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Scope of Essential Learning:

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Economic Skills – Grades 2-5  

Map and Globe Skills K-5  

Page 16  

Page 17
Unit 1: How Our Government Works
Number of Days: 16
1st Marking Period

Why Is This Unit Important? (Big Idea)
This unit provides an introduction on how government works at a local, state and national level. Students will begin to understand the role that government plays in our everyday life.

Enduring Understandings
1. Government provides laws/rules to help keep us safe. Laws/rules are different for national, state, local, communities and groups.
2. Students will understand how people live in large, medium and small communities.
3. Students will understand that communities change over time.
4. Students will understand how we can be good citizens in our neighborhoods, towns, state and country.
5. Students will understand why and how we vote.

Essential Questions
1. What role does government play in our lives?
2. How is life different in large, medium and small communities?
3. Why do communities change over time?
4. How are rural, urban and suburban communities similar and different?
5. What makes a good citizen?

Acquired Knowledge
1. A community is a place where people live and work.
2. Communities have laws and people that can keep us safe.
3. We have local, state and national leaders that we vote to elect.

Acquired Skills
1. Define a community.
2. Describe how a community can change over time.
3. Compare and contrast different types of communities (rural, urban and suburban).

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessment
1. Using three-dimensional objects, build a town which exhibits what a rural, urban or suburban area looks like. Students will be able to compare and contrast similarities/differences between rural, urban and suburban areas.
2. List leaders and other community members who are important.
Summative Assessment
1. Make a poster to show the three different areas (urban, rural, suburban).
2. List some rules and laws of school, community, state and nation.
3. Performance Assessment – GRASPS (on voting)

Goal: To write a speech that will be given by your candidate during Ewing Community Days.
Role: Students will be speech writers for a political candidate’s campaign.
Audience: Fellow students will be Ewing community members listening to a speech from a political candidate.
Situation: A political candidate has hired you to be a speech writer for a speech that he/she will be giving. They will tell you what should be included in the speech and you, along with your speech writing team, will write it for him/her.
Product: The final speech will be given to the candidate to give at Ewing Community days.

Interdisciplinary Connections
1. Art- create posters of school rules and display in hallways
2. Visual Linguistic- use a character from a story and write a short paragraph explaining why or why not the character would make a good leader

Accommodations and Modifications
1. Use visuals such as flash cards to review vocabulary
2. Use visuals depicting rural, suburban and urban areas
3. Shorten text or modify text
4. Use pointer, ruler, etc. to keep the student on task (vocabulary words)
5. Underline vocabulary terms

Extensions
1. Participate in a community (neighborhood) project
2. Research a well-known personality studied in this unit

Core Content Standards

Teacher Resources
3. The Village Garage, G. Brian Karas – Picture book about a young boy and his dog that follow around a work crew (New)

**Technology Integration**

1. Research issues and views of political candidates using the internet
Unit 2: Map Skills
Number of Days: 5

Why Is This Unit Important? (Big Idea)
This unit will introduce the use of maps and a globe. It will include: the use of a compass rose, map key and grid map.

Enduring Understandings
1. A map is a depiction of a specific area
2. Maps are used for multiple purposes
3. A globe is a 3-D model of the Earth

Essential Questions
1. Why are maps important?
2. How can a compass rose help to interpret a map?

Acquired Skills
1. Review maps, globes, symbols and directions
2. Use a compass rose/intermediate directions to find a location
3. Use a grid/map to locate a specific location

Acquired Knowledge
1. A legend or key on a map tells the meaning of colors and symbols used on the map.
2. A compass rose identifies directions to travel.
3. A map grid is used to identify the location of a place on a map.

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessments
1. Reading a map
2. Labeling a compass rose

Summative Assessments
1. Use a grid map to identify a location
2. Use a compass rose to identify a direction to travel
3. Use a map key and symbols to identify features on a map

Interdisciplinary Connections
Math-Scavenger Hunt using north, south, east and west in connection with number of steps to locate hidden items.
Accommodations and Modifications
1. Label parts of area with directional words
2. Use songs, actions, and mnemonic devices to practice directions

Extensions
1. Students create their own local map including a map key
2. Students can use smaller grid squares and create more detailed grid maps

Core Content Standards
6.1.4.B.1 6.1.4.B.4 Social Studies Skills (spatial thinking)

Teacher Resources
4. On the Map by Joan Sweeney (Dragonfly Books)
5. The Armadillo from Amarillo by Lynne Cherry
6. My Map Book by Sara Finelly
7. Where Do I Live? by Neil Chesanow
8. Mapping Penny’s World by Loreen Leedy

Technology Integration
1. Google Earth: A virtual Globe for Elementary Geography (Lesson Plan)
Unit 3: Communities in the Past
Number of Days: 16

Why Is This Unit Important? (Big Idea)
In this unit, students will explore communities that existed in the past in order to understand how communities were different in the past than they are today. The communities studied will consist of Native American, English Colonies and Early American towns.

Enduring Understandings
1. The American Indians were the first inhabitants of North America
2. People traveled long distances to come to the United States

Essential Questions
1. Why do people move from one location to another?
2. How are needs and wants of people the same and different overtime?
3. What can we learn from the past?
4. How have communities changed and how may they change in the future?

Acquired Knowledge
1. Describe the life style of a Native American community
2. Explain how the settlers met the need for food and how that is different than it is today
3. Understand that they first people in North America were Native Americans
4. The Mayflower Compact is an important historical document

Acquired Skills
1. Define colony and settler
2. Past, present and future; long ago
3. Show where the settlers came from, locations of Native American settlements/settlers, and early American towns on a map
4. Understand difference between fact and fiction
5. Explain the unique cultural characteristics of the original Native Americans (types of shelter, food, clothing, traditions, celebrations)

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessments
1. Compare child’s current life to past clothing, food, homes, games, schooling and chores
2. Who Has? Game - Use key vocabulary terms and definitions to play this matching game (*See Teacher Resources below for game instructions)
Summative Assessments
1. Write description comparing colonial life to present life
2. Write a story pretending you are either a Native American or Pilgrim and describe your day

Interdisciplinary Connections
1. Myths, fables, folk tales (Pocahontas and various books listed under teacher resources – Language Arts)
2. Fact and fiction – Use vocabulary words and Big Ideas from the unit. Students take a turn writing two sentences. One sentence being a fact and the other turning the fact into a fictional sentence. Language Arts
4. Art – Pilgrims Going to Church http://gardenofpraise.com/art.htm (see lesson idea under technology integration)

Accommodations and Modifications
1. ELL-Create a sequence of events depicting the crossing of Mayflower (page 235)
2. Use visuals, such as flash cards, to review vocabulary
3. Use visuals depicting rural, suburban and urban areas
4. Shorten text
5. Use pointer, ruler, etc. to keep the student on task (vocabulary words)
6. Underline vocabulary terms

Extensions
1. Create and write a personal myth or fable
2. Reader's theatre- “The Mayflower Crossing” (pages 234-237)
3. Create a sequence of events depicting the crossing of Mayflower (page 235)

Core Content Standards
Social Studies Skills (Chronological Thinking)

Teacher Resources
2. Squanto by Arlene B. Hirschfelder
5. Houghton Mifflin, Social Studies, 2005 (pp. 212 -219, 228-233, 240-241)
7. http://www.mayflowerhistory.com/PrimarySources/MayflowerCompact.php
11.  Waters, Kate, *Samuel Eaton’s Day - A Day in the Life of a Pilgrim Boy*
12.  Waters, Kate, *Sarah Morton’s Day – A Day in the Life of a Pilgrim Girl*
13.  Waters, Kate, *Tapenum’s Day – A Wampanoag Indian Boy in Pilgrim Times*
15.  Thanksgiving on Thursday, Magic Tree House Book # 27 (Kids travel to the Plymouth Colony to discover the magic of community and attend the first Harvest Festival with Pilgrims and Native Americans)

**Technology Integration**

2.  www.gardenofpraise.com – Pilgrims Going to Church – Look at painting by George Henry Boughton (1833-1905) on an overhead. Discuss how their dress differs from our dress today. Use “magic paper” to highlight/enlarge images on overhead. Magic paper is an overhead film with paper behind it. Hold it in front of the projected image to highlight and pull towards audience to enlarge.
3.  Students will create a PowerPoint on what communities in the past looked like (culture, religion, government).
Unit 4: Map Skills (Part II)
Number of days: 10
Begins 3rd Marking Period

Why Is This Unit Important? (Big Idea)
This unit will introduce the Five Themes of Geography (Location, Place, Human-Environment Interaction, Movement and Regions). These themes will be reinforced throughout this course of study. Parts of a globe such as hemisphere, equator and poles will be reinforced along with landforms found in the United States and around the world.

Enduring Understandings
1. Weather, seasons and climate are different in the United States and throughout the world
2. There are different land regions within the United States and around the world
3. Land regions determine what natural resources are available
4. Resources are transported from one place to another

Essential Questions
1. How do physical features of the land affect people and their use of the land?
2. How do a region’s climate, seasons and natural resources affect the way that people live and work?

Acquired Skills (Review)
1. Review maps, globes, symbols and directions
2. Use a compass rose/intermediate directions to find a location
3. Use a grid/map to locate a specific location
4. Describe the climate of a place

Acquired Knowledge
1. Demonstrate knowledge of the 5 themes of geography
2. Identify the continents, oceans and landforms
3. Explain the relationships between continent, countries/nations and states
4. Students will identify different regions in the United States
5. Half of the Earth is called a hemisphere, separated by the equator
6. A legend or key on a map tells the meaning of colors and symbols used on the map
7. Directions on a map are determined by the poles; the poles are the farthest points on the map both north and south

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessments
1. On a map, identify continents, oceans, and landforms.
2. Performance Task: GRASPS

Goal: Students will demonstrate knowledge of map skills

Role: As cartographers, you will create maps of a new world recently discovered in space

Audience: Team of explorers that will be using the maps to explore the new world

Situation: NASA has employed your team of cartographers to create maps of the new world found by astronauts during a recent space mission

Product: A map that will include 2-3 large bodies of land (continents), 2-3 large bodies of water (oceans), a legend to show landforms and a compass rose

Summative Assessments
1. Use a grid map to identify a location.
2. Use a compass rose to identify a direction to travel.
3. Use a map key and symbols to identify features on a map.

Interdisciplinary Connections
1. Address an envelope and write a letter
2. Create an island using play dough to show landforms (Art)

Accommodations and Modifications
1. Use visuals, such as flash cards, to review vocabulary
2. Use visuals depicting rural, suburban and urban areas
3. Shorten text
4. Use pointer, ruler, etc. to keep the student on task (vocabulary words)
5. Underline vocabulary terms
6. Visit website www.uen.org (Utah Education Network) to practice simple grid games

Extensions
1. Students create their own map including a map key and landforms described in the text
2. Visit website www.uen.org (Utah Education Network) for advanced grid games
3. World Game Clue Cards

Core Content Standards
6.1.4.B.1 6.1.4.B.4 Social Studies Skills (spatial thinking)

Teacher Resources
Technology Integration
1. Google Earth: A Virtual Globe for Elementary Geography (lesson Plan)
Unit 5: Ways of Living  
Number of Days: 15

Why Is This Unit Important? (Big Idea)
This unit provides an introduction to the different cultures that make up our community, state and nation.

Enduring Understandings
1. We have symbols that represent ideas that are important to us locally and nationally
2. Memorials and monuments help us to remember important events and people
3. The immigrants that came to America were made up of a diverse group of people with different cultures, traditions and customs

Essential Questions
1. How did immigrants from different countries influence our culture in America?
2. Why do we have memorials?
3. How do symbols help us remember our ancestors, customs and traditions?

Acquired Skills
1. Compare different cultures, customs and traditions
2. Define a monument and memorial (Mt. Rushmore, Washington Monument, Lincoln Memorial, Liberty Bell, Statue of Liberty, etc.)
3. Identify important symbols and holidays of America (flag, eagle, White House, seals-state and presidential, Uncle Sam, etc.)

Acquired Knowledge
1. Immigrants are people who move from one country to another
2. Customs are something that people usually do at a certain time
3. Culture is the way of life of a group of people
4. Ancestor is someone in your family who lived before you were born
5. Folk tales are stories that ancestors passed down from generation to generation

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessments
1. Create a family timeline showing your families’ heritage
2. Share a family tradition with the class

Summative Assessments
1. Create a postcard depicting a landmark, memorial or monument; include important facts
2. Create a “newscast” reporting on the historical significance of the monument or landmark chosen
3. Create a diary or journal entry that combines information from family timeline and traditions

Interdisciplinary Connections
1. Art-Make a quilt square depicting the student and four family customs/traditions
2. Science-trace migratory routes of some animals on the world map (Pg 118) (making connections)
3. Music-find a country on the world map and listen to traditional music from it

Accommodations and Modifications
1. Create vocabulary cards for terms in this unit
2. Bring in pictures of grandparents to depict ancestors

Extensions
1. Conduct an interview of a relative about family history
2. Research an aspect of immigration

Core Content Standards
6.1.4.D.14  6.1.4.D.17  Social Studies Skills (Critical and Spatial Thinking)

Teacher Resources
1. http://www.eduplace.com/ss/index.jsp connects directly with the text book, supports vocabulary development and has games for practicing concepts
2. Houghton Mifflin, Social Studies, 2005 (Unit 3- Ways of Living, pgs. 112-155)
5. See Symbols of Democracy lesson in Synergy folder

Technology Integration
1. www.learner.org/jnorth - animal migration
Unit 6: Money and Me  
Number of Days: 15

Why Is This Unit Important? (Big Idea)  
This unit provides an introduction to the economic concepts of earning, saving and spending money.

Enduring Understandings  
1. Understand different ways to earn money  
2. Understand how and why to save money in a bank  
3. Understand how items are produced, priced and sold

Essential Questions  
1. What are ways people earn money?  
2. How does a bank help people with their money?  
3. What is the difference between wants vs. needs?  
4. Where do various products come from?

Acquired Skills  
1. Use and save money to purchase items

Acquired Knowledge  
1. Money is used all around the world  
2. Banks are a safe place where people put money or take it out  
3. Price is the amount of money to purchase something  
4. People do different jobs to earn money, make an income  
5. How a product gets from field to market  
6. There is a difference between wants and needs

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessments  
1. List wants and needs  
2. Create a list of possible classroom jobs to earn “class money” to spend at culmination of unit classroom store  
3. Activity 10  

Summative Assessments  
1. Participate in class store using “class money” and class-created product
Interdisciplinary Connections
1. Art/Language Arts/Math - make banks with coffee cans, connect with savings (compare saving for big items vs. saving for small items), write about their goals for saving

Accommodations and Modifications
1. Discuss concepts with teacher in place of writing
2. Use picture sorts to assist in understanding wants vs. needs

Extensions
1. Identify money from other countries
2. Design a new paper form of money

Teacher Resources
2. Houghton Mifflin, Social Studies, 2005 (Unit 4- People at work pgs. 156-204)
3. http://www.inspirededucators.com/Elementary.html - not all activities pertain to 2nd grade curriculum, see 3rd grade guide
4. Hershey’s Kisses Chocolates Presents the Adventures of Cody Cocoa Bean (Lift-the-Flap) [Board book] Editor, Hershey Foods (supports farm to field concept)

Core Content Standards
6.1.4.C.1  6.1.4.C.10  6.1.4.C.11
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<tr>
<td>Understand the difference between wants and needs</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>M</td>
</tr>
<tr>
<td>Explain how scarcity and choice influence decisions made by individuals, communities and nations</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
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<tr>
<td>Understand the role of producers and consumers</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
</tr>
<tr>
<td>Understand how supply and demand influences price and output of product</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
</tr>
<tr>
<td>Role and relationship among households, business, laborers and governments within an economic system</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
</tr>
<tr>
<td>Production, distribution and consumption of goods</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
</tr>
<tr>
<td>Role of money, savings, debt and investment in individuals’ lives</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>M</td>
</tr>
<tr>
<td>The importance of setting long-term goals when making financial decisions within a community/nation</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
</tr>
<tr>
<td>Compare and contrast how access to and the use of resources affects people across the world differently</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Illustrate how production, distribution and consumption of goods and services affect global markets</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
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<tr>
<td>Understand importance of saving</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>-</td>
</tr>
<tr>
<td>Understand how someone earns an income</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>-</td>
</tr>
<tr>
<td>The importance of setting long-term goals when making financial decisions within a family (Earn, Spend, Save)</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>M</td>
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<tr>
<td>Apply opportunity cost to determine why we make decisions on purchases</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>M</td>
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I = Introduce
R = Review
M = Master
<table>
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<tr>
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<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
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<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>A map is a drawing or other representative of all or part of the earth.</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>On maps and globes, symbols are used to stand for real things.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>I/R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>The earth is a huge sphere. We live on it. It is our home.</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>A globe is a small model of the earth and is the most accurate representation of the earth.</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Half of the earth is called a hemisphere.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>M</td>
</tr>
<tr>
<td>The earth is divided into hemispheres: the Eastern, Western, Northern and Southern.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
</tr>
<tr>
<td>The equator separates the Northern and Southern Hemispheres.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>The Prime Meridian separates the Eastern and Western Hemispheres. That imaginary line runs through Greenwich, England which is a suburb of London.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R/M</td>
</tr>
<tr>
<td>Any part of a globe can be shown on a map.</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Large bodies of land are called continents.</td>
<td>I</td>
<td>I</td>
<td>I/R</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Large bodies of water are called oceans.</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>A legend or key on a map tells the meaning of colors and symbols used on the map.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Directions on a map are determined by the poles: to go north means to go in the direction of the north pole; to go south means to go in the direction of the south pole.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>North may be shown any place on a map; north is not always the top of a map.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>The North Pole is the farthest point north on a map and the South Pole is the farthest point south on a map.</td>
<td>-</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>The scale on a map or globe makes it possible to determine distances between places.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Maps are drawn to different scales; scale ensures that all objects are made smaller in the same amount.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Maps and globes use legends or keys to tell the meaning of the symbols used on the map.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>The cardinal direction of north, south, east, and west; intermediate directions are northeast, northwest, southeast and southwest.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>All places on Earth can be located on maps and globes. Different maps provide different information about Earth.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Longitude is used to determine the time of day at places around the world. The earth is divided into 24 time zones.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Night and day are the result of the rotation of the earth.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>The Arctic and Antarctic Circles are imaginary lines that define the polar regions.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>The latitude and longitude of any place determine its exact location on a globe or map.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>All flat maps contain some distortion because they represent a round object on a flat surface. This is a map’s projection.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Different map projections provide different perspectives on the sizes and shapes of areas shown (Mercator, Fuller, Sinusoidal Equal Area, etc.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>A landform is a shape or feature of the earth’s surface.</td>
<td>-</td>
<td>-</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>M</td>
</tr>
</tbody>
</table>

I – Introduced, R – Review, M – Master

Note: Map Skills will be infused into the curriculum beginning with Grade 3 and not taught as stand alone units.