

MAPMAKING: NEIGHBORHOODS**Social Science****Grades: K-2****PAGE 1****Acceleration Approach**

Standard has been accelerated by moving grade level K-2 up to the standard used for grade level 3/5.

K	1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM yes
					➔						

Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)

Systems

Organizing Higher Order Skills (e.g. Bloom's, Paul's Model of Reasoning)

Paul's Model of Reasoning: Multiple perspectives

Differentiation Features - Students:

- Have more variables to study
- Require multiple resources
- Develop a product
- Use advanced resources
- Design/construct a model based on principles or criteria

COMMON CURRICULUM GOAL**Social Science—Geography**

Use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective.

CONTENT STANDARDS**Social Science—Geography**

Locate places, understand, and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.

Locate major physical and human features of the earth.

MAPMAKING: NEIGHBORHOODS**Social Science****Grades: K-2****PAGE 2****Archetypal Model**

- Learn/review researching process using Graphic Organizer *Research Procedure*.
- Research an issue or problem related to a chosen topic.
- Use the Graphic Organizers *Need to Know Board* or the *K-W-L*.
- Find sources and record information on Graphic Organizer *Research Journal*.
- Synthesize to prepare presentation.
- Present to class.
- Debrief with teacher.

TASK DEMAND**Sample Task Activity**

A. Choose one of the following research projects or design one of your own:

- Research and create a physical model of a familiar area (e.g., neighborhood). Write directions in getting from one place to another so that other students could follow the directions using the model created.
- Research and make a topographical map showing physical features from a "flat map" model; label features and include a legend.

B. Present your map to the class, using technology of location, direction, distance, scale, movements, and region to describe it.

Sample Short-Term Activities

- Students will use the Graphic Organizers *K-W-L* to brainstorm ideas about a geographical issue of interest.
- In class, practice, answering questions such as the following: Why do certain areas of the world have earthquakes?
- Students read informational text and fill out Graphic Organizer *Research Procedure*.

Note: Some teaching in skills may be required if students have no previous experience in the tasks.

Questions

- What have you learned about your map-making?
- What have you learned about doing research?
- What have you learned about presenting your information?
- What questions have arisen from this study?

Implementation Time

- Four in-class sessions; work on models outside of class with assistance.

BENCHMARKS**Social Science—Geography**

3rd Grade - Understand the purpose of maps, globes, and other geographic tools.

3rd Grade - Identify major physical features and describe how they are represented on maps, globes, and other tools.

5th Grade - Examine and understand how to prepare maps, charts, and other visual representations to locate places and geographic information.

5th Grade - Define basic geography vocabulary such as concepts of location, direction, distance, scale, movement, and region using appropriate words and diagrams.

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Scoring Guide	3 Very Effective	2 Effective	1 Not Effective
How effective was the student in creating an accurate and representational model (map)?			
student's presentation in respect to using geographical technology?			
student in applying research sources to map-making process?			

Resources

- Baskin, B. H. and Harris, K. H. (1980). *Books for the gifted child*. NY. Bowkin.
- Costa, Art (ed.) (1991). *Developing minds*, Revised ed., Vol. 1-2. Alexandria, VA. ASCD.
- Novak, J. D. and Gavin, D. B. (1984). *Learning how to learn*. NY. Cambridge Press.
- Sobel, David, (1998). *Mapmaking with children: sense of place for the elementary year*. Tucson, AZ. Zephyr Press.

Internet

- GPS (Global Positioning Systems) www.colorado.edu/geography/gcraft/notes/gps/gps_f.html and www.cla.sc.edu/GEOG/rslab/gps.html
- Mapquest www.mapquest.com/
- National Geographic Map Machine <http://plasma.nationalgeographic.com/mapmachine/>
- National Geographic Maps http://www.nationalgeographic.com/maps/map_links.html
- National Geographic Maps and Geography http://www.nationalgeographic.com/education/maps_geography/index.html
- Oregon Department of Education <http://www.ode.state.or.us/cifs/socialsciences/teachers/>
- Oregon Geographic Alliance <http://www.geog.pdx.edu/oga/>
- Virtual Tourist <http://www.virtualltourist.com/>
- See Appendix Section VIII for additional Internet Social Science Resources.

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

Note to the Teacher:

Suggestions for managing a long-term project for TAG student(s) in a primary classroom include:

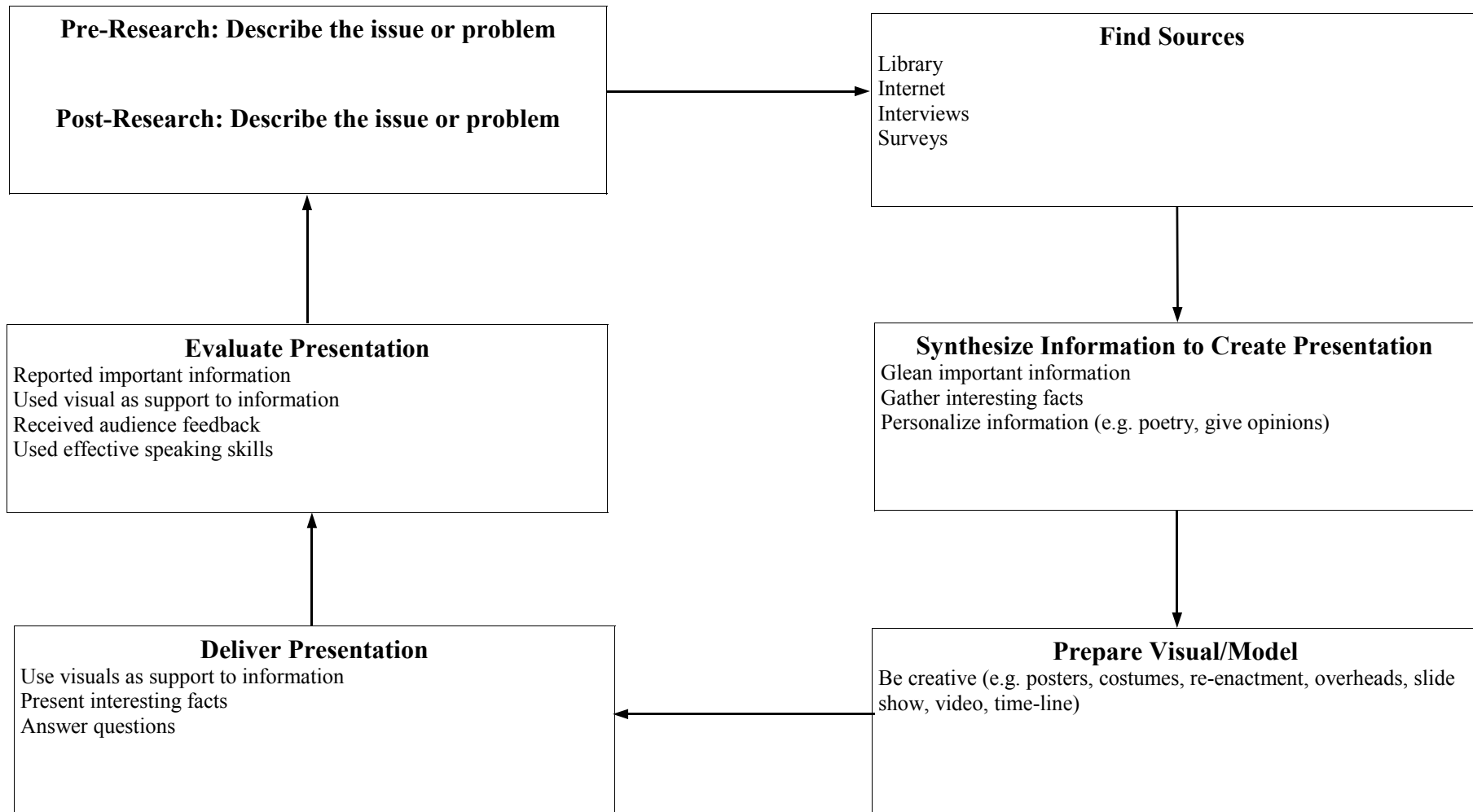
- Depending on student's reading ability, he/she may be paired with education assistant, parent volunteers or older "study buddy" from a higher grade.
- While classmates are working on classroom lesson, have the TAG student work on research project related to the same standard. For example, the TAG students could work on physical features of North America or another country while the class does work on physical features of the neighborhood. The TAG student is expected to complete the piece of the research project in lieu of regular the classroom lesson on that standard.
- Allow the student time to practice the presentation and present to the class.

GRAPHIC ORGANIZER
RESEARCH PROCEDURES

Grades: K-2

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Name _____ Date _____



**GRAPHIC ORGANIZER
NEED TO KNOW BOARD**

Grades: K-2

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Name _____ Date _____

What do we know?	What do we need to know?	How can we find out?

GRAPHIC ORGANIZER
K-W-L WORKSHEET

Name _____ Date _____

What Students Know	What students Want (or need) to know	How will students Learn what they need to know?

GRAPHIC ORGANIZER
RESEARCH JOURNAL

Grades: K-2

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Name _____ Date _____

Title of book _____ Author of the book _____

IMPORTANT FACTS	IMPORTANT IDEAS	HOW WILL I USE THE INFORMATION I LEARNED IN MY PROJECT?
1.		
2.		
3.		
4.		
5.		

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Social Science

Grades: K-2

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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input checked="" type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input checked="" type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input checked="" type="checkbox"/> Pursuit of Advanced Level Research <input checked="" type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in Soc Science <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Soc Science <input checked="" type="checkbox"/> Challenging Soc Science Resources <input checked="" type="checkbox"/> Creative Problem Solving Strategies in Soc Science <input checked="" type="checkbox"/> Soc Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Soc Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Social Studies <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> * Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts. </div>	<input checked="" type="checkbox"/> Personal Management <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p style="text-align: center;">English/LA:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p style="text-align: center;">Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>			