

# Does where I live matter?

**Course Name: Social Studies**

**Time Frame (in minutes): 45 minutes**

**Unit/Theme: Does where I live matter?**

**Grade Level: 4<sup>th</sup> Grade**

CONTENT AND SKILLS
<b>Learning Objectives:</b> <ul style="list-style-type: none"><li>Students will be able to identify key features in New York state through map exploration.</li></ul>
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>Does where I live matter?</li></ul>
<b>Students I can statements . . .</b> <ul style="list-style-type: none"><li>I can explore a map of NYS to identify important physical features.</li></ul>
<b>How will you meet the needs of SWD and ELL/MLL students?</b> <ul style="list-style-type: none"><li>Scaffolding by having students work individually, whole or small group</li><li>Multimodal activity</li><li>Sentence frames and sentence starters</li></ul>
<b>Content Standards</b> List all standard indicators (do not need standard statement)
4.1a Physical and thematic maps can be used to explore New York State's diverse geography. <ul style="list-style-type: none"><li>Students will be able to identify and map New York State's major physical features, including mountains, plateaus, rivers, lakes, and large bodies of water, such as the Atlantic Ocean and Long Island Sound.</li></ul>
<b>NYS Computer Science and Digital Fluency Standards</b> List all standards that authentically align
<ul style="list-style-type: none"><li>4-6.IC.1 Describe computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices.</li><li>4-6.CT.2 Collect digital data related to a real-life question or need</li><li>4-6.IC.6 Identify and explain ways to improve the accessibility/usability of a computing device/software application for the diverse needs and wants of users</li></ul>
<b>NYS SEL BENCHMARKS</b>

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

- 1A.2b Identify and practice self-regulation skills and coping strategies that help them to express their emotions.
- 2B.2b Demonstrate ability to communicate across a variety of groups.

### INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students including how they will construct and practice content knowledge.

Add Standard Indicators next to activity that aligns and highlight them.

Prior knowledge: Students may have some background knowledge on different types of maps, where they live (city, state, country, etc.), and examples of physical features

- Review with students examples of physical features (lakes, rivers, oceans, mountains, etc.)
- Explain to students that today they will be going on a self-guided tour of NYS to explore some of the unique land features.
- Show students the interactive PowerPoint and model how to click on each place and then return to the map.
- Pass out the note catcher.
- Explain to students that as they navigate to each place, they will record one interesting fact that they found. 4-6.CT.2
- Circulate during student work time.
- At the end of work time, have a few students share out their interesting facts
- Closure: How has technology changed over time for us to access this information more easily? How would students have gotten this information before they had access to computers? 4-6.IC.1, 4-6.IC.6

### FUTURE READY COMPETENCIES

Check off each competency that students will interact with during this lesson.

- Collaboration
- Communication
- Critical Thinking/Problem Solving
- Creativity & Innovation

### MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. **Including Instructional Technology Tools**

- [PowerPoint](#)
- [Note catcher](#)
- Student devices