

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Social Studies	Grade Level: Grade 1
Unit Title: Geography: People and Places	Trimester: Trimester 1, 11 sessions

Unit Summary: In this unit, students will examine the world around them through the eyes of a geographer. They will learn to create sketch maps that illustrate spatial information of familiar places. Students will use relative and absolute location words identify where things are, and will explain when and why it is important to use absolute location versus relative location. They will travel the world as they compare physical and human characteristics of different places. Summative assessment: Students will complete a letter to a pen pal. They will use maps and pictures to compare physical and human characteristics of both Minnesota and Australia. They will use their comparisons to explain to their pen pal how Minnesota is similar to Australia. Opportunities to integrate English Language arts are included in this unit.

- Program Understandings or Big Ideas:**
- **I. CULTURE:** Students will understand that cultural expressions (e.g., customs, ideas, and practices across time and around the world) influence interactions among peoples, regions, and nations around the world.
 - **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><u><i>MN Academic Standards in Social Studies:</i></u></p> <p><u>MN State Standards: GEOGRAPHY</u></p>	<div style="background-color: #f4a460; padding: 10px; margin-bottom: 5px;">Transfer</div> <div style="background-color: #fff9e6; padding: 10px; margin-bottom: 5px;"><i>Students will be able to independently use their learning to... identify and compare the physical and human characteristics of a local and far away place.</i></div>

1.3.1.1.1 Create sketch maps to illustrate spatial information about familiar places; describe spatial information found on maps.

For example: Spatial information - cities, roads, boundaries, bodies of water, regions. Familiar places - one's home or classroom.

1.3.1.1.2

Use relative location words and absolute location words to identify the location of a specific place; explain why or when it is important to use absolute versus relative location.

For example: Relative location words - near, far, left, right. Absolute location words - street address (important for emergencies, mail).

1.3.2.3.1 Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region).

For example: Physical characteristics- landforms (Rocky Mountains, Mount Everest), ecosystems (forest), bodies of water (Hudson Bay, Indian Ocean, Amazon River), vegetation, weather, 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,

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. maps help people to communicate and learn about our world.
2. there are different ways to communicate location.
3. physical and human characteristics are often used to describe a place.
4. culture is influenced by where we live.

Topical (Unit)

1. maps are representations of Earth
2. maps help us to see where we are, and where things are located.
3. places can be described by their relative and absolute locations.
4. various places on the earth have different physical and human characteristics.
5. culture is influenced by where we live.

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 can I use a map to learn and share about a place?
2. What are ways to communicate location?
3. What are the characteristics of a place?
4. How is culture influenced by where people live?
5. What is culture?

Topical (Unit)

1. What are things I might see on a map?
2. When do I need to use a map?
3. How can I describe where things are?
4. What are the physical and human characteristics of a place?
5. How does the geography of where people live affect their culture?

Acquisition

Students will know...

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

Students will be able to...

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

ethnicity, nationality, religious beliefs.

recall?

Sketch Maps

- sketch maps are drawings of places used to illustrate spatial information such as physical location and relationships between objects (For example: roads, cities, bodies of water)

Location

- places have specific/absolute and relative locations
- relative location words may include: near, far, left, right, next to....
- absolute location words may include: room number, street address, GPS
- the difference between relative and absolute location (their street address)
- why or when it is helpful to use absolute location

Characteristics

- **human characteristics** include: structures, bridges, cities, language, ethnicity, nationality, religious beliefs...
- **physical characteristics** include: landforms, bodies of water, weather and climate
- the difference between human characteristics and physical characteristics of places.
- identify and compare the **human characteristics** of a **local** place
- Identify and compare the **human characteristics** of a **far away** place
- Identify and compare the **physical** characteristics of a **local** place

Sketch Maps

- create a sketch map of a familiar place that includes a title and labels
- illustrate and arrange features on a sketch map of a familiar place
- describe spatial information found on maps

Location

- identify a specific place on a map
- use **relative location** words to identify the location of a specific place
- use **absolute location** words to identify the location of a specific place
- explain why or when it is important to use absolute versus relative location

Characteristics

- identify human and physical characteristics of where you live
- identify human and physical characteristics of a far away place
- compare the **physical characteristics** of where you live to a place far away
- compare the **human characteristics** of where you live to a place far away 1.3.2.3.1
- describe how the physical characteristics of a place affect the way people live

- Identify and compare the **physical** characteristics of a **far away** place

Essential Vocabulary:

- maps
- place
- absolute location
- relative location
- human characteristics
 - such as:
 - landmarks
 - language
 - holidays
 - recreation
 - dance
- physical characteristics
 - such as:
 - lake
 - ocean
 - continent
 - river
 - plain
 - mountain
 - hill
 - pond
- geography
- culture

To view all vocabulary words for grade 1 social studies, see [“Grade 1 Social Studies Vocabulary”](#) (pink document in front of binder.)

To access the “Grade 1 Social Studies Vocabulary Cards,” google link here [Link to Vocabulary Cards](#)

Common misunderstanding(s):

- a sketch map is just a drawing of a place.
- absolute location is always better to use than relative location (or vice versa)
- all places have the same physical and human characteristics
- human characteristics include only landmarks
- everybody lives the same way I do