



Marietta City Schools

District Unit Planner

Grade 2

Theme	<i>Unit 2 Geography and Map Skills</i>	Unit duration (Days)	<i>8-15 Days</i>
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GA DoE Standards

Standards

SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or globe.

SS1G3 Locate major topographical features of the earth's surface.

- Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
- Locate the major oceans: Arctic, Atlantic, Pacific, Southern, and Indian Ocean.
- Identify and describe landforms: mountains, deserts, valleys, and coasts.

Information Processing Skills:

- Compare similarities and differences
- Identify and use primary and secondary sources

Map and Globe Skills:

- Use a compass rose to identify cardinal directions.
- Use intermediate directions.
- Identify and use primary and secondary sources
- Use a map to explain impact of geography on historical and current events

Themes and Enduring Understandings:

Location: The student will understand that where people live matters

Time, Change, Continuity: The student will understand that some things will change over time, while others stay the same

Essential Questions	
<p>Factual—</p> <p>Where is Marieta: continent, country, state, county? What are the characteristics of mountains, deserts, valleys and coasts? What and where are the major oceans of the United States? How do the Cardinal Directions show location on maps and globes? What information do maps and globes show us?</p> <p>Conceptual—</p> <p>How do we identify land and water on maps and globes? Where are the continents located in relation to ours? How do maps and globes inform us about continuity and change in our world?</p> <p>Debatable-</p> <p>How does where an individual lives impact his/her life? How do maps and globes show changes over time? What do maps show us about continuity over time?</p>	
Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
Illustrate Continuity Relation Location Primary and Secondary (Sources)	Continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia. Oceans: Arctic, Atlantic, Pacific,Southern, and Indian Ocean. Landforms: mountains, deserts, valleys, and coasts. Compass Rose, Cardinal and Intermediate Directions

Assessments

Summative Assessment(s):

Geography and Map Skills Anticipation Guide and Assessment

Assessment guides are designed to be given pre and post teaching and learning. Teachers can use the pre assessment to guide planning for instruction and providing differentiation to students as needed. Post teaching the assessments measure student understanding of unit content.

*Teachers can access the anticipation guides via the grade level Schoology Course.

Theme Based Writing Task and Rubric:

Contribution to class landform book: The students will work in groups to research one type of landform and create a page for the class book. Pages should include information for the landform: sentence starter and an illustration with important labels.

Teacher Resources These resources are intended to support teachers with background information and planning for instruction

[Parent Information Letter](#)-- This letter is provided for schools to share with parents to introduce the unit. It includes a section for school specific information and news. For example, if completing the Then and Now Museum activity- add a donation request.

[K-5 Map Collection](#): Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

Additional unit information may be found at the [GADOE Inspire Site](#)

The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.

[20-Day Plan: Me on the Map](#)

Objective or Content	Learning Experiences	Differentiation Considerations
SS1G3 Locate major topographical features of the earth's surface. c. Identify and describe landforms: mountains, deserts, valleys, and coasts.	Illustrate the Landform Students will learn about landforms by building them with Play Doh.	A video on the landforms is included for reinforcement as needed. Homogeneous grouping to provide opportunity for small group instruction.

SS1G3 Locate major topographical features of the earth's surface. c. Identify and describe landforms: mountains, deserts, valleys, and coasts.	Build a Book of Landforms Students will build a book of landforms by researching one landform to become an expert and present to the class in a collaborative book about landforms	Teachers may wish to provide additional examples of the landforms to support student understanding. Provide appropriate resources (books, magazines, photos, etc.) to allow students to identify others
SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or globe.	Where do I Live (Me on the Map) This is a two part lesson to support understanding of where we live (city, county, state, country (nation), continent. In part 1, students complete a graphic organizer, in part two they create a flipbook showing their learning.	Give students the organizer partially completed to lessen the amount of work. Provide various maps to use when finding their location, especially their city and county. Allow students to show understanding through speaking, writing, illustrating, reading, or listening.
SS1G3 Locate major topographical features of the earth's surface. a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia. b. Locate the major oceans: Arctic, Atlantic, Pacific, Southern, and Indian Ocean. c. Identify and describe landforms: mountains, deserts, valleys, and coasts.	Tour Around the World Students will follow a map to color code as they visit continents and oceans.	Provide each student with a labeled version of the Continents and Oceans map and a blue, brown, and green crayon. Explain that during your trip they will color in each continent you land on green or brown and each ocean that you cross blue.
Recommended High Quality Complex Texts		
<p> <i>Mapping Penny's World</i> by Loreen Leedy <i>Me on the Map</i> by Joan Sweeney <i>Follow That Map!</i> by Franklin Watts <i>My Map Book</i> by Sara Fanelli <i>Look Inside Our World</i> by Emily Bone </p> <p> Discovery Education Videos: Sid the Science Kid Shorts: Maps Teacher and the Rockbots: Continents (song- Teachers should have a map as a reference of the continents in the song for students to provide the visual) </p>		