

## *Introduction*

This is the second unit of first grade, Geography: Changes in the Way We Live. This unit is based on the required MSDE Content Standards related to geography. MCPS has broken down the standards into Content Focus Statements organized by Lesson Sequence (LS). Content Focus Statements aid in writing mastery objectives for individual classes. However, before jumping into the minutiae, start with the big picture.

**Begin by reading the *Enduring Understandings* and *Essential Questions*.** Those two items encapsulate the whole idea or **WHY** of the unit. Why, as in “Why study this?” As you read through the outline, you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understandings. Next, review the **WHAT** (page v); this lists the MSDE Content Standards for this unit. These standards represent what MSDE wants students to be able to know and do. The MSDE standards specific to each lesson are restated at the beginning of each session. The rest of the outline, and what you do in the classroom, is the **HOW**.

## *Why?*

### **Enduring Understandings**

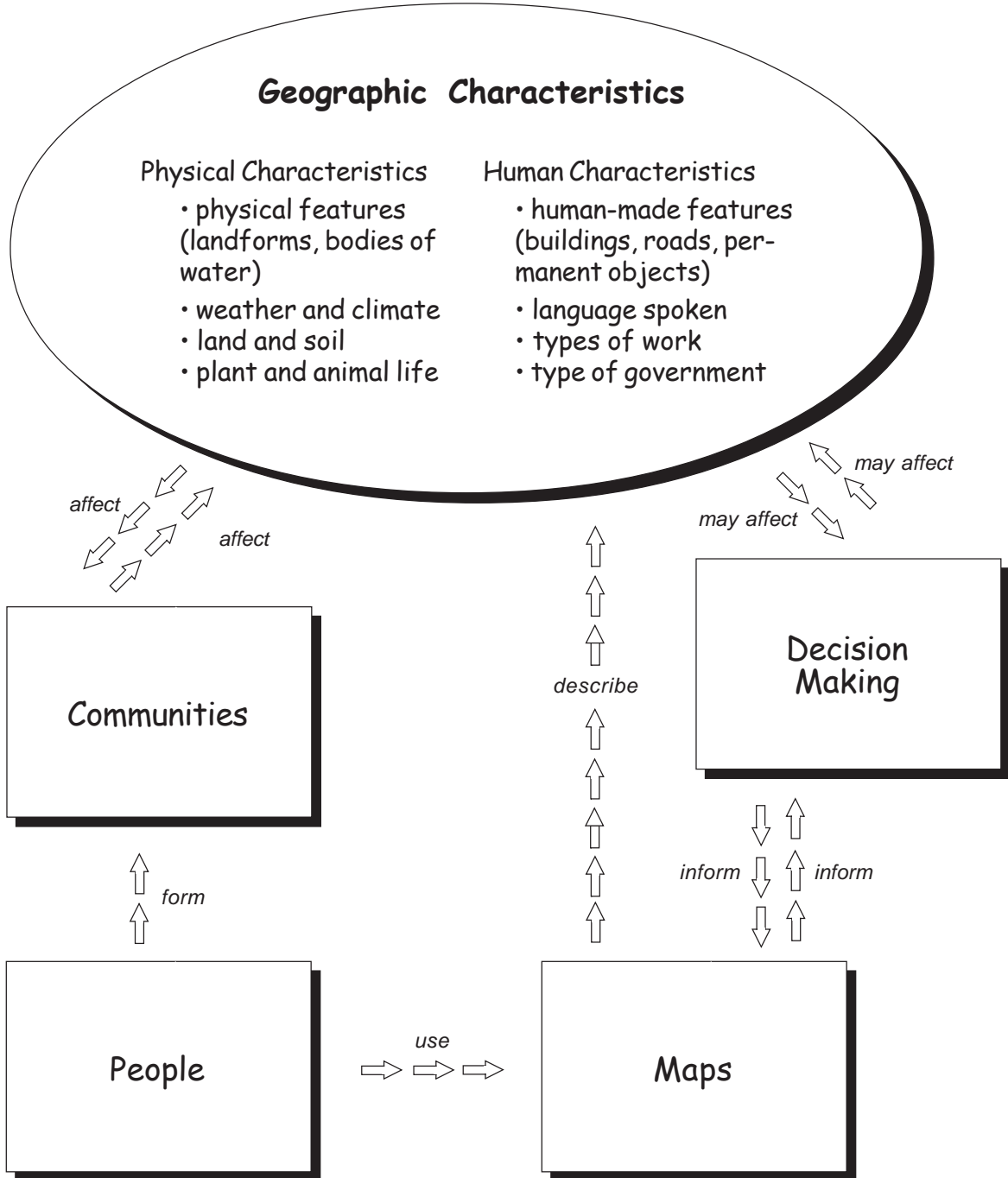
- The geographic characteristics of an environment define a region and influence the culture of the people who live there.
- Knowing the geographic characteristics within a region helps people to satisfy their wants, to move about more easily, to make wise decisions about the environment, and to relate more meaningfully to people.
- Today changes in technology, transportation, and housing help people to adapt more easily to the geography of a region.

### **Possible Essential Questions**

1. How does the geography of a region affect the people who live there?
2. How and why do people use maps and globes to represent places on Earth?
3. How do people adapt to and change their environment?

## Concept Map

FIRST GRADE – UNIT TWO • GEOGRAPHY: CHANGES IN THE WAY WE LIVE



Note: The concept map demonstrates how important social studies concepts are related to a specific unit. The teacher should use this map to ensure that students understand the interrelationships among concepts that drive this instructional unit.

## What?

The following indicators which support the **MSDE Content Standards** [Voluntary State Curriculum (VSC) 2006] are addressed in this unit. The number and letter combination in parenthesis following each indicator is the VSC reference number. [**bold** = MSDE glossary word]

### Geography

- Use geographic tools to locate and describe places on Earth. (3.A.1)
  - Locate the continents and oceans using maps and a globe. (3.A.1.a)
  - Use photographs and pictures to describe a place. (3.A.1.b)
  - Describe where places are located on a map using relative distance and direction, such as near-far, above-below, and cardinal directions (north, south, east, west). (3.A.1.e)
- Describe places in the **environment** using **geographic characteristics**. (3.B.1)
  - Identify **physical characteristics** of a place (**physical features**, climate, vegetation, and animal life). (3.B.1.a)
  - Identify **human characteristics** of a place (**human-made features...**). (3.B.1.b)
- Explain how people modify, protect, and adapt to their **environment**. (3.D.1)
  - Describe how people in a community modify their **environment** to meet changing needs for shelter, such as clearing land for a housing community. (3.D.1.a)
  - Describe why and how people protect the **environment**. (3.D.1.b)

### Peoples and Nations of the World (Culture)

- Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community. (2.A.1)
  - Describe ways in which people in their school and community meet human needs....(2.A.1.b)
- Explain how groups of people interact. (2.C.1)
  - Describe, discuss, and demonstrate appropriate social skills necessary for working in a cooperative group, such as showing concern, care, and respect among group members. (2.C.1.a)

### Social Studies Skills

- Learn to read and construct meaning about social studies. (6.A)
  - Use strategies to prepare for reading (before reading). (6.A.2)
    - Make and explain the connections made using prior knowledge and experiences with text. (6.A.2.a)
    - Make predictions or ask question about the text by examining the title, cover, illustrations, photographs, text, and familiar authors or topics. (6.A.2.b)
    - Set a purpose for reading. (6.A.2.c)
  - Use strategies to monitor understanding and derive meaning from text and portions of text (during reading). (6.A.3)
    - Recall and discuss what has been understood. (6.A.3.a)
    - Make, confirm, and adjust predictions. (6.A.3.e)
    - Periodically summarize while reading. (6.A.3.g)
    - Visualize what was read. (6.A.3.h)
  - Use strategies to demonstrate understanding of the text (after reading). (6.A.4)
    - Review/restate and explain what the text is mainly about. (6.A.4.a)
    - Identify and explain what is directly stated in the text (details, literal meaning). (6.A.4.b)
    - Retell explicit and implicit main ideas of texts. (6.A.4.h)

## *How?*

### Unit 1.2 Geography

#### Instructional Flow

##### **Pre-assessment** (1 session)

##### **LS1 Where Do We Live** (4 sessions)

Students learn to define a region (the school region) by geographic characteristics. They learn how a fictional region changes over time. Students learn:

- that human-made features are permanent structures on the Earth made by people.
- that physical characteristics include physical features, climate, vegetation, and animal life.
- that geographic characteristics, including human-made and physical features, can be used to describe places and regions.
- positional words and cardinal directions to describe relative location.
- that people use and change the environment to satisfy their needs for food, water, and shelter.

##### **LS 2 Changing and Adapting to Where We Live** (3 sessions)

Students analyze how Native American tribes in the past used resources in their immediate environment to satisfy their wants. They learn how people today impact and protect the environment. Students learn:

- the location of continents and oceans.
- that maps and globes are tools that can help us find and describe locations.
- that natural resources are used to satisfy needs for food and shelter.
- that Native American tribes adapted to the environment in which they lived by using the available geographic characteristics to meet their needs.
- that people conserve resources and protect the environment to ensure that there are enough resources for future use and enjoyment.

##### **MCPS Required Assessment: End of Unit Assessment–What I Know About Geography**