

## Anoka Hennepin K-12 Curriculum Unit Plan

<b>Department:</b> Social Studies	<b>Grade Level:</b> Kindergarten
<b>Unit Title:</b> Geography: The Space Around Us	<b>Trimester:</b> 2

**Unit Summary:** Students will begin the foundational process of understanding the uses of maps and globes as a representation of a space. They will describe spaces using physical and human characteristics as well as spatial/positional language.

- Program Understandings or Big Ideas:**
- **III. People, Places, and Environments:** Students will understand that the five themes of geography (location, place, human-environment interactions, movement, and regions) are interrelated and influence history.
  - **IX. Global Connections:** Students will understand the relations among nations, cultures and global economics result in both interdependence and tensions.

### Stage 1: Desired Results

Established Goals/Standards	Acquisition ↔ Meaning Making ↔ Transfer	
<p><u><a href="#">MN Academic Standards in Social Studies:</a></u></p> <p><b>0.3.1.1.1</b> Describe spatial information depicted in simple drawings and pictures.</p> <p><i>For example: While looking at a picture, the student says, "The boy is in front of the house. The house is at the edge of the woods." Other words describing spatial information in a picture include up, down, left, right, near, far, back, in front of.</i></p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i> locate places based on the use of locational words and identifying human and physical characteristics.</p>	
	<b>Meaning Making</b>	
	<p style="text-align: center;"><b>UNDERSTANDINGS</b></p> <p><i>Student will understand that...</i></p> <p><i>What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic).</i></p>	<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering:</i></p> <p><i>For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry,</i></p>

**0.3.1.1.2** Describe a map and a globe as a representation of a space.

**0.3.2.3.1** Identify the physical and human characteristics of places, including real and imagined places.

**For example: Physical characteristics**—landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), soil, vegetation, weather and climate.

**Human characteristics**—structures (Great Wall of China, Eiffel Tower), bridges (Golden Gate Bridge), canals (Erie Canal), cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.

**0.4.2.4.1** Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.

**For example:** How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new

*What inferences should they make?*

**Overarching (Framework)**

1. Maps and globes are tools that represent places to help people learn about our world.
2. Physical and human characteristics are often used to describe a place.

**Topical (Unit)**

1. Maps and globes are tools that represent a space.
2. Places (real and imagined) have physical and human characteristics.
3. People use words such as *down, left, right, near, far, back, in front of* to describe places and spaces.

*meaning-making and transfer?*

**Overarching (Framework)**

1. How can I describe a space?

**Topical (Unit)**

1. How can we describe spaces around us?

**Acquisition**

**Students will know...**

*What facts and basic concepts should students know and be able to recall?*

- that a globe is a representation of the Earth.
- that a map is a representation of a space.
- vocabulary words to describe spatial information.

**Essential Vocabulary:**

- map
- globe
- up
- down
- left

**Students will be able to...**

*What discrete skills and processes should students be able to use?*

- describe what a map represents.
- describe what a globe represents.
- use words to describe a location.

*year, national holidays such as the Fourth of July or Thanksgiving.*

- right
- near
- far
- back
- in front of
- between
- next to
- above
- below
- behind
- over
- beside
- human characteristics
- physical characteristics

***Common misunderstanding(s):***

- Maps and globes describe places in the same way.
- There is no difference between human and physical characteristics.