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Sequencing Rationale

Curriculum Design Map

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 To introduce the unit of geography, I begin with showing the students many different types of maps. My first grade students are just beginning to learn about geography and the world in which they live. These maps include world, country, state, city and even school maps. This gives the students an understanding that a map can be constructed for any location. In the first lesson, I point out the key features on the map, the compass rose and map key. Students are taught the purpose for each of these items.

 During the beginning of the unit, we introduce smaller maps to the students, maps of our school, and city. This allows the students to recognize that maps can be used to help build an understanding of the concepts of locations, directions, routes and views. The compass rose and map key is then introduced. Key words such as direction (the line or course in which something moves, faces or lies) north, south, east, and west are introduced to students. Completing smaller activities allow students to describe location using relative terms and different reference systems. Once students have mastered these concepts we move into the making of a floor plan. Students construct a floor plan of our classroom and also their home. They are required to have a compass rose and map key to identify certain items. From there we move into mapping our neighborhoods and also looking at city maps.

 The second week, I introduce the United States Map. We locate the bodies of water, the state in which we live in, surrounding states and other states that students would like to talk about. We begin with outlining the United States and counting how many different states there are within the U.S. With hands on resources the students are able to identify where North Carolina is located and they see that we are on the coast of the Atlantic Ocean. During this week I also introduce the term continent (seven large bodies of land that make up earth). I introduce North America to the students and show them which countries make up this continent that we live in.

 During week three, students are able to identify and name out city, state, and country. The globe is introduced and we complete activities and discussions on the seven continents and four major bodies of water. During this week students are also constructing a globe made out of paper mache. Once we have learned about a certain continent and ocean, it is then place on the homemade globe. Once our globes are complete, the unit is wrapped up with a unit test.