

Brussels-Lux Study Tour 2022

K-12 Teacher Unit Planning Template

Name: Catherine Gomez		Unit Plan: School Year 2022-2023	
		Subject/Grade Level: K-3	
Unit Title:	Study of the EU and Maps		
Unit Narrative:	The design of this lesson is to instruct students in a self-contained special education classroom. This unit is to introduce to students recognizing a map. Identifying the purpose of a map. Recognizing different countries on a map. Recognizing different features on a map and why they are important. Design their own map to show a country of their creation, with it's own government and monetary system. As well as introduce the idea that a country exists and functions outside of their known community. Each community shares similarities and differences.		
Standards:	<ul style="list-style-type: none"> → *Social Studies Standards are not created for Extended Elements for special education. I am pairing ELA standards to support the lessons* → ELA.EE.RI.K.6 With guidance and support, distinguish between words and illustrations in an informational text. → ELA.EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text. → ELA.EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic. → ELA.EE.W.K.7 With guidance and support, participate in shared research and writing objects. → ELA.EE.RI.2.10 Actively engage in shared reading of informational text including history/SS, science, and technical texts. 		
Objectives			
<ul style="list-style-type: none"> → The student will be able to identify a map. → The student will be able to describe the purpose a map serves. → The student will be able to recognize that different countries and cultures exist outside of where they live. → The student will be able to include necessary buildings and needs of a community to function. 			
Big Ideas			
<ul style="list-style-type: none"> → What is a map? What information can you get from a map? → What does a community need to function? → How does the European Union function differently and the same as the United States? 			
Essential Questions			
<ul style="list-style-type: none"> → How can we use a map? What can we learn about a community from what we see on a map? 			
Learning Acquisition and Assessment			
Students will know... (content/concepts)		Students will be able to... (skills, performance tasks)	

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<p>→ How to recognize a map, and what it is used for.</p>	<p>→ Create a map displaying a country that functions efficiently used knowledge of the EU and the United States.</p>
<p>Formative Assessments</p> <p>→ Map feature assessment. Students can label, match or orally explain map features (ex. compass rose, water features, cities...)</p>	<p>Summative Assessments</p> <p>→ Creation of own city with it's own government, monetary system and community. (This can be done by drawing it, computer creation, or diorama.)</p>
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	<p>→ Students will be presented with different types of maps. One will be a map of the school they attend. One will be a map of the state they live in, and one will be a map of the United States, and lastly one will be a map of the world. I will prompt with questions, “What is this?” “What does a map do to help us?” “What can we learn about places by looking at a map?”</p> <p>→ For students whose academic performance is not at this point we will discuss and show a picture of something familiar and a map of the school and they should point/recognize the difference between picture and a map. Do they recognize a map of their community?</p> <p>→ We will discuss the features of a map and how it gives us information about a community, country or city. Specifically the state the students live in and the country of Belgium. We will share and read aloud a text about the country of Belgium.</p>
Day 2	<p>→ Students will identify a compass rose and different features of a map. How to recognize a water feature, a significant landmark as well as a map scale. Students will use an example to help them fill out a world map. They will include all necessary map details and features. This activity will be used again for a formative assessment.</p>
Day 3	<p>→ Students will discuss what they know about the monetary system in the United States. We then will discuss the similarities and differences to the monetary system in Belgium. They will use Venn Diagrams to discuss what is similar and different. We will use images to show the visual differences. As well as the history behind the monetary system in Belgium, as well as some of the landmarks seen on the paper money.</p>
Day 4	<p>→ Students will begin the creation of their project for the summative assessment.</p> <p>→ Students will begin creating their own countries. They are to include a water landmark (ocean, lake, or river) It is to include a hospital for a medical services, a grocery store and pharmacy, housing for its citizens, and its own unique monetary system.</p> <p>→ This is to be created on a large poster with hand drawn images, done electronically with a known program to the student, or a diorama. This is student choice, and to be discussed between the teacher and the student on the final decision for the summative assessment.</p>
Day 5	<p>→ This will be the final day to work on the summative assessment. Students will complete the project, and present the project to the teacher in a one on one conference talking about their project and how their country wGoogle Earth Link https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t,0r</p> <p>→ ill run.</p>
Resources and Materials	

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- Printed out maps of your school building, state the students live in, a map of the United States and one World Map. Google Earth may also be utilized for an interactive options.
- Introductory text about Belgium. <https://www.kids-world-travel-guide.com/belgium-facts.html>
- All about Belgium money. <https://kids.britannica.com/students/article/euro/604349>
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- Attached are the pages needed to practice and visually see map features. This will be used as a formative assessment after the first practice and introduction.

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