

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Social Studies	Grade Level: Grade 2
Unit Title: Geography: Understanding Maps and the Environment	Trimester: Trimester 2, 9 hour-long sessions

Unit Summary: In this unit, students will learn and understand why the world around them is important in their lives. Through experiences with maps and globes, students will identify and locate landforms and landmarks, answer questions about places, and think about the interactions between humans and the environment. Opportunities to integrate English Language Arts are included in this unit. Summative Assessment: Students will create three postcards of landmarks and landforms. They will use maps and pictures to write about the destinations on the back, including where they are located in relationship to other places, what the climate is like, and how they are similar or different from Minnesota.

- 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.

Link to →	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>
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Stage 1: Desired Results

Established Goals/Standards	Acquisition ⇔ Meaning Making ⇔ Transfer		
<p>MN Academic Standards in Social Studies:</p> <p>2.3.1.1.1 Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps For example: spatial</p>	<table style="width: 100%; border: none;"> <tr style="background-color: #FF8C00; color: white; text-align: center; padding: 5px;"> <td style="font-weight: bold; font-size: 1.2em;">Transfer</td> </tr> <tr style="background-color: #FFF2CC; padding: 5px;"> <td style="padding: 10px;"> <p><i>Students will be able to independently use their learning to...</i> Use maps and photographs to identify landmarks and landforms, and answer questions about where those features are located, and about characteristics of that part of the country.</p> </td> </tr> </table>	Transfer	<p><i>Students will be able to independently use their learning to...</i> Use maps and photographs to identify landmarks and landforms, and answer questions about where those features are located, and about characteristics of that part of the country.</p>
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information—cities, roads, boundaries, bodies of water, regions.

2.3.1.1.2

Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.

For example: Key features—city, state, country, continents, the equator, poles, prime meridian, hemisphere, oceans, major rivers, major mountain ranges, other types of landforms in the world.

2.3.1.1.3

Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States.

For example: Physical features—the Atlantic Coast, Rocky Mountains, Mississippi River, Lake Superior. Landmarks—Statue of Liberty, Angel Island, Gateway Arch in St. Louis, Mount Rushmore, Crazy Horse Memorial.

2.3.1.1.4

Use maps, photos, or other geographic tools to answer basic questions about where people are located.

For example: Where are we?

Meaning Making

UNDERSTANDINGS

Student will understand that...

What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?

Overarching (Framework)

1. humans can impact the environment in different ways.
2. the environment can influence communities.
3. using maps, photos, or other geographic tools help people learn about our world.

Topical (Unit)

1. creating maps can help others visualize a place.
2. cardinal directions help us describe the relationship between places.
3. Humans can impact the environment in different ways.
4. using maps, photos, or other geographic tools help people learn about our world.

ESSENTIAL QUESTIONS

Students will keep considering:

For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?

Overarching (Framework)

1. How do humans impact the environment in positive and negative ways?
2. How does my environment influence how I live?
3. How do maps, photos, or geographic tools help us learn about the world?

Topical (Unit)

1. How do maps and globes help us understand our world?
2. How can I use maps to identify and locate landmarks and landforms?
3. How can I describe the relationship between places?
4. How can I visualize places from stories?
5. How and why do people interact with the environment?

Acquisition

Students will know...

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

- sketch maps illustrate spatial information
- maps and globes provide location and spatial

Students will be able to...

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

- create a sketch map to illustrate spatial information from a setting in a story (roads, bodies of water, cities)

What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places?

2.3.4.9.1

Identify causes and consequences of human impact on the environment and ways that the environment influences people.

- information such as cities, roads, boundaries, bodies of water, and regions
- key features on a map or globe
- cardinal directions.
- what a landmark is.
- what a landform is.
- the difference between landforms and landmarks.
- people make choices about where they live.
- environment and geographic features affect the way people live.
- people change the environment for a variety of reasons.
- ways people change the environment.
- changing the environment has both positive and negative consequences

Essential Vocabulary:

- landmark
- landform
- geyser
- canyon
- cardinal directions
- locate
- compass rose
- globe
- pole
- equator
- hemisphere
- continent
- environment
- climate

- describe spatial information found on a map or globe (cities, boundaries, equator, bodies of water, mountain ranges...).
- locate key features on a map (state, equator, pole, oceans, landforms).
- use cardinal directions to describe relationships between features on a map or globe.
- provide examples of landforms and landmarks.
- use maps, photos, and geographic tools to identify landforms and landmarks.
- use maps, and geographic tools to locate landforms and landmarks.
- use maps to answer questions about where people live.
- identify the causes and consequences of human impact on the environment.
- identify how the environment affects the way people live (clothing, shelter, food choices, etc).

To view all vocabulary words for grade 2 social studies, see "[Grade 2 Social Studies Vocabulary](#)" (pink document in front of binder.)

To access the "Grade 2 Social Studies Vocabulary Cards," google link here [Link to Vocabulary Cards](#)

Common misunderstanding(s):

- Maps and globes are the same thing and used for the same reason.
- The world is flat like a map
- landforms and landmarks are the same thing
- **any** human-made feature is a landmark
- **any** nature-made feature is a landform (trees, pebbles, grass...)
- all human impact on the environment is bad, or all human impact on the environment is good
- everyone lives the same regardless of their environment