

# Geography Scope and Sequence

Curriculum Element — Commonly, by the grade level(s) given below, the student will be able to:

	N	K	1st	2nd	3rd	4th	5th	6th	Item #
I. Mapping skills	X	X	X	X	X	X	X	X	1
I.A. Introductory Concepts	X	X	X	X	X	X	X	X	2
I.A.1. recognize that the Earth is divided in the realms of land, air, and water	X								3
I.A.2. recognize that the Earth is shaped like a sphere, and is in turn represented in a miniature scale by a globe	X	X	X	X	X	X	X	X	4
I.A.2. a. The Land and Water globe	I	X							5
I.A.2. b. The Continents Globe	I	X							6
I.A.2. c. School globes		I	X						6.1
I.A.3. distinguish between the representations of land masses and the oceans on the Land and water globe	I	X							7
I.A.4. verbally identify the names of the continents	X	X	X	X	X	X	X	X	8
I.A.4.a. The Continent Globe	I	X							9
I.A.4.b. The World Puzzle Map	I	X							10

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I.A.5. explain that flat maps represent the same land and land features as a globe, but are easier to use: Globe - flattened rubber ball - World Puzzle Map	I	X							11
I.A.6. differentiate between land and water on a map	I	X							12
I.A.7. identify the world's seven major oceans on a World Puzzle Map	I	X	X						13
I.A.8. verbally identify the names of the countries of North America, South America, Europe, and the states of the United States:	X	X	X	X	X	X	X	X	13.1
I.A.8.a. The Puzzle Maps	I	X	X	X	X	X			13.3
I.A.8.b. Outline Maps		I	X	X	X	X			13.4
I.A.8.c. The Pin Maps			I	X	X	X			13.5
I.A.9. match the pieces of the Puzzle Maps of North America, South America, the US, Europe, Africa, Asia, and Oceania w/ its corresponding Control Map.	I	X	X						14
I.A.10. read the written names of the countries of North America, South America, Europe, and the states of the United States, and match the name tags with the country or state of a map:	X	X	X	X	X	X	X	X	15
I.A.10.a. The Puzzle Maps		I	X	X	X	X			16
I.A.10.b. Outline Maps			I	X	X	X			16.1

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I.A.10.c. The Pin Maps				I	X	X			16.15
I.A.11. prepare written name tags to label the countries of North America, South America, Europe, and the states of the United States when show a given country or state on a map	X	X	X	X	X	X	X	X	16.2
I.A.11.a. The Puzzle Maps		I	X	X	X	X	X		16.3
I.A.11.b. Outline maps			I	X	X	X	X		16.4
I.A.12. independently prepare one's own maps	X	X	X	X	X	X	X	X	16.5
I.A.12.a. trace a single country or state from a Puzzle Map	I	X							16.6
I.A.12.b. trace an entire continent onto a sheet of paper to make a map	I	X	X						16.7
I.A.13. match the countries of North America, South America, and Europe from the Puzzle Maps with their flags	I	X	X	X	X	X	X		17
I.B. development of spatial concepts	X	X	X	X	X	X	X	X	18
I.B. 1. make a first crude map with paper, marker, and plasticine clay	I	X							18.1
I.B.2. The Model Town or Farm: duplicate a layout from one board to another with both boards side-by-side and oriented in the same direction	I	X	X						18.2

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I.B.3. Classroom model: duplicate the layout of the furniture in the classroom on a simple scale model		I	X	X					18.3
I.B.4. The Model Town or Farm: duplicate a layout from one board to another with the two boards separated and oriented in the opposite directions		I	X	X					18.4
I.B.5. The Model Town or Farm: duplicate a layout on one board given a photograph of a layout set up on a duplicate board		I	X	X					18.5
I.B.6. The Model Town or Farm: duplicate a layout from one board to another, using map symbols to represent the buildings found on the other.		I	X	X					18.6
I.B.7. Introduction to compass directions	X	X	X	X	X	X	X	X	18.65
I.B.7.a. identify the north and south poles on the Continent Globe and distinguish between 'movement' on the globe in a northerly or southerly direction	I	X	X						18.7
I.B.7.b. identify the north, south, east, and west walls of the classroom	I	X	X						18.8
I.B.7.c. on command, can 'move' X-'steps' north, east, south, or west in the classroom	I	X							18.9
I.B.7.d. identify the directions north, east, south, and west outside on the playground	I	X	X						18.91
I.B.7.e. distinguish between northerly, southerly, easterly, and westerly 'movement' on a flat Puzzle Map	I	X	X						18.92
I.B.7.f. use a simple compass to identify the directions north, east, south, and west	I	X	X						18.93

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	N	K	1st	2nd	3rd	4th	5th	6th	Item #
I.B.7.g. using a simple compass, on command, can move X-steps north, east, south, or west outside	I	X	X						18.94
I.B.7.h. using a simple compass, can identify the directions northeast, northwest, southeast, and southwest outside		I	X	X					18.95
I.B.7.i. identify the relative position of any point on a map as being north, northeast, east, southeast, south, southwest, west, or northwest of any other given point			I	X	X				18.96
I.B.8. The Town Game	X	X	X	X	X	X	X	X	20
I.B.8.a. can place specific model buildings on a model layout of a small village in which all streets have been named, using commands that refer only to their placement on a given street: "Place the church on Elm Street"		I	X						20.1
I.B.8.b. can place specific model buildings on the model town, using commands that refer only to their placement at the intersection of two streets			I	X					20.2
I.B.8.c. can place specific model buildings on a model town, using commands that specify which corner (NE, NW, SE, SW) of a given intersection they should be placed on			I	X	X				20.3
I.C. Reading detailed wall or atlas maps	X	X	X	X	X	X	X	X	21
I.C.1. Can locate a given country on a detailed map				I	X	X	X		22
I.C.3. Can locate given lakes, rivers, river deltas, capes, bays, and other land-water features on a detailed map				I	X	X	X		23
I.C.4. Can locate mountain ranges, major river valleys, and plateaus on a detailed map that shows geographical features					I	X	X		24



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	N	K	1st	2nd	3rd	4th	5th	6th	Item #
I.E.1. Can locate the Equator and Prime Meridian on a globe or map					I	X	X		36
I.E.2. Can identify the northern and southern hemispheres					I	X	X		37
I.E.3. Can locate on a globe or map the Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle					I	X	X		38
I.E.4. Can demonstrate that parallels of latitude indicate direction north and south of the Equator					I	X	X		39
I.E.5. Can demonstrate that meridians of longitude represent direction east and west of the Prime Meridian					I	X	X		40
I.E.6. Can locate a point on a map or globe given its longitude and latitude in degrees					I	X	X		41
I.E.7. Can locate a point on a detailed chart given its longitude and latitude in degrees, minutes, and seconds							I	X	42
I.E.8. Can measure distance between two points on a globe using a Great Circle route							I	X	43
I.E.9. Can identify time zone differences on a globe using longitude							I	X	44
I.F. Using an atlas	X	X	X	X	X	X	X	X	45
I.F.1. Can identify the symbols used to represent national boundaries on a political map			I	X	X				45.1

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	N	K	1st	2nd	3rd	4th	5th	6th	Item #
I.F.2. Can distinguish among the different levels of political subdivisions shown on a map: nations, states or provinces, counties, and cities					I	X	X		46
I.F.3. Can use a pictographic map from an atlas to determine a country's major natural resources, agricultural products, and industries by region					I	X	X		47
I.F.4. Can use a pictographic map from an atlas to determine a country's annual rainfall by region					I	X	X		48
I.F.5. Can use a pictographic map from an atlas to determine what type of climate(s) exist within a given country					I	X	X		49
I.F.6. Can use a pictographic map from an atlas to determine the size of a given country's cities and the pattern of how its population is distributed					I	X	X		50
I.F.7. Can use a pictographic map from an atlas to determine the major features of a given country's terrain: elevation above sea level, mountain ranges, natural barriers to travel, logical land and water transportation routes					I	X	X		51
I.F.8. Can analyze the information given in all of these maps to suggest why the major population centers of a given country were located where they are now.						I	X	X	52
I.F.9. Can use the atlas' index or table of contents to determine which map would be appropriate for a given task							I	X	53
I.G. Map making	X	X	X	X	X	X	X	X	54
I.G. 1. Can briefly describe the history of map making: The importance of maps in trade, exploration, and warfare before 1900, and how early maps were developed						I	X	X	55
I.G. 2. Can make an accurate map of the CMS campus						I	X	X	56



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	N	K	1st	2nd	3rd	4th	5th	6th	Item #
I.G. 3. Can describe how modern cartographers prepare maps from the air and from space						I	X		57
I.G. 4. Can locate familiar points on the CMS campus from an aerial photograph						I	X		58
I.G. 5. Using a contour map	X	X	X	X	X	X	X	X	59
I.G. 5.a. Can explain the importance and everyday use of contour maps in hiking, construction, and aircraft navigation						I	X		60
I.G. 5.b. Can explain how contour maps are prepared by land surveying methods						I	X		61
I.G. 5.c. Can read a contour map to determine the elevation of any given point						I	X		62
I.G. 5.d. Can construct a three dimensional map model of a contour map out of overlapping cardboard						I	X		63
I.G. 5.e. Can use a contour map (with a compass) on a hike during a camping trip to determine his/her position and find the best route						I	X		64
II. The geographical features of the world	X	X	X	X	X	X	X	X	65
II.A. Land and Water Forms	X	X	X	X	X	X	X	X	66
II.A.1. identify the following land/water forms from a 3-dimensional model: cape, bay, island, lake, isthmus, strait, gulf, and peninsula	I	X	X						66.1

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	N	K	1st	2nd	3rd	4th	5th	6th	Item #
II.A.2. identify the following land/water forms on a map or globe: cape, bay, island, lake, isthmus, strait, gulf, and peninsula	I	X	X	X					66.2
II.B. identify the major islands of the world on a map				I	X	X	X	X	67
II.C. identify the major lakes of the world on a map				I	X	X	X	X	68
II.D. identify the major deserts of the world on a map				I	X	X	X	X	69
II.E. identify the major rivers of the world on a map				I	X	X	X	X	70
II.F. identify the major mountain ranges of the world on a map				I	X	X	X	X	71
II.G. Geological land formations	X	X	X	X	X	X	X	X	72
II.G.1. identify the following geological land formations on a 3-dimensional model: mountains, foothills, valley, plateau, canyon, mesa, river palisades, volcano, and crater lake			I	X	X	X	X	X	73
II.G.2. identify the following geological land formations on a map or globe: mountains, foothills, valley, plateau, canyon, mesa, river palisades, volcano, and crater lake			I	X	X	X	X	X	74
II.H. The Interior of the Earth	X	X	X	X	X	X	X	X	75
II.H.1. identify on a chart the interior regions of the Earth			I	X	X				75.1

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	N	K	1st	2nd	3rd	4th	5th	6th	Item #
II.H.2. describe in simple terms what scientists know or believe to be true about the interior regions of the Earth			I	X	X				75.2
II.H.3. briefly describe continental shelves					I	X			76
II.H. 4. briefly explain the concept of tectonic plates and continental drift (See also prehistory)					I	X			77
II.H.5. describe an earthquake and the damage that they can lead to.			I	X	X	X			78
II.H.6. explain in simple terms that earthquakes are the result of opposing pressure and slippage between two tectonic plates					I	X			79
II.I. Volcanoes	X	X	X	X	X	X	X	X	80
II.I.1. describe in simple terms what scientists know or believe to be true about volcanoes		I	X	X	X	X			81
II.I.2. retell in simple terms the story of the destruction of Pompei					I	X			82
II.I.3. identify the major regions of volcanic activity in the world today					I	X			83
III. Climates and Environments	X	X	X	X	X	X	X	X	84
III.A. recognize that the climate and environment that people live in strongly affects their lives		I	X	X	X	X			85

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	N	K	1st	2nd	3rd	4th	5th	6th	Item #
III.B. describe the following environmental characteristics of desert regions around the world:	X	X	X	X	X	X	X	X	86
III.B.1. climate and environment		I	X	X	X	X			87
III.B. 2. plants that are typically found in the desert		I	X	X	X	X			88
III.B.3. animals that are typically found in the desert		I	X	X	X	X			89
III.B.4. how people dress in the desert		I	X	X	X	X			90
III.B.5. shelter and housing typically found in desert regions		I	X	X	X	X			91
III.B.6. traditional modes of transportation in the desert		I	X	X	X	X			92
III.B.7. the lives of children who live in desert regions		I	X	X	X	X			93
III.C. describe the following environmental characteristics of rain forest regions around the world:	X	X	X	X	X	X	X	X	94
III.C.1. climate and environment		I	X	X	X	X			95
III.C.2. plants that are typically found in the rain forest		I	X	X	X	X			96

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III.C.3. animals that are typically found in the rain forest		I	X	X	X	X			97
III.C.4. how people dress in the rain forest		I	X	X	X	X			98
III.C.5. shelter and housing typically found in rain forests		I	X	X	X	X			99
III.C.6. traditional modes of transportation in the rain forest		I	X	X	X	X			99.1
III.C.7. the lives of children who live in rain forest regions		I	X	X	X	X			99.2
III.D. describe the following environmental characteristics of temperate regions around the world:	X	X	X	X	X	X	X	X	102
III.D.1. climate and environment		I	X	X	X	X			103
III.D.2. plants that are typically found in temperate regions		I	X	X	X	X			104
III.D.3. animals that are typically found in temperate regions		I	X	X	X	X			105
III.D.4. how people dress in the temperate regions		I	X	X	X	X			106
III.D.5. typical shelter and housing in temperate regions		I	X	X	X	X			107



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	N	K	1st	2nd	3rd	4th	5th	6th	Item #
IV.A. identify the capital cities of the nations of North America on a map		I	X	X	X	X			119
IV.B. identify the capital cities of the nations of South America on a map		I	X	X	X	X			120
IV.C. identify the capital cities of the nations of Europe on a map		I	X	X	X	X			121
IV.E. identify the nations of Asia and their capital cities on a map		I	X	X	X	X			122
V. First Impressions of the Solar System	X	X	X	X	X	X	X	X	123
V.A. explain that the Earth revolves around the sun, a concept initially developed from the CMS Birthday Ceremony	I	X	X						123.1
V.B. explain that the nine planets revolve around the sun, a concept initially developed through the ‘Dance of the Cosmos’	I	X	X						123.2
V.C. explain that many of the planets have moons, which orbit their home planet while the planet itself revolves around the sun, a concept initially developed through the ‘Dance of the Cosmos’	I	X	X						123.3
VI. Flags NOTE: The school focuses on the geography and culture of the world in a three year cycle: Years A, B & C. In year A, we study North and South America at all grade levels. During Year B, we focus on Europe, Australia, and the islands of the South Pacific. Finally in	X	X	X	X	X	X	X	X	124
VI.A. find matching pictures of the flags of different countries	I	X	X	X					124.1
VI.B. identify a flag as a symbol of a state or country	I	X	X						124.2

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VI.C. match the flags of Europe, North America, and South America with the corresponding country on the Puzzle Maps		I	X						124.3
VI.D. identify the flags of the nations of North America	I	X	X	X	X				124.4
VI.E. identify the flags of the nations of South America	I	X	X	X	X				124.5
VI.F. identify the flags of the nations of Europe	I	X	X	X	X				124.6
VII. Communities and Regions of the United States	X	X	X	X	X	X	X	X	125
VII.A. Washington, D.C.: Investigates and gathers information about Washington, D.C. from many resources, including the encyclopedia, classroom resource books, artifacts, audiovisual materials, and field trips		I	X		X	X		X	126
VII.B. Florida: Investigates and gathers information about the state we live in from many resources, including the encyclopedia, classroom resource books, artifacts, audiovisual materials, and field trips		I	X		X	X		X	127
VII.C. The Regions of the United States: Investigates and gathers information about the regions of the United States from many resources, including: the encyclopedia, classroom resource books, cooking, artifacts, A/V materials, and trips when possible.	X	X	X	X	X	X	X	X	128
VII.C.1. The states that make up each region			I	X	X	X			129
VII.C.2. The physical geography of the land in each region			I	X	X	X			130
VII.C.3. The major cities within each region			I	X	X	X			131



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VII.C.4. The major natural resources and industries			I	X	X	X			132
VII.C.5. The cultural heritage and traditions of the region			I	X	X	X			133
VII.C.6. The ethnic groups that have settled in the region			I	X	X	X			134
VIII. The Needs Of People: The basic needs that all people share in common and how people satisfy their needs around the world under different environmental conditions. These topics include:	X	X	X	X	X	X	X	X	135
VIII.A. Shelter and housing		I	X	X	X	X	X		136
VIII.B. Clothing		I	X	X	X	X	X		137
VIII.C. Transportation		I	X	X	X	X	X		138
VIII.D. Self-defense		I	X	X	X	X	X		139
VIII.E. Food		I	X	X	X	X	X		140
VIII.F. The lives of typical children		I	X	X	X	X	X		141
VIII.G. Art		I	X	X	X	X	X		142











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X.D. participates in traditional African and	(All								153.6
X.D. 1. Succos (Israel)	Octo								153.61
X.D.2. Diwali (India)	Nov								153.62
X.D.3. Kwanza & African festival (Africa)	Janu								153.63
X.D.4. Chinese New Year (China)	Febr								153.64
X.D.5. Japanese Boy's and Girl's Day (Japan)	Marc								153.65
X.D.6. Smell The Breezes (Egypt)	April								153.66
XI. The Imaginary Island Study	X	X	X	X	X	X	X	X	154
XI.A. develop the coastal features of his/her imaginary island				I	X	X	X	X	155
XI.B. develop the interior geographical features of his/her imaginary island					I	X	X	X	156
XI.C. identify the longitude and latitude of his/her imaginary island							I	X	157

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XI.D. identify the climate that would be found on his/her imaginary island							I	X	158
XI.E. identify the flora and fauna of his/her imaginary island							I	X	159
XI.F. identify the topography and drainage patterns of his/her imaginary island							I	X	160
XI.G. identify the people and their culture and history on his/her imaginary island							I	X	161