Geography, People, and the Environment

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 2**
Length: **5-6 weeks**
Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course.

Unit	MP/Trimester	Weeks
Civics, Government and Human Rights	1	5-6
History, Culture, and Perspectives	1-2	5-6
Geography, People, and the Environment	2-3	5-6
Economics, Innovation, and Technology	3	5-6

Unit Overview

During this unit, students will explore how geography and people affect the environment, with special emphasis on conservation and map skills. They will identify and study landforms, industry, and different types of maps. Students will investigate the ways we participate in conservation as a community, and the ways we can collaborate across regions. They will apply this knowledge to the study of our local and state communities.

Enduring Understandings

1. Maps tell us how people and the environment are organized. Different types of maps give us different information.

2. Humans can both protect and accommodate the environment.

3. Schools long ago, schools of today, and schools of tomorrow, all have specific characteristics

that change over time.

4. People in New Jersey can communicate with others in Trenton, Philadelphia, New York and Washington, DC by telephone, internet, train, airplane, car, bus, etc.

Essential Questions

1. How can different types of maps help us?
2. How can humans collaborate to protect the environment?
3. How has the school environment changed over time?
4. How can people in New Jersey communicate with people in major nearby cities?

New Jersey Student Learning Standards (No CCS)

SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
SOC.6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
SOC.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.

SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
SOC.6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

Amistad Integration

Use these texts to integrate the history and contributions of African-Americans and the descendants of the African Diaspora:

Flournoy, Valerie; The Patchwork Quilt; 1985

Williams, Vera B.; A Chair for My Mother; 1984

Ringgold, Faith; Aunt Harriet's Underground Railroad in the Sky; 1995

For more ideas, see https://nj.gov/education/amistad/about.htm

Holocaust/Genocide Education

Use these texts to integrate the understanding that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Krull, Kathleen; Harvesting Hope: The Story of Cesar Chavez; 2003

Bunting, Eve; A Day's Work; 1994

For more ideas, see https://nj.gov/education/holocaust/about_us/mandate.html

Interdisciplinary Connections

1. Make connections to Science - Study of Weather / climate patterns (See Standards attached)
2. Make connections to Reading: Informational text (See Standards attached)

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
1-ESS1-1.1.1	Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
1-ESS1-1.4.1	Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
1-ESS1-2.ESS1.B.1	Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

Technology Standards

TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.2.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.2.E.CS1	Plan strategies to guide inquiry
TECH.8.1.2.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
TECH.8.1.2.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.2.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.2.2.B.1	Identify how technology impacts or improves life.
TECH.8.2.2.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.2.B.CS2	The effects of technology on the environment.

21st Century Themes/Careers

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Financial Literacy Integration

Financial Literacy in this unit will be based on a Farm to Table model of commerce. See the lessons below for ideas:

https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=104&author_state=0&grade=0

Instructional Strategies & Learning Activities

Content Statements

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- Active citizens in the 21st century are aware of their relationships to people, places, and resources in the local community and beyond.

Learning Targets

Students will be able to...

- Explain how different types of maps help us
- Demonstrate basic map skills (cardinal directions, compass rose)
- Use a globe, United States map, and a weather map to find information
- Differentiate between instances that require a GPS and those that require a map.
- Examine landforms and the industry that might flourish there.
- Recognize and differentiate between different landforms: mountain, hill, valley, plain, desert, lake, river, and ocean.
- Create a list of conservation and accommodation activities that benefit the environment: compost, recycling, and school garden, rain garden, solar/wind energy, etc.
- Compare and contrast schools of long ago and schools of today.
- Predict how schools of tomorrow will be different from schools of today.
- Collaborate to list reasons why New Jersey is a suitable place to live.
- Compare and contrast transportation from long ago and today
- Explain how the people of Haddonfield can communicate with people / lawmakers in Trenton, New York, Philadelphia, and Washington, DC.

Differentiated Instruction

Possibilities may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Role-Play
- Student Data Inventories
- Game-Based Learning
- Grouping
- Learning Through Workstations
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data
- Flipped Classroom
- Debate

Formative Assessments

Formative Assessments

Formative assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessments include, but are not limited to:

- Compare and contrast a globe and a United States map
- Use a weather map to solve a story problem (Connect with science unit on weather)
- Sketch and identify 4 landforms.
- Write riddles for different landforms to have a partner solve.
- Create a transportation booklet, listing four places and the way the child will get there.
- Make a poster to remind others about ways to protect the environment
- Complete the sentence starter: New Jersey is a great place to live because_____.
- Create a brochure to tell others why New Jersey is a good place to live/move.
- Complete a Venn diagram to compare and contrast schools of long ago and today.
- Plan a trip to a region in the North or South, using different types of maps to plan along the way (geographic, weather, transportation, etc.)
- Create a T-graph to show ways of traveling long ago and today.

Summative Assessment

Summative Assessment:

- To be completed any time after teaching History, Culture, and Perspectives Unit
- See the Documents Tab on Oncourse or Assessment tab on the teacher drive for more resources, including planning sheets and review sheets

SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.

Benchmark Assessments

Alternate Assessments

Students will be able to:

- Plan a trip to a region in the United States, using different types of maps to plan along the way (geographic, weather, transportation, etc.)
- Use Special Education / ELL / 504 accommodations as needed

Resources & Technology

Equipment/Materials needed:

- TCI teacher subscription
- TCI interactive student notebook/text book

- Smartboard / projector
- United States map / Weather map of the United States
- Globe

Various videos about maps and landforms:

www.brainpopjr.com

New World Encyclopedia Online: New Jersey

http://www.newworldencyclopedia.org/entry/New_Jersey#Natural_resources

New Jersey Landform Map:

http://www.state.nj.us/dep/njgs/geodata/dgs02-7.htm

USGS: Map Adventures: Follow along on a balloon ride on the site, USGS: Map Adventures, to learn about the differences between seeing objects on the ground and seeing them from above. Learn more about map symbols.

http://erg.usgs.gov/isb/pubs/teachers-packets/mapadventures

Landform Lesson ideas:

http://adayinfirstgrade.com/2014/04/teaching-landforms-can-be-fun.html

Landform Art project:

http://thefirstgradefairytales.blogspot.com/2013/05/landforms-freebie-save-for-next-year.html

BOE Approved Texts

TCI curriculum materials: http://www.teachtci.com/

TCI Chapter 6 -What Is a Map?

TCI Chapter 7 –What Was School Like Long Ago?

TCI Chapter 9 -How Are Families Special?

TCI Chapter 13 – Where Do Families Live?

TCI Chapter 11 -How Do Family Members Care for Each Other? – Reading Further

TCI Chapter 14 -What Are Family Traditions? – Reading Further

Additional resources are found throughout other TCI chapters. For a detailed list, visit:

http://www.teachtci.com/standards-correlations.html

Closure

Possibilities include, but are not limited to:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using question stems framed around Bloom's Taxonomy. Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.

- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

Possibilities include, but are not limited to:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaires
- Google Translate

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student’s needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.

- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

Interventions

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking