COMMUNITY PROFILES AND CONNECTIONS

A UNIT FOR GEOGRAPHY STANDARD 4
GRADES 4-5

Training led by Maggie Legates, Delaware Geographic Alliance and Justin Malin, Smyrna School District- February 2012
CREDITS

Curriculum materials, development funds, staff consultation, map development.

Member teachers of the Delaware Geographic Alliance - advice on lesson activities, materials.
TODAY’S AGENDA:

• Morning Session:
  ❖ Review DRC design principles
  ❖ “Unpack” Geography Standard 4 and the 4-5 benchmark
  ❖ Review unit performance and transfer tasks and rubrics
  ❖ Break
  ❖ Review selected activities from lessons 1
  ❖ LUNCH on your own

• Afternoon Session:
  ❖ Lessons 2, 3, and 4- selected activities
  ❖ Break
  ❖ The Performance Tasks
  ❖ Wrap Up
TODAY’S GOALS:

• Add to knowledge and appreciation of geographic principles

• Showcase good lessons and activities, instructional materials

• Share assessment tools, differentiation opportunities, extensions and adaptations.

• Collaborate, network, and grow!
DRC PRINCIPLES:

- **Plan Backward** based on a thorough understanding of the standard and benchmark
- **Become familiar with the “target” performance** or demonstration of knowledge and skill students will meet at the end of the unit
- **Internalize the level of rigor** required by examining the rubric or measurement tool
- **Become familiar with the instructional plan**, resources, references
- **Adjust learning plan to learner progress** using interim assessments, scaffolding when needed
STAGE ONE: KNOW THE STANDARD AND BENCHMARK

FROM DRC TOOLKIT: CONTENT STANDARDS, BENCHMARKS, CLARIFICATIONS DOCUMENT
GEOGRAPHY STANDARD 4:

- Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].
Students will be able to apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural and other types of regions.
WHAT ARE THE MAIN IDEAS?

• Places can have similar characteristics and form a region.
• Places have important differences that make them unique.
• Travel and transportation (movement) patterns affect life in communities.
• Personal choices have consequences for communities.
STAGE TWO: ASSESSMENT EVIDENCE

TWO TASKS
PERFORMANCE TASK: MAKE A COMMUNITY PROFILE

Step One: **Group Project**
Have students create a bulletin board or display board on the local community including photos, facts, and sources of information. This will reinforce the research and provide a constant reference to the concept of building a profile.
Step Two: Individual Project:
Tell students that a publisher is putting together a book to help people who are new to Delaware. Each community will get one page in this book.

He has asked for one picture to represent the community. Under the picture he wants to list the “Top Five Facts About Our Community.” Based on the class project, each student prepares a draft page to submit to the publisher.
Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context. The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons have been completed.
PROBLEM: Shortage

• The newspapers and radio stations are all announcing the news: Delaware Is Out of Gas! Because a big coastal storm has closed refineries on the East Coast and on the Gulf of Mexico, gas stations all over the state are running out and no more supplies are expected for at least seven days.
• Write a story telling what the effects would be on your community if cars and trucks could not be used to get around.
In your story, answer these questions:

- How would people and businesses be affected?
- What are some ways people could solve this problem?
- What are some things a town might already have that would help solve this problem?
In your story, answer these questions:

• How would people and businesses be affected?
• What are some ways people could solve this problem?
• What are some things a town might already have that would help solve this problem?
What makes for an excellent presentation?

2 – The student

• includes relevant and accurate details and information to demonstrate understanding of the effects for individuals and businesses of a loss of auto transport.

• suggests at least one way people might adjust to an alternate mode of transportation.

• identifies at least one form of infrastructure that might help a community adjust to an alternate form.
1 – The student includes relevant and accurate details and information to demonstrate understanding of the effects for individuals and businesses of a loss of auto transport. The student suggests at least one way people might adjust to an alternate mode of transportation OR the student identifies at least one form of infrastructure that might help a community adjust to an alternate form.

0 – The student includes inaccurate or irrelevant details that do not provide evidence of understanding of the needs and activities of the community or the value of connections to other regions.
WHAT DOES THE TRANSFER TASK REQUIRE OF STUDENTS?

To be successful students must know....

- Please list vocabulary, concepts, etc.

To be successful, students must be able to....

- Please list geographic and presentation skills...
HOW THE RUBRIC IS USEFUL

• Shows what content knowledge, skills, vocabulary will be essential

• Signals depth of knowledge and skill expected

• Shows how students will be expected to demonstrate their learning-presentation skills

• Acts as a form of scaffolding – can be used as a checklist
STAGE THREE: LEARNING PLAN
LESSON 1

Essential Question:
How and why are places alike and similar?
• Visualize and describe attributes of a place.
• Physical and human characteristics of the community (site and situation)
• Gathering data on site characteristics and connections
• Photo analysis
LESSON 2- PREPARING A COMMUNITY PROFILE

• Essential Question
  How and why are places similar or different?
• Scaffolded student reading

**Handout 2.1** includes:

• Teacher guidance on defining “community” for study

• Model of a Community Profile “Little Italy”

• Format for student profile
LESSON 3: PERSONAL CHOICES AFFECT OUR COMMUNITY

**Essential Questions**

- How do people here travel within the community?
- How and why do they normally travel to other distant places, and how do people transport goods into and out of the community?
- What are the consequences of the transportation choices people make?
• Gather data - informal survey and extended travel journal
• Organize data - graphs
• Analyze data
• Reading for information
• Analyzing mapped patterns
• Plan a better transportation pattern
LESSON 4

Essential Question

• What are the consequences of the transportation choices people make?
- Graphic Reading- Spotting problems and solutions
- Planning improvements on a map of a community
- Mapping travel to play and work using GIS Maps
- Evaluating maps- Which communities are “well-connected”?
- Reading tables to identify connections- Port of Wilmington
DOES THE INSTRUCTION PREPARE STUDENTS FOR THE PERFORMANCE TASK?

- Key vocabulary
- Required geographic knowledge
- Practice with required geographic skills and transfer
- Scaffolding for attacking a complex task
- Choices of modes of expression (written answers, oral answers, sketch maps and drawings)
HOW SHOULD THE TEACHER PREPARE STUDENTS FOR THE PERFORMANCE?

• Provide access to appropriate information sources (vetted websites, selected reference books, atlas maps)
• Provide checklists
• “Chunk” or break down the task into stages
• Provide a model of the desired product from another town or area.
• Review and discuss criteria
PLEASE HELP US IMPROVE AND REFINE

• Report confusing directions, typos, broken links
• Collect student work, gather data on responses
• Contribute your resources, ideas for extension, strategies for differentiation
• Collaborate with other teachers