	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 standa	ards.			
<b>Project Idea</b> Summary of the issue, challenge, investigation, scenario, or problem:	We have some visitors coming to our school. They need to get from need a tour around the classroom. Mr. Pasma has decided that two of visitors to school and show them around.	•			
Driving Question	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?				
Content and Skills Standards to be addressed:	First Grade The World in Spatial Terms Use geographic representations to acquire, process, and report infor 1 – G1.0.1 Construct simple maps of the classroom to demonstrate aeri 1 – G1.0.2 Give examples of places that have absolute locations (e.g., f 1 – G1.0.3 Use personal directions (left, right, front, back) to describe th environment. 1 – G1.0.4 Distinguish between landmasses and bodies of water using r Second Grade G1 The World in Spatial Terms Use geographic representations to acquire, process, and report infor 2 – G1.0.1 Construct maps of the local community that contain symbols characteristics of place. 2 – G1.0.2 Use maps to describe the spatial organization of the local co location and using distance, direction, and scale.	al perspective. nome address, school address). le relative location of significant places in the school maps and globes. <i>rmation from a spatial perspective.</i> , labels, and legends denoting human and natural			
	T+A E	T+A E			

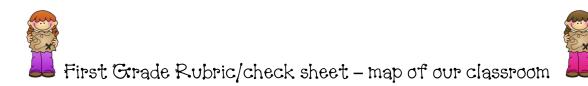
<b>21<sup>st</sup> Century Skills</b> to be explicitly <i>taught and</i> <i>assessed</i> (T+A) or that will be <i>encouraged</i> (E) by project work, but not taught or assessed:		Collaboration: T +A Presentation: T + A		]	E	Other:         *this is a beginning of the year project and will help me assess where students are in these areas and what we will work on throughout the school year.		
				]	Е			
adgin of aboutout		Critical T	itical Thinking: T + A E					
	-			·			Presentation	Audience:
Culminating	Grou	•	Students will work with a partner (a first grad partner will have a specific task in the partner			e ,	Class:	x
Products and Performances			esentation.				School:	
					Community:			
	الم ما أن	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:	
	inaiv						Web:	
							Other:	
	1	PR	OJECT OVERVIEW	ΡΑ	R 1	2: DESIGN	1	
" <b>Grabber</b> " to launch inquiry & generate interest:	visi	tor coming	r principal) will come down and ask for he to our school. I need your help getting the our classroom. Who would like to help me	em from '				
		ormative sessment heckpoints ing Project	Second grade: Demonstration of	and west		Practice Presentations		
			Journal/Learning Log			Notes		
			<b>Preliminary Plans/Outlines/Prototy</b> Groups will meet with me to outline the project (preliminary plans) and I will be to check in with them to assess their	neir continue		<b>Checklists</b> Groups will have a checklis and prepare for presenting		maps

			ormation they are including on their			
		Rough Drafts		Concept Maps		
			sts/Exams	Other:		
	Summative	Written Product(s), with rubric:		Other Product(s) or Performance(s), with rubric:		
	Assessments (End of Project)	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.		<b>Peer Evaluation</b> Short peer evaluations combined with the self- evaluation.		
		Multiple C	hoice/Short Answer Test	Self-Evaluation- combined with the peer eval.		
	Essay Te		t	Other:		
Debriefing Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log		Focus Group		
Wethous		Whole-Class Discussion		Fishbowl Discussion		
		Survey		Other:		
			1			
Resources Needed	es On-site people, fac		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 <sup>st</sup> and 2 <sup>nd</sup> graders)	<ul> <li>→ Quick assessment in the computer lab using http://www.ixl.com/math/practice/pre-k-left-right</li> </ul>		
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 by</u> Joan Sweeney	<ul> <li>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.</li> </ul>		
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)	<ul> <li>→ Using the lesson plans from <u>http://www.associatedcontent.com/article/727517/introducing_thecondent_com/article/727517/introducing_thec</u></li></ul>		
Experience making a map	<ul> <li>Making a map of our classroom using <u>http://teacher.scholastic.com/tools/class_setup/</u> and Tux Paint program</li> </ul>		
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.	<ul> <li>→ Materials: Rubric (first grade and second grade), paper, and computer access</li> </ul>		
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	Start Date: September 21			
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
		P R O J E	CT WEEK ONE			
Introduce maps using video from united streaming	Reading <u>Me on</u> <u>the Map</u> 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/		
		P R O J E	CT 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		



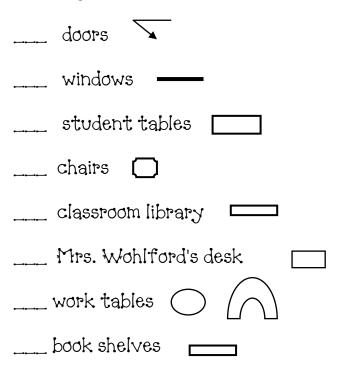
Name\_\_\_\_\_

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:



\_\_\_\_ Is neat so someone else can read it.

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

Name	•
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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.