

CONTENT STANDARD 12: HUMAN AND ENVIRONMENT INTERACTION

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

Performance Standard 1: Explain the characteristics and purposes of maps, globes and other geographical tools and technologies.

GRADE 1

Grade Level Statement

The grade one students will:

- explain the purpose and characteristics of maps and globes

Learning activities to accomplish this objective

- students will describe maps as pictures of the earth
- students will describe maps as showing land and water

GRADE 2

Grade Level Statement

The grade two students will:

- explain the purpose and characteristics of maps and globes

Learning activities to accomplish this objective

- students will describe maps as pictures of the earth
- students will describe maps as showing land and water
- students will describe maps and globes as showing countries and rivers

GRADE 3

Grade Level Statement

The grade three students will:

- explain the purpose and characteristics of maps and globes

Learning activities to accomplish this objective

- students will describe maps as pictures of the earth
- students will describe maps as showing land and water
- students will describe maps and globes as showing countries and rivers
- students will describe maps and globes as having keys
- students will describe maps as having an equator

GRADE 4

Grade Level Statement

The grade four students will:

- explain the purpose and characteristics of maps and globes
- explain the purpose and characteristics of a compass

Learning activities to accomplish this objective

- students will describe maps as pictures of the earth
- students will describe maps as showing land and water
- students will describe maps and globes as showing countries and rivers
- students will describe maps and globes as having keys
- students will describe maps as having an equator

Performance Standard 2: Create information from maps, globes and geographic models in graphs, diagrams and charts.

GRADE 3

Grade Level Statement

The grade three students will:

- use maps, globes and geographic information to compare the sizes of several geographic areas

Learning activities to accomplish this objective

- use maps, globes and geographic information to create a diagram comparing the sizes of Connecticut, East Haddam, Brazil, North America and South America

GRADE 4

Grade Level Statement

The grade four students will:

- use maps, globes and geographic information to compare the sizes of several geographic areas

Learning activities to accomplish this objective

- use maps, globes and geographic information to create a diagram comparing the sizes of Connecticut and the other New England States with Germany, Europe and North America

Performance Standard 3: Use maps, globes, graphs, models, computer programs and texts, as appropriate.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- use simple maps and globes

Learning activities to accomplish this objective

- use a teacher created map of the East Haddam Bridge Area
- use a globe to determine the relationship between land and water (comparative amounts)

GRADE 1

Grade Level Statement

The grade one students will:

- use simple maps and globes

Learning activities to accomplish this objective

- see Egypt study

GRADE 2

Grade Level Statement

The grade two students will:

- use maps, globes and atlases

Learning activities to accomplish this objective

- see China study

GRADE 3

Grade Level Statement

The grade three students will:

- use maps, globes and atlases

Learning activities to accomplish this objective

- see Brazil study

GRADE 4

Grade Level Statement

The grade four students will:

- use maps, globes, atlases and compasses

Learning activities to accomplish this objective

- see Connecticut study

Performance Standard 4: Explain how human and natural processes shape places.

GRADE 4

Grade Level Statement

The grade four students will:

- explain how humans shape the Connecticut River area
- explain how natural processes shape the Connecticut River

Learning activities to accomplish this objective

- read portions of anthology related to old and new rivers
- discuss how natural processes shape rivers
- view 2 maps of the Hartford/Connecticut River Area (one from 50-100 years ago and one that is contemporary) to compare the changes, both natural and caused by humans
- (create website with maps!!!)

Performance Standard 5: Explain ways in which humans use and interact with environments.

GRADE 3

Grade Level Statement

The grade three students will:

- explain how human processes and natural processes shape places

Learning activities to accomplish this objective

- respond to information about the Rain forest city of Manaus
- discuss and t-graph the natural and human processes that shaped that city
- write a paragraph giving reasons why or why not the city of Manaus should have been built

Performance Standard 6: Identify locations of various economic activities and understand how physical and human factors influence them.

GRADE 4

Grade Level Statement

The grade four students will:

- identify a selected economic activity and understand the physical and human factors that influence them

Learning activities to accomplish this objective

- research the attempted building of a state highway building in the Dinosaur State Park area in 1966 (economic activity)
- (students can get information from the Staff of Dinosaur State Park on their tour, the rest of the information from websites)
- discuss the relevant issues in building a structure (buying the land, protecting the natural environment, paying the workers, protecting discoveries such as dinosaur tracks or structural ruins of Native Peoples, etc.)
- respond to relevant issues by writing a persuasive paragraph which takes a position on the issue

Performance Standard 7: Describe how and why physical and human systems function and interact and the consequences of these interactions.

GRADE 4

Grade Level Statement

The grade four students will:

- describe how human systems (docks, boat launch areas, homes) interact with natural systems (lakes and ponds- both the water and the living creatures)

Learning activities to accomplish this objective

- (find speaker from wetlands commission or state Dept. of Environmental Protection)
- respond to information provided by the speaker by taking guided notes (using sheet with critical areas listed)
- use guided notes to create illustrated flipbook of three critical elements (water, fish, soil, aquatic plants and air) and describing the factors which affect them (spilled motor oil, litter, soap, septic tank run-off, etc)