

## SOCIAL SCIENCE COMPETENCY CURRICULUM GUIDE

**Exit Competency A: Students will demonstrate competency in understanding physical geography and the characteristics, distribution, and migration of human population on Earth including: 5: Using mental maps to organize information, people, places and environments**

Objectives:	Assessment:	Possible Resources:	Possible Strategies:
<p>By the end of 3<sup>rd</sup> grade, students will:</p> <ol style="list-style-type: none"> <li>1. Without the use of any particular reference material, sketch a map of common locations including but not limited to:               <ul style="list-style-type: none"> <li>-room with 3 identifiable features</li> <li>-school with 3 identifiable features</li> <li>-home with 3 identifiable features</li> <li>-state outline of Nevada                   <ul style="list-style-type: none"> <li>-general location of Nevada on US outline map (in west but not on coast; roughly centered)</li> </ul> </li> </ul> </li> </ol> <p>Time:</p> <p>1<sup>st</sup> See bullet -1 3 hours lesson time throughout the year</p> <p>2<sup>nd</sup> See bullets -2 &amp; 3 1 hour lesson time, ongoing, review</p> <p>3<sup>rd</sup> See bullet -3</p> <p><u>Mastery</u></p> <ul style="list-style-type: none"> <li>- 2 hours lesson time</li> <li>- Ongoing review</li> </ul>	<p><b>THESE ARE THE TOPICS UPON WHICH AMERICAN HISTORY/ AMERICAN GOVERNMENT ACHIEVEMENT LEVEL TESTS WERE BUILT.</b></p>	<ol style="list-style-type: none"> <li>1. Provided Instructional Resources:           <ul style="list-style-type: none"> <li>Globes</li> <li>Individual placement maps; wall maps; map of school</li> </ul> </li> </ol> <p>Supplementary Resources:</p> <ul style="list-style-type: none"> <li>Brief Encyclopedia Britannica videos           <ul style="list-style-type: none"> <li>Resource available at D.O. Curriculum Office</li> </ul> </li> <li>Daily Oral Geography</li> <li>Ginn - House for a Mouse</li> <li>Globes</li> <li>Map Skills, 3-4, Frank Schaefer</li> <li>Map Skills booklets, Scholastic</li> <li>National Geographic: Wonders of Learning Kit - Discovering Maps</li> <li>Stock-Vaughn Maps, Globes, Graphs, 1993</li> <li>Success with Maps, Rebecca Kalusky, level 3, Scholastic Inc., 1985</li> <li>Weekly Reader - Map Skills for Today, Grade 1           <ul style="list-style-type: none"> <li>Resource available at D.O. Curriculum Office</li> </ul> </li> </ul>	<p>See Competency A1 for possible mental maps to be used with continents and oceans.</p> <ol style="list-style-type: none"> <li>1. Instructional strategies could include:           <ul style="list-style-type: none"> <li>Class-made maps of school</li> <li>Nature walks</li> <li>Salt dough maps</li> <li>With reading buddies from another grade-level, hide something on playground for younger ones to find with a map made by older student</li> <li>Wooden puzzles</li> </ul> </li> </ol>

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<p>2. Verbally or graphically describe a route taken to and from common locations such as:                      -with in the school                      -home to school                      by listing sequentially at least three physical landmarks that could be followed to reach the destination.</p> <p>Time:                      1<sup>st</sup> See bullet -1. Several 15-30 min. lessons following tours                      2<sup>nd</sup> See bullet -2                      2-4 ½ hour lessons                      3<sup>rd</sup> Ongoing review</p> <p><u>By the end of 6<sup>th</sup> grade, students will:</u></p> <p>1. Without the use of any particular reference material, label Nevada and the following bordering states:                      -California                      -Utah                      -Idaho                      -Oregon                      -Arizona                      on a western states map with political boundaries.</p> <p>Time:                      4<sup>th</sup> Mastery by 4<sup>th</sup> grade. Initial 2 hours - ongoing, review                      5<sup>th</sup> Review                      6<sup>th</sup> Not applicable</p>	<p><b>THESE ARE THE TOPICS UPON WHICH AMERICAN HISTORY/ AMERICAN GOVERNMENT ACHIEVEMENT LEVEL TESTS WERE BUILT.</b></p> <p><b><u>By 6<sup>th</sup> grade (5<sup>th</sup> grade American History)</u></b></p> <ul style="list-style-type: none"> <li>- States and capitals (2)</li> <li>- Jamestown/Williamsburg (1)</li> <li>- New England colonies (2)</li> <li>- Middle colonies (1)</li> <li>- Southern colonies (1)</li> <li>- migration (1)</li> </ul>	<p>2. Provided Instructional Resources:                      Atlas                      Daily Oral Language                      Globe</p> <p>Supplementary Resources:                      Internet                      Maps (local)                      Map Skills, 3-4, Frank Schaefer                      Map Skills - Modern Curriculum Press                      Maps (small 8 ½ x 11) of school (from school office)                      Practice maps of other locations</p> <p>1. Provided Instructional Resources:                      Atlas (Rand McNally)                      Discovering Nevada                      text/worksheet in resource packet                      Maps - Classroom U.S.A. Maps;                      Individual laminated student maps</p> <p>Supplementary Resources:</p>	<p>2. Instructional strategies could include:                      Class-made map of school (large on overhead) How to get to...                      Draw maps with arrows and R, L., - have children follow the map of a classmate                      Easter egg hunt (student hides egg and gives directions and follows directions to find them)                      Several short tours around the school with whiteboards                      Short walks around school</p> <p>See Competency A1 for possible use of mental maps with continents and oceans.</p> <p>1. Instructional strategies could include:                      Ray Charles song listing 50 states in alphabetical order 50 Nifty United States</p>

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Objectives:	Assessment:	Possible Resources:	Possible Strategies:
<p>2. Without the use of any particular reference material, label at least 40 of the 50 states on a US map with political boundaries.</p> <p>Time:  <u>5<sup>th</sup></u>    Mastery. Minimum 8 weeks, 15-30 minutes per day.  <u>6<sup>th</sup></u>    Not applicable</p>	<p><b>THESE ARE THE TOPICS UPON WHICH AMERICAN HISTORY/ AMERICAN GOVERNMENT ACHIEVEMENT LEVEL TESTS WERE BUILT</b></p>	<p>2. Provided Instructional Resources:  Atlas  Globes  Old and out dated SS book</p> <p>Supplementary Resources:  Geo Safari  Jingo game  Maps: USA map; wipe-off maps; blank maps to practice filling as many states as possible until they reach 40 out of 50; salt dough map  Resource available at D.O. Curriculum Office  Our 50 States  U.S. Geography Journey, Linda Schwartz, The Learning Works, 1989</p> <p>3. Provided Instructional Resources:  Atlas  U. S. History book</p> <p>Supplementary Resources:  Maps: road maps; wall maps; jigsaw puzzle maps; U.S. map; student maps</p>	<p>2. Instructional strategies could include:  Ray Charles song listing 50 states in alphabetical order, 50 Nifty United States  Students could be taught mental maps for the US by identifying states locations within regions.</p> <p>3. Instructional strategies could-  Blank maps to practice drawing directional lines  Over the River and Through the Woods story</p>
<p>3. Given a state in the US, describe the cardinal or intermediate direction traveled to return to Nevada, without using any reference material.</p> <p>Time:  <u>5<sup>th</sup></u>    Mastery. In combination with time spent on A5.2  <u>6<sup>th</sup></u>    Not applicable</p>			