

DOING A MAP

UD: ORIENTEERING

A need to know

- The map
- Kind of maps.

- Symbols
- Scales

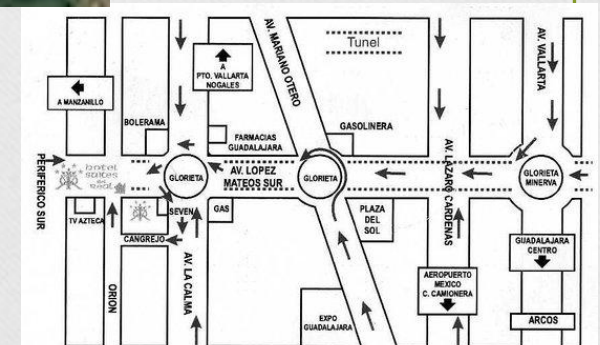
- We want to discover the possibilities to represent the reality.

CALP

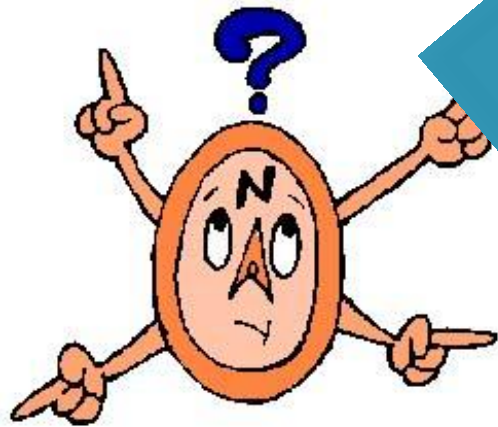
- ORIENTEERING
- CARDINAL POINTS
- NATURAL ORIENTEERING
- ARTIFICIAL ORIENTEERING
- COMPASS
- MAP
- CONTOUR LINES
- BEARING
- MAGNETIC NORTH
- SCALE
- PACING
- LEGENG
- SYMBOLS

DIFFERENT MAPS OF MY AREA

WHAT ARE YOU SEEING?



ADVANCE ORGANICER



DRIVING QUESTION

How we could make a map?

Voice and choice

REASON

- Humanity has lost a lot of basic knowlogments about orienteering and it is really difficult to read a map for a lot of teenagers.

PRODUCE

- A croquis – plane of the space close to the campus.

HOTS

ANALYZE: the different maps for the same reality: the functions

EVALUATE: what kind of map do we need? What kind of symbols do we need? What elements are you seeing?

maps elements: colors, scale, contour lines, most representative points, specific symbols (water features, clearings, trails and roads, earthen banks and rock walls, ditches, wells and pits, fences and power lines, buildings, man – made features, boulders, and other features of the terrain. The map is printed in five colors which cover the main groups: land forms, rock and boulders, water and marsh, vegetation and man-made features.

CREATE: your personal map...what reality are you feeling?

Executive Functions

- Time management: the ability to estimate how much time you have, how to allocate it, and how to stay within time limits and deadlines.

- Sustained attention: the capacity to keep paying attention to a situation or task in spite of distractibility, fatigue, or boredom.

7 . TEACHING SEQUENCE

- **FIRST SESSION:** To walk to achieve the best point view of the valley and to take pictures: To orient the reference map and to mark the specific points .
- **SECOND SESSION:** To explain scales and to measure the distance between in the campus. How long does it take? How many paces? How long is your step?
- **THIRD SESSION:** To measure the distances between these points in the map and walk between them to measure the numbers of steps and the time between them.
- **FOURTH SESSION:** TO make a plane – croquis of the valley showing us the main information, doing a route between selected specific points and explaining distances. (total / parcial)

CHECK LIST (for pupils)









What are we looking for the pupils?

- To walk to find a good point view of the valley and to take a picture.
- To draw the specific points (landyard, lighthouse, secondary school, two statue and Referent points at the top – north, top – south, top – east, top west of your map on the downloading map or reference map.
- To fill the document with the next questions: - Necessary to teach scales -
 - - Distances between these points (top north – top south; top west – top east; landyard – lighthouse; statue – main door of the campus.
 - How long does it take between them? .
 - To make a croquis with this information.

KID-FRIENDLY

RUBRIC

FOR 6-TRAITS

	1	3	5
IDEAS 	<ul style="list-style-type: none"> •Few/No Details •Doesn't know much about topic 	<ul style="list-style-type: none"> •Some details •Knows little about topic 	<ul style="list-style-type: none"> •Lots of interesting details •Expert on the topic
ORGANIZATION 	<ul style="list-style-type: none"> •Order does not make sense •Middle only 	<ul style="list-style-type: none"> •Some ideas out of order •BM – no end 	<ul style="list-style-type: none"> •Order makes sense – easy to follow •BME – all 3!
VOICE  	<ul style="list-style-type: none"> •Reader is bored 	<ul style="list-style-type: none"> •Some boring parts – some interesting parts 	<ul style="list-style-type: none"> •Reader enjoyed the entire piece of writing
WORD CHOICE 	<ul style="list-style-type: none"> •All R.I.P. words 	<ul style="list-style-type: none"> •Some R.I.P. words and some "WOW" words 	<ul style="list-style-type: none"> •Tons of "WOW" words
SENTENCE FLUENCY 	<ul style="list-style-type: none"> •Little or no sentence variety in length 	<ul style="list-style-type: none"> •Some sentence variety in length – but more needed 	<ul style="list-style-type: none"> •Different types and lengths of sentences
CONVENTIONS 	<ul style="list-style-type: none"> •Tons of mistakes 	<ul style="list-style-type: none"> •Some mistakes 	<ul style="list-style-type: none"> •Few or no mistakes



	1	3	5
WALKING ACTIVITY	It wasn't done	It was done , but not correctly: attitude,	It was done
CROQUIS - PLANE	It wasn't done or in a bad	It show us the main points with a good situation but no scales	It show us the main points, with the scale, the specific distance between them and the paces and time to translate between them