

Kolbe Academy Home School

GRADE ONE GEOGRAPHY *Map Skills B*

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Teachers' Notes: Begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most important. In most cases, Fridays have been left open. You may do a four-day week or use Friday as a "catch-up" day. While art and music should be worked in during the week, Friday is also a good day to concentrate on those subjects.

COURSE TITLE: Geography

COURSE DESCRIPTION:

Apply the geography lessons to the world around the child. Like history and science, geography does not need to be done every day and can be eliminated if the student is being challenged by the basics in other subjects.

COURSE OBJECTIVES:

- ❖ To familiarize the student with the use of maps
- ❖ To help the student to become more familiar with the world around him

SCOPE AND SEQUENCE:

1. Landforms
2. Bodies of water
3. Natural boundaries
4. Man-made boundaries
5. Boundary lines
6. The North and South Poles
7. The Equator

SKILLS TO BE DEVELOPED:

- ❖ Finding symbols on a map
- ❖ Finding places on a map
- ❖ Using a street map
- ❖ Directions
- ❖ Using an atlas
- ❖ Using a globe

COURSE TEXT: *Map Skills, Level B*

COURSE PLAN METHODOLOGY: *Map Skills Level B* is represented by the abbreviation **MAP**. Each weekly assignment is summarized in the first line of the week’s daily course plan. Geography, like Science and History, do not need to be done every day. Hence, the specific daily assignments are outlined in the following lines indicated by the **MON** and **WED** abbreviations. These days are suggested only because they alternated with days in which the science course plans are outlined.

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

◆◆◆ **FIRST QUARTER** ◆◆◆

WEEK 1	
MAP	Page 3
MON	Look over the Glossary on pages 47 – 48. As the terms come up in the book, show the student how to find them. Have the student look at the book and become familiar with it.
WED	Page 3. Read and explain the information about a map on the top of the page. Have the student point out the relationship of the objects in the picture and the map. Discuss the terms near, over, left, and right. Help him do the work if necessary.
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Notes</div>	
WEEK 2	
MAP	Page 4
MON	Review page 3. Have the student make a map of his room.
WED	Page 4. Show the student a map of your city or state. Help him understand that a map cannot be the same size as the place it shows. Is the map he made of his room as big as the bedroom? If he has ever been on a plane, remind him of how it looked when you were taking off or landing. Have him look at the picture and the map and do the work on the page.
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Notes</div>	
WEEK 3	
MAP	Page 5
MON	Using a map of the United States, show the student the boundary lines of the states. Have him compare the sizes to see that not all states are the same size. Show him a map of your state and compare the size of it to the size on the map of the U.S.
WED	Page 5. Review the work done previously. Explain the maps on p. 5. Show that the cities shown are in the state of Illinois. Relate it to where you live. Help with understanding the difference between a city and a state.