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EDTL 7100

Instructional Design

Rationale

One problem I am seeing within the classroom is that students cannot distinguish between the differences of a city, state, country and continent. When talking about different areas of the earth, these misconceptions can cause problems in the students learning. They are mistaking states for countries and countries for continents. With my curriculum design it is set up so that each area is fully covered starting with the smallest location and working its way up to the largest area.

Learning the skills to be able to read and interpret a map is something a person needs to succeed in life. Introducing these skills at an early age will allow students the time to develop them properly. Each school year map skills are reiterated and are taught in more detail. As a first grader they will receive the foundation to build on with their map skills.

When constructing the instructional design, I used the basic instructional model for my lesson plans. This unit is divided into subunits and each sub unit will take one day to complete. The basic lesson plan is designed to accommodate a one-day lesson of 45-90 minutes of instructional time (Chiarelott, 2006). The basic lesson plan provides the necessary information to teach and understand the skills the students will accomplish. The basic lesson plan includes content, objectives, procedures, assessment and materials.

Unit Outcomes

**Subunit One: Map Skills**

* Students will be able to define maps.
* Students will be able to explain the need for maps.
* Students will able to construct their own maps,

**Subunit Two: Key Features on a Map (2 Days)**

* The students will learn that picture symbols can be used to express ideas.
* The students will learn the definition of a map legend.
* The students will define what a compass rose is and the cardinal directions.

**Subunit Three: Continents**

* Students will be able to define what a continent is.
* Students will be able to name and locate each continent on a world map.

**Subunit Four: Major Bodies of Water**

* Students will be able to name and located the major bodies of water.

Pre-Assessment

When pre assessing students on maps and map skills, educators are looking to see the students entry level knowledge of the concepts and skills that will be learned. Pre assessing students is to determine which content or skills need to focus on. There are many different types of pre assessments that may be used for this unit. Included is a list of assessments that can be used:

* Boxing - On a large piece of paper, students draw a box in the center and a smaller box inside the first box. In the outside box, answer 'what do I know?', in the inside box, answer 'what do I want to learn?'.
* KWL Charts - K-what do the students already know? W-what do the students need and want to know? L-what did the students learn?
* Graffiti Wall - with colorful markers and large poster paper, have all students creatively design a Graffiti Wall of things they know about a specific topic of study. Students are then encouraged to add to the wall throughout the unit as they gain new knowledge. A colorful way to display what they know and what they have learned.

**Lesson 1**

**Map skills**

1. Content
   1. Students learn that a map is a drawing that shows what a place looks like from above. They use a map key and symbols to create a map of the classroom.
2. Objectives
   1. Students will be able to define maps.
   2. Students will be able to explain the need for maps.
   3. Students will able to construct their own maps.
3. Procedures- Time of lesson- 60 minutes

Introduction:

* 1. Discuss what a bird’s-eye view is.
  2. Ask each student to collect 5 small objects in the classroom and place them on the floor. Have them look down on the objects and draw pictures of how they look from straight overhead.
  3. Share and discuss.
  4. Ask the students to point to the objects that you name. For example: Where is the blackboard? Where is the teacher's desk? Where are the windows? Why do we need to know where things are located in the classroom? What if we close our eyes, do we still know where the windows are? Point to them.
  5. Now have the students gather in front of you on the floor. Read the story *There’s a Map on my Lap* By: Dr. Seuss.
  6. Ask questions about the cover of the book. Pause as you are reading the book and ask questions about what they see or just heard.

Lesson:

1. Students will work individually to create a map of the classroom.
2. Give each student a piece of paper.
3. Tell the students to imagine that they are flying over our classroom. If they took a photograph of what they saw below them, what would it look like?
4. Have them draw a map of the area using colored pencils or crayons.
5. Share and compare. Comments.
6. Collect and place in conference folder.

Assessment

1. Students will be assessed through teacher observation and the final produce of their map that was constructed.
2. Materials and Resources
   1. There’s a Map on My Lap By: Dr. Seuss
   2. Paper
   3. Crayons or colored pencils

**Lesson 2**

**Key Features on a Map**

I. Content

1) Students are able to define the purpose of legend.

II. Objectives

1. The students will learn that picture symbols can be used to express ideas.
2. The students will learn the definition of a map legend.

III. Procedures- Time of lesson- 30 minutes

Introduction:

1. Explain to the students that they do not always have to be able to read a word to tell what something is. Sometimes we can use signs or symbols to express an idea and never say a word. Write the word **symbol** on the board. A symbol is a drawing, line, or dot that stands for something else.
2. Use post-it-note with different drawings, to show examples of symbols.
3. Have the post-it-note symbols ready to be placed on the map. Ask one student to find the happy face and sad face symbols and place them on the map. Do the same for the quite please and a stop sign symbols.
4. Ask the students how they decided what each symbol meant. The symbols discussed so far express an action or feeling.
5. Tell the students that symbols can also be used to show where different things are located.
6. Have the school zone, airport, and hospital symbols ready for the students to use.
7. Ask the students what the symbols mean. Have the students place the symbols on the map.
8. Explain to the students that since a symbol is a drawing or sign that stands for a real place or thing, symbols can be made for nearly everything.
9. Locate your city on the map, or a city close to you.
10. Explain to the students that a map of the United States shows a very large area. Mapmakers cannot draw a picture of each city. Mapmakers use symbols.
11. Explain that a symbol is used to locate your city on the map and the students will locate other cities in another lesson.

Assessment

1. Students will be assessed through teacher and class discussion.

IV. Materials and Resources

1) Map

2) Post it notes

**Lesson 3**

**Cardinal Directions**

I. Content

1) Students are able to define compass rose and the cardinal directions.

II. Objectives

1. The students will investigate key features of maps.

III. Procedures- Time of lesson- 30 minutes

Introduction:

1. Review with the students that the globe is a model of the Earth. The globe may also be used to find (locate) places on Earth.
2. Write the words North Pole and South Pole on the board. Tell the students these are two important places on the globe that help us find other places.
3. Find the North Pole on the globe. The North Pole is the most northern place on the Earth. When a compass is pointing to the north, it is pointing toward the North Pole. North is one of four main directions. North can be defined as the direction toward the North Pole.
4. Have the students discuss where they think the South Pole may be found on the globe. (The South Pole is opposite the North Pole.)
5. What differences do the students see between the North Pole and the South Pole? (There is water, the Arctic Ocean, at the North Pole, and land, the continent of Antarctica, at the South Pole.)
6. South is another main direction. South is opposite north. When a person standing on the Earth is facing the North Pole, south is behind them.
7. East and west are the two remaining main directions. East is to the right of a person standing on the Earth facing toward the North Pole.
8. West is to the left of a person standing on the earth facing toward the North Pole.
9. Teach the students the saying “Never **E**at **S**oggy **W**orms”. This will allow the students to remember the cardinal directions.
10. Pull down the United States map.
11. Pass out a piece of paper for students to answer the following questions using the United States map and compass rose.
12. What country is north of the United States? (Canada)
13. What county is south of the United States? (Mexico)
14. What ocean is east of the United States? (Atlantic)
15. What ocean is west of the United States? (Pacific)

Assessment

1) Students will be assessed on four questions to see if they understand how to use a compass rose.

IV. Materials and Resources

1) Map

2) Globe

3) Paper and pencil

**Lesson 4**

**Continents**

I. Content

1) Students will be able to define what a continent is.

2) Students will be able to name and locate each continent on a world map.

II. Objectives

1. Students will explore physical features of continents.
2. Students will be able to identify the names of each continent
3. Students will be able to paste each continent into its proper location on a globe.

II. Procedures- Time of lesson- 50 minutes

Introduction:

1. Students will have previously constructed a paper mache globe to use during this lesson. As the students have their unfinished globe on their desk, ask students do you know which continent we are located on?

Procedures:

1. Students will pass out already copied outlines of the continents. Students should color all continents, as well as label them by name. The globe and map in the room may be used to identify the names of each continent.
2. Once all continents are colored, cut out each one.
3. As a whole group using the globe, identify each continent individually.
4. Students need to place the continent in the correct location on their paper mache globes.

Assessment

1. Students will be assessed on if the continents are place correctly.

IV. Materials and Resources

1) Outline of continents

2) Globe

3) Glue

**Lesson 5**

I. Content

1) Students are able to define and locate the major bodies of water.

II. Objectives

1) The students will explore physical features of major bodies of water.

III. Procedures- Time of lesson- 60 minutes

1. Present students with names and locations of the four oceans.
2. Have students locate the oceans on a globe or world map.
3. Divide the class into six groups. Assign each group two oceans. The ocean pairings are Atlantic-Pacific, Atlantic-Indian, Atlantic-Arctic, Pacific-Indian, Pacific-Arctic, and Indian-Arctic.
4. Tell students that each group will research and write three similarities and differences about the oceans.
5. The comparison reports should include information about the oceans' locations, climates, and coastlines.
6. Students may use the internet for research.

Assessment

1. Students will be assessed the information obtained from the research and conferencing. During student teacher conference, they will need to identify and place each ocean on a map or globe.

IV. Materials and Resources

1) Map and globes

2) Internet connection

Post-Assessment

Post assessment will give the teachers data on how well the information that was presented to the students. Assessment will allow teachers to see if student are applying the knowledge learned in class. Within this unit there are many different types of post assessments used. A list of post assessments are as followed:

* Teacher observation- Teacher will observe and document discussions taking place during learning.
* Student work- Students are creating numerous projects. The instructor will need to look at each students finished product to see if the concept taught for that day was mastered.
* Student responses- Students are asked four main question to see if they understand how to use a compass rose. According to the students answers the instructor will know which students mastered the skill of using a compass rose.
* Conferencing- Can the students correctly identify and name the major bodies of water?

**APA bibliography**

Chiarelott, L. (2006). Curriculum in Context: Designing Curriculum for Teaching and Learning in Context. Wadsworth: Belmont, CA.