



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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The primary objective of the K-4 social studies program is to create an environment which nurtures thoughtful, active citizens who can function productively in a multicultural, rapidly changing, and increasingly interdependent world. The social studies program provides a variety of affective and cognitive experiences which contribute to the development of a philosophy based upon the dignity and worth of each human being. This humanistic value orientation, in turn, becomes the framework for an open examination of diverse lifestyles and experiences on the local, state, national and international levels. The social studies program is founded upon the notion that a democratic society depends upon caring and responsible citizens to make rational decisions consistent with basic democratic values. Active experiences and participation within the classroom, school and community relative to that democratic process are essential. The social studies classroom provides the initial setting where students can begin to inquire into questions dealing with the study of human social relationships. The disciplines of geography, history, civics, and economics provide the basis for organizing a multitude of learning activities into core programs. This course of study should be viewed as a basic plan for learning: to acquire social studies skills and concepts, to develop a method of analyzing problems and to encourage an attitude of tolerance toward differences. Equally important in this curriculum design is the notion of individual dignity, which addresses the need for each child to feel a part of the school and community so that all children can feel comfortable enough to use their fullest opportunity for self-realization. Lessons will include exposure to memorable works of art, literature, and music throughout the year. Lessons will incorporate information mandated by local policy, and state and national legislation including prejudice reduction, Holocaust studies, Black history, and the US Constitution.

Prerequisite(s): none

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts x B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> x A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> x CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> x A. Career Awareness (K-4) B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<u>Nystrom Binder-Social Studies Teacher's Guide Grade 2</u> Exploring Where and Why-Communities Here and There	<ul style="list-style-type: none"> ● <u>Mentor texts</u> <ul style="list-style-type: none"> ○ Lily Learns about Wants and Needs by Lisa Bullard ○ Community Needs ○ Community Resources ○ Community Rules ○ Community Spirit ○ Community Space ○ Who's Who in your neighborhood ○ Who's Who in a rural community ○ Who's Who in a school community ○ Who's Who in a suburban community ○ Who's Who in a urban community

Unit Title / Topic: Communities Around the World: Urban, Suburban and Rural

Unit Duration: September through November

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “[common good](#)” have influenced new laws and policies over time at the local and national levels of United States government.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.8 Compare ways people choose to use and distribute natural resources.

New Jersey Student Learning Standards for English Language Arts

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1b. Build on others’ talk in conversations by linking their comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Transfer Goal:

Students will be able to independently use their learning to compare and contrast different types of communities and recognize their own type of community.

** This unit builds upon the Kindergarten community based Unit (Me & My Classroom Community) that focused primarily on the individual/classroom level and the Grade One community based Unit (My School, My Community) that focused primarily on school/common community ideals. **

Meaning

Enduring Understandings:

Students will understand that:

- I belong to many communities including my family, classroom, school, neighborhood, town, state, country and world.
- A community is a place where people live, work, play and solve problems.
- Rural, urban and suburban communities are defined by their geographic characteristics including land use, population size and density, and available resources and services.
- There are rural, urban and suburban communities all over the world.
- Communities of the same type (rural, urban suburban) share certain characteristics, yet are unique and diverse.
- Communities have different types of resources and people must make decisions about how to use their resources to address the common good as well as individual needs and wants.

Essential Questions:

Students will understand that:

- What are the communities that I belong to?
- What are the characteristics of rural, urban, and suburban communities and how do those characteristics influence how people live, work and play in those communities?
- What is the common good in our community and how do we balance the needs and wants of individuals in our community?
- How can people in communities work together to make sure people have their needs met?
- What are the resources people have in their communities, and why do different communities have different resources?
- How do people in different communities satisfy their needs and wants?
- Do people in different communities have different needs and wants? Why (not)?

Acquisition of Knowledge & Skills

Students will know:

- Where they are located are in the world
- The different types of communities - rural, urban and suburban
- Needs and wants of different communities
- Examples of live, work and play in various communities
- Community resources are influenced by geography
- Climate, natural resources, proximity to resources (and transportation)
- Jobs and specialization help communities meet the needs of all its members
- Services such as schools, libraries and hospitals help address community and individual needs and wants.
- Communities must solve problems with limited resources (land, money, etc.).

Students will be able to:

- Identify where they live in the world
- Explain the difference between rural, urban and suburban communities
- Recognize the needs and wants of different communities
- Define rural, urban, suburban
- Identify needs and wants of a community, compared to needs and wants of individuals and/or families
- Examine our local community and current issues regarding needs and wants (e.g. where to build a new playground)
- Compare and contrast communities around the world with our local community.

Stage 2: Acceptable Evidence

Transfer Task

Compare characteristics of our town with another town, using a graphic organizer such as a 3-column chart or venn diagram. Use information gathered from a variety of class activities, as well as texts about other towns. What are things that most towns have in common (characteristics of communities)? What are aspects that might be different (physical environment, available resources, culture, etc.)?

Stage 3: Activities

What are the communities that I belong to?

- Me on the Map by Joan Sweeney
- Where Do I Live Activity - Home, Neighborhood, Town, State, Country, Continent, World
- (Reinforce: "Where do I live?" – home address)

What are the characteristics of rural, urban, and suburban communities and how do those characteristics influence how people live, work and play in those communities?

- Define rural, urban, suburban - **Read alouds - Neighborhood Walk - Farm Community, City, Suburb OR Who's Who series (Rural, neighborhood, school. Suburban and Urban)**
- Examples of live, work and play in various communities
- How does geography influence how people live, work and play?

What is the common good in our community and how do we balance the needs and wants of individuals in our community?

- Review needs and wants (from first grade) **Read alouds - Needs and Wants by Gillia M. Olson, Needs and Wants by Susan Ring**
- Identify needs and wants of a community, compared to needs and wants of individuals and/or families
- How can people in communities work together to make sure people have their needs met?

Do people in different communities have different needs and wants? Why/why not?

- Jobs and specialization help communities meet the needs of all its members
- Services such as schools, libraries and hospitals help address community and individual needs and wants. **Read aloud - A to Z Community Helpers**

Virtual Class Trips to explore rural, urban and suburban communities: <http://vtrips.ccsd.edu/home>

Unit two Title / Topic: Cultural Universals

Unit Duration: Late November to End of January

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4. D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

New Jersey Student Learning Standards for English Language Arts

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Transfer Goal:

Students will be able to independently use their learning to compare and contrast the common cultural universals that shared across the globe.

This unit builds upon the Kindergarten culture based Unit (Cultural Identity) that focused primarily on the individual/classroom level and the Grade One cultural based unit (Cultural Traditions), which focused on the cultural norms and practices across the globe.

Meaning

Enduring Understandings:

Students will understand that:

- We all share in the American culture, but our cultures are also influenced by our family history, heritage and ancestry.
- Although cultures are different and unique, they share a common set of characteristics called Cultural Universals.

Essential Questions:

- What is my culture and what influences my culture?
- What is culture and how are cultures around the world similar and different?
- How does the study of celebrations and holidays help us to understand our own culture and how/why other cultures are similar and different?

- Many things influence one's culture including the community in which you live, your family's ancestry and heritage, and the time period during which you live.
- Culture is a set of learned behaviors that is passed down from generation to generation (a system of shared beliefs, values, customs, behaviors).
- Any aspect of culture that has remained the same for many generations can be considered a tradition. Many cultures celebrate similar holidays through diverse traditions.
- Understanding the similarities among cultures helps us to appreciate our differences.
- Everyone has a unique perspective (influenced by culture) that should be respected and appreciated/understood by others.

- How can understanding another person's perspective or culture help us to get along?

Acquisition of Knowledge & Skills

Students will know:

- Cultural Universals include: Food, Clothing, Shelter, Family structure, Government (ways of solving problems), Communication (written and spoken language as well as body language), Transportation, Education (formal and informal), Values and Beliefs, Religion, Entertainment and recreation, Celebrations, Economy (ways of obtaining things you need or want), Technology, Aesthetics (art, music, drama, literature)
- Their culture and heritage
- Cultures other than their own
- Aspects of my culture that I share with everyone in my classroom (regional, national)
- Aspects of my culture that might be different based on my family history and ancestry
- Culture is a set of learned behaviors that is passed down from generation to generation. It is not innate, and can change over time.
- Each culture has developed their own ways of providing for the needs and wants of its members.
- Any aspect of culture that has remained the same for many generations can be considered a tradition.
- Cultures change over time. Cultures blend (as will be evidenced by classroom diversity).
- People have different ways of life (cultures) in different times and places
- Connection to self: holidays, celebrations and traditions
- Holidays around the world: similarities and differences
- Things we do may seem different, but sometimes are similar when we look deeper.

Students will be able to:

- Define their culture and heritage
- Define culture and heritage
- Recognize the United States is made up of various cultures
- Describe how culture is expressed through and influenced by the behavior of people.
- Explain the role of historical symbols, monuments, and holidays and how they affect their identity.
- Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- Misunderstandings occur if we don't consider different perspectives.

Stage 2: Acceptable Evidence

Transfer Task

Complete a written reflection sheet describing what each child learned about his or her culture of study and other cultures presented with focus on identifying the cultural universals from that culture. The students will make connections comparing and contrasting the various cultural universals cultures to those recognized in the United States of America.

Stage 3: Activities

What is my culture and what influences my culture?

- Aspects of my culture that I share with everyone in my classroom (regional, national)
- Aspects of my culture that might be different based on my family history and ancestry

What is culture and why are cultures around the world similar and different?

- Culture is a set of learned behaviors that is passed down from generation to generation. It is not innate, and can change over time.
- Each culture has developed its own ways of providing for the needs and wants of its members.
- Any aspect of culture that has remained the same for many generations can be considered a tradition.

How does the study of celebrations and holidays help us to understand our own culture and how/why other cultures are similar and different?

- People have different ways of life (cultures) in different times and places
- Connection to self: holidays, celebrations and traditions
- Holidays around the world: similarities and differences

How can understanding another person's perspective or culture help us to get along?

- Things we do may seem different, but sometimes are similar when we look deeper.
- Misunderstandings occur if we don't consider different perspectives.

REFER TO THE SOCIAL STUDIES SHARED FOLDER FOR A "CULTURE KIT" PROJECT. STUDENTS WILL SELECT A CULTURE TO RESEARCH with focus on identifying the cultural universals from that culture, TO REPRESENT AND TEACH ABOUT THEIR STUDIED CULTURE.

Use two pieces of literature to compare experiences of at least two families or children and the special holidays they celebrate. Have students compare those experiences to their own, as well. Students can produce a written explanation of two experiences or celebrations and how explain how they are similar and different.

Potential Resource- Around the World Series by Ann Morris (e.g., Houses & Homes, Bread, Bread, Bread, etc..)

Unit Three Title / Topic: Community of Verona

Unit Duration: February through End of April

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

New Jersey Student Learning Standards for English Language Arts

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Transfer Goal:

Students will be able to independently use their learning to...discuss what makes Verona a suburban community and how it has changed over time. Students will be able to explain their responsibilities as citizens of Verona and describe the goods and services provided in Verona.

Meaning

Enduring Understandings:

Students will understand that:

- Being a citizen of a community means finding ways of making positive contributions to the common good.
- Communities make rules to maintain order and safety; there are consequences for not following rules.

Essential Questions:

- In what ways does my classroom and my school community have a place in the community of Verona?
- Why do we make rules in our community? What are good/bad choices and consequences?
- How has Verona's history shaped the community it is today?
- How do the community helpers provide goods to the community?

- A good citizen understands why it is important to follow rules, makes good choices, considers the consequences of actions, and makes efforts to improve one's community.
- Verona is a community rich with history and has changed over time.
- Verona has many community helpers to provide goods and services.
- Verona is a part of Essex County in the state of New Jersey. Our homes and schools are in the town of Verona.

- How do the community helpers provide services to Verona?
- Where are your home and school located on the map of Verona?

Acquisition of Knowledge & Skills

Students will know:

- Verona is a suburban community
- Goods and services provided in Verona
- How Verona has changed over time
- Qualities of a good citizen

Students will be able to:

- Identify what makes Verona a suburban community
- Explain what goods and services are in Verona and where they are located
- Describe elements of change in Verona
- Describe their responsibilities as a citizen

Stage 2: Acceptable Evidence

Transfer Task

Students will explore Verona with their families and choose several favorite locations to take pictures. Students will then create a brochure highlighting their favorite places in the community of Verona. They will include pictures with captions describing each location.

**See Hot Spots letter

Stage 3: Activities

What is a community?

- Group of people working together (definition: a place where we live, learn, work, and play)
- Help and support each other
- Members contribute in unique ways (we all have different talents, etc.)
- Verona is a suburban community that has changed over time (see Verona packet and Old Verona book)
- Locate homes, schools, and other "hot spots" on a map (Google Maps)

How do members of a community contribute to it in a positive way?

- Community helpers and their jobs

What makes a good rule? Why do we need rules?

- Rules help us have order in our classroom
- Rules help us get along with one another, share resources, and solve problems
- A good rule is fair, applies to everyone equally, contributes to a positive environment, and can be easily followed and enforced

Unit Four Title / Topic: Map Skills

Unit Duration: May through June

Stage 1: Desired Results

Established Goals:

2014 New Jersey Core Curriculum Content Standards for Social Studies

- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.B.1 Compare and contrast information that can be found in different type of maps, and determine when the information may be useful.
- 6.1.4.B.2 Describe how landforms, climate, and weather and availability of resources have impacted where and how people live and work...
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work...
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently

New Jersey Student Learning Standards for English Language Arts

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Transfer Goal:

Students will be able to independently use their learning to effectively use map tools (grids, symbols, map keys) to to promote spatial awareness of their place within the world.

This unit builds upon the Kindergarten map skills unit (Where in the World am I?), which primarily focused on introducing students to basic map skills and the Grade One map skills unit (Our Place in the World) in which students acquired more sophisticated map skills with application at the local level.

Meaning

Enduring Understandings:

Students will understand that:

- Maps have different views
- Maps use symbols and colors
- Maps can be used for natural/cultural features
- North, South, East and West are the four main directions
- A map key can help you read a map
- Earth has seven continents and five oceans

Essential Questions:

- What is a map and how is it used?
- What is a globe and how is it used?
- What is a symbol?
- Why do maps have map keys?
- What are the four main directions?
- How do you know what direction is North on a map?
- How many continents are there? What are they?
- How many oceans are there? What are they?
- How does a grid help you find places on a map?
- How can you use a map scale to measure distance on a map?
- How can you use a compass rose to describe position and movement on a map?
- How do you decide what information is important to show on a map of your state?

Acquisition of Knowledge & Skills

Students will know:

- The four main directions
- The difference between cultural and natural features
- Why there are different colors and symbols on maps and what they mean
- How to read a grid
- The seven continents
- The five oceans
- The compass rose
- What is a map legend

Key Terms: map, globe, symbol, map key, compass rose, grid, cultural features, natural features, scale/not to scale, bird's eye view, eye-level view, and map view

Students will be able to:

- Use a map key to read a map
- Identify different views of a map
- Locate places on a map using a map grid and the four main directions
- Differentiate between natural and cultural features
- Locate and identify the seven continents and five oceans on a map
- describe the purpose of a map grid
- use a grid to locate places on a map
- explain the purpose of a map scale
- identify the two kinds of measurement used on a map scale
- use a map scale to measure distances between places
- use a compass rose to describe position and movement on a map
- locate and name Earth's continents and oceans
- research political, physical, and cultural features of their state that are important for tourism
- create a map legend with symbols for each feature
- mark the features on an outline map using a grid
- identify locations on a map using latitude and longitude
- compare and contrast the characteristics of places to determine the likelihood of an event
- consider how the characteristics of a place influence our activities

- use a resource map to locate natural resources
- identify products made from various natural resources
- examine a map of the neighborhood around their school and analyze why that site was selected for the school
- analyze the spatial arrangements of the locations of their homes, school, and community services on a community map
- determine reasons for site selections for neighborhood public services

Stage 2: Acceptable Evidence

Transfer Task

Mapping Your state- <http://nationalgeographic.org/activity/mapping-your-state/>

Or

Analyze a Community Map- <http://nationalgeographic.org/activity/analyze-community-map/>

Stage 3: Activities

- Use Nystrom materials (wipe off maps, globes, atlas, nystrom interactive disk for SmartBoard)
- Using a Grid with a Zoo Map- <http://nationalgeographic.org/activity/using-grid-zoo-map/>
- Measuring Distances on a Map -<http://nationalgeographic.org/activity/measuring-distances-map/>
- Latitude/Longitude - <http://nationalgeographic.org/activity/latitudelongitude-puzzle/>
- Reading a Resource Map- <http://nationalgeographic.org/activity/reading-resource-map/>
- Create a Weather Map- <http://nationalgeographic.org/activity/create-weather-map/>