

PROJECT OVERVIEW PART 1: *DEFINE*

Name of Project:	Mapping it out	Duration: 2 Weeks
Subject/Course:	Geography	Grade Level: First and Second
Other subject areas to be included, if any:	This project will include both first and second grade Geography standards.	

Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	We have some visitors coming to our school. They need to get from Target in Jenison to Jenison Christian. They also need a tour around the classroom. Mr. Pasma has decided that two of you are going to be in charge of getting the visitors to school and show them around.
Driving Question	<i>How would you get a visitor from Target to our school, from the door of school to our classroom, and then how would you get them around our classroom?</i>
Content and Skills Standards to be addressed:	<p><u>First Grade</u> The World in Spatial Terms <i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i> 1 – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective. 1 – G1.0.2 Give examples of places that have absolute locations (e.g., home address, school address). 1 – G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment. 1 – G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.</p> <p><u>Second Grade</u> G1 The World in Spatial Terms <i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i> 2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. 2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.</p>

	T+A	E		T+A	E
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21st Century Skills to be explicitly <i>taught and assessed</i> (T+A) or that will be <i>encouraged</i> (E) by project work, but not taught or assessed:	Collaboration: T +A		E	Other:		
	Presentation: T + A		E	*this is a beginning of the year project and will help me assess where students are in these areas and what we will work on throughout the school year.		
	Critical Thinking: T + A		E			

				Presentation Audience:	
Culminating Products and Performances	Group:	Students will work with a partner (a first grader will work with a second grader) but each partner will have a specific task in the partnership but they will work together in the presentation.	Class:		x
			School:		
			Community:		
	Individual:	The first grader will be responsible for explaining how to get around the classroom and the second grader will be responsible for explaining how to get the visitor to the school. Together they will work on getting the visitor from the door of school to our classroom.	Experts:		
			Web:		
			Other:		

PROJECT OVERVIEW PART 2: DESIGN

“Grabber” to launch inquiry & generate interest:	Mr. Pasma (our principal) will come down and ask for help from our classroom. He will present the project: “I have a special visitor coming to our school. I need your help getting them from Target to school, from school to your classroom, and then show they around your classroom. Who would like to help me?”
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Assessments	Formative Assessments (Checkpoints During Project)	Quizzes/Tests First grade: Listening skill assessment of right and left and front and back. Second grade: Demonstration of understanding of north, south, east, and west, as well as labeling a symbol and map key.	Practice Presentations	
		Journal/Learning Log	Notes	
		Preliminary Plans/Outlines/Prototypes Groups will meet with me to outline their project (preliminary plans) and I will continue to check in with them to assess their maps	Checklists Groups will have a checklist to make their maps and prepare for presenting to the class.	

		and the information they are including on their maps.			
		Rough Drafts		Concept Maps	
		Online Tests/Exams		Other:	
	Summative Assessments (End of Project)	Written Product(s), with rubric: _____		Other Product(s) or Performance(s), with rubric: _____	
		Oral Presentation, with rubric: The oral presentation to the class will not be evaluated for this project. It will be strictly an experience for the kids in presenting to their peers.		Peer Evaluation Short peer evaluations combined with the self-evaluation.	
		Multiple Choice/Short Answer Test		Self-Evaluation- combined with the peer eval.	
		Essay Test		Other:	
Debriefing Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log		Focus Group	
		Whole-Class Discussion		Fishbowl Discussion	
		Survey		Other:	
Resources Needed	On-site people, facilities:	Mr. Pasma- to present the project to the kids (grabber)			
	Equipment:	Computers, United Streaming,			
	Materials:	11x14 paper, crayons, colored pencils,			
	Community resources:				

PROJECT TEACHING AND LEARNING GUIDE

Project: Mapping it out	Course/Semester: First Semester
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Understanding of right and left (assessment and review for both 1 st and 2 nd graders)	→ Quick assessment in the computer lab using http://www.ixl.com/math/practice/pre-k-left-right
1 – G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment. First grade assessment of right and left	→ Listening activity using the key words (right, left, front, back)
Introduction and review of maps by reading: <u>Me on the Map</u> by Joan Sweeney	→ Overview of different types of maps: bedroom, neighborhood, town (city), state, country, and world (including globes) Class discussion on what point of view the maps were created.
Whole class instruction and practice with cardinal directions 2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale (second grade assessment on the terms and understanding of north, south, east, west)	→ Using the lesson plans from http://www.associatedcontent.com/article/727517/introducing_the_cardinal_directions.html Materials: tennis ball, community map of Jenison and Hudsonville
Experience making a map	→ Making a map of our classroom using http://teacher.scholastic.com/tools/class_setup/ and Tux Paint program
Going over the map rubric with both first and second grade and giving them the option of using: tux paint, scholastic site, or drawn out on paper as their choices for constructing their maps.	→ Materials: Rubric (first grade and second grade), paper, and computer access
Working with groups to explain how they will present their maps to the class	→ Materials: peer and self evaluations

PROJECT CALENDAR

Project: Map it out

Start Date: September 21

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

Introduce maps using video from united streaming

Reading Me on the Map together as a class. Talk about the different types and what information they tell us.

Practice right and left in the computer lab using <http://www.ixl.com/math/practice/pre-k-left-right>
Assess first graders with right left listening activity

Cardinal directions lesson
http://www.associatedcontent.com/article/727517/introducing_the_cardinal_directions.html

Assess second graders understanding with quiz

Experience making a classroom map on the computer using Tux Paint and http://teacher.scholastic.com/tools/class_setup/

PROJECT WEEK TWO

Visit from Mr. Pasma explaining the project

meet with first and second graders individually to see how they would like to make their map (drawing or Tux Paint)

Time to work on projects in the computer lab (students work on the computer or by a table drawing out their maps)

Time to work on projects in the computer lab (students work on the computer or by a table drawing out their maps)

Partner students up (first grader with a second grader)
Practice as a team how they will present to the class (model for students what it will look like)...Second grader will go first and explain using his/her map how to get to school. One of the teammates will talk about getting the visitor from the door of school to our classroom (using right and left) and the first grader will explain our classroom using their map.

Presentations to the class and self and peer evaluations



First Grade Rubric/check sheet – map of our classroom



Name _____

1 – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.


My Map:

___ is a view from the ceiling


Has symbols with labels showing:

___ doors 

___ windows 

___ student tables 

___ chairs 

___ classroom library 

___ Mrs. Wohlford's desk 

___ work tables  

___ book shelves 

___ Is neat so someone else can read it.

Second grade Rubric/check sheet – map from Target to Jenison Christian

Name _____

2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.

2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.

My Map has:

____ North ____ South ____ East, and ____ West correctly labeled.

Has street names labeled

____ Cottonwood

____ Baldwin

Has symbols and a map key showing:

____ streets

____ Target

____ railroad tracks

____ traffic lights

____ Georgetown library

____ Jenison Christian

____ Is neat so someone else can read it.