



## AERO:SBC Basic Unit Template

Subject/Course: Local Communities

Grade Level: Grade 2

Topic/concept: Geography

Estimated Time Required: About 6 weeks

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### Desired Results:

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)

Standard 3: Students will understand the interactions and relationships between human societies and their physical environment.

3.2. b Explain the concept of location

3.2.c Use maps and graphs, tables, and diagrams to read and display geographic information.

3.2. d Locate and distinguish between landforms

3.2. e Describe the influence of landforms and geographic features on human population and cultures

3.2. f Differentiate between ways in which people from different cultures think about and adapt to the physical environment.

- 1 What are the enduring understandings that this unit is built upon?

Every place is unique

Location is not just where we are, but what's around us.

Our environment influences how we live.

- 2 What essential or unit questions will prompt curiosity and focus?

How do we know where we are?

Why do we need to know where we are?

How do we use our environment? How do we live in our environment?

- 3 In the context of this unit, what specific knowledge or skills do you want the students to acquire?

-Acquire map skills using maps, diagrams and tables

-Find locations on a map -Learn and use directions

-Understand that a map is a representation of a location from a bird's eye view.

- Identify different landforms
- Match mapping symbols to actual geographical features
- Explain where they are by using physical features around them
- Understand the difference between natural and man-made geographical features
- Compare how people live differently depending on their surrounding environment
- Develop an introductory understanding of culture
- Identify characteristics of their own culture
- Compare how people adapt from school culture to home culture

### **Evidence of Learning:**

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

Standard 3: Students will understand the interactions and relationships between human societies and their physical environment.

Given a picture of a klong (a Thai canal that runs through most Bangkok neighborhoods) in our community, students will be asked to draw a home on the klong and include at least three things in or around the home that the people living there need to have to help them with life on the klong. They will be asked to label what the things are.

On the same sheet of paper the students will be asked to include the things they have added in their picture to help them explain why some people choose to live along the klong and how the things they have drawn are useful to their lives there and/or how the klong requires them to have those things.

**2. Provide the scoring guide/rubric for the culminating task (summative assessment).**

#### **Criteria**

**1 -Attempts the standard** - Draws pictures but they do not show how they are relevant to living on a klong, or draws one picture only that connects to life on a klong. Writes a brief explanation but it is not relevant to life on the klong or it explains only one thing that connects the picture to life on the klong.

**2 -Approaches the standard** - Draws at least two things that do connect to life on the klong. The explanation contains at least one to two things that connect the pictures to life on the klong.

**3 -Meets the standard** - Draws three thing that connect to life on the klong. The explanation contains at least two to three things that connect the pictures to life on the klong.

**4 -Exceeds the standard-** The explanation contains more than three things that connect the

pictures to life on the klong.

### **Instructional Plan:**

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

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We believe that through an integrated model a purposeful progression will occur because teachers will be making adjustments according to formative feedback and teacher understanding based on the needs of the learners. Integrated throughout the approximately 6 week unit (length of unit depends upon new school year schedule) teachers and students will be:

3.2. f We will begin the unit by reading books on community to work on a class definition and illustration of community. Along with the readings there will be class discussions on what their communities look like. The students will be bringing in pictures of their own communities and/or short videos to add to the discussions. (Please see the list of possible books at the bottom of this plan.)

With partners, the students will be asked to compare and contrast what is the same and different about their communities using the charts, discussions, photos, and films to fill in a box and t-chart (this assignment will be a formative assessment)

3.2. f. Also, while the above is happening the students will be given time and asked to write daily reflections in a notebook on where they went in their communities and why. We would like them to write about, and share, what they did there, what they saw, and what they saw other people doing. The writing and sharing will also be used formatively. The teacher will be modeling by completing the same task along with the students and sharing his/her writing on a daily basis as an exemplar for discussion. Students' work will also be shared under the document camera for input and discussion.

3.2. b., 3.2.c., 3.2.d, and 3.2.e Throughout the unit the class will be using the Rand McNally online resources and the Rand McNally second grade level class lessons and materials on map skills. They will be used as an introduction to mapping skills, map vocabulary that includes landforms, key, symbols, directions etc... As learning progresses students will be taught how to draw a simple map and then will be asked to draw a map of their classroom community including the main features of the classroom that they use (formative task). There will be modeling of drawing a simple map from an actual aerial photograph that includes natural and manmade features to help with this process.

Using the document camera, and the walls of the classroom, the class will be taking “gallery walks” of photos to incorporate and support necessary vocabulary. The “gallery walks” will include photos of local klongs, mountains, valleys, rivers, streams, hills, and fields. There will be discussions and charts made about how these features fit into their communities. Many of the students live in the city so walks around the more rural type areas surrounding the school will be included to point out geographical features.

All of these tasks are meant to guide them toward successful completion of the summative assignment at the end of the unit.

Throughout the daily lessons learning targets will be posted, referred to, and discussed at the end of each day to help students focus on what they are learning, where they are headed with what is going on in the classroom, and how it might connect to other subjects and daily life.

#### Book Resources:

What is a community?: from A to Z by Bobbie Kalman (Reading level: 4.1, Interest level K-3)

Communities by Lisa Trumbauer (Reading level: 1.6, Interest level K-3)

Community Service by Rae Emmer (Reading level: 2.2, Interest level K-3)

Markets by Cassie Mayer (Reading level 1.2, Interest level K-3)

Mapping your Community by Marta Segal Block (Reading level 3.9, Interest level K-3)

Follow that map! A first look a mapping skills by Scot Ritchie (Reading level 2.1, Interest level K-3)

Home by Jeannie Baker (Interest level K-3)

I Got Community by Melrose Cooper (Reading level 4.0, Interest level 3-6)

City Green by DyAnne DiSalvo-Ryan (Reading level 3.1, Interest level 3-6)