

Geography, People, and the Environment

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 2**
Length: **12-14 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Civics, Government, and Human Rights	1	8
History, Culture, and Perspective	1/2	8
Geography, People, and the Environment	2/3	12-14
Economics, Innovation, and Technology	3	8

Unit Overview

During this unit, students will learn about the regions of the United States. They will analyze the geographic features of each region and distinguish between the regions in order to describe what makes them unique. The students will locate the individual states, landforms, important landmarks, etc. on a map of the United States. They will also learn a brief history of each region including who settled there, when, and why. Finally, the students will learn each state and its capital.

Enduring Understandings

1. The United States is comprised of different regions.
2. Each region is unique in its climate, landforms, vegetation, and industries.
3. Throughout history the regions of the United States have been settled for different reasons by a number of diverse groups of people.

Essential Questions

1. How have landforms, climate, and weather, and availability of resources impacted where and how people live and work in different regions of the United States?
2. How have human interaction and settlement patterns impacted the environment among the United States' regions?
3. How can spatial thinking and geographic tools be used to describe and analyze the spatial patterns and organization of people, places, and environment in the different regions of the US?

New Jersey Student Learning Standards (No CCS)

6.1 U.S. History: America in the World

Standard Statement: 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.

Amistad Integration

Remove/replace the text in this section - this is for your reference (link -- <https://nj.gov/education/amistad/about.htm>)

Purpose:

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

Goals:

- 1) To infuse the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete and inclusive history.
- 2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.

3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

Holocaust/Genocide Education

Remove/replace the text in this section - this is for your reference (link -- https://nj.gov/education/holocaust/about_us/mandate.html)

RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand 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.

Interdisciplinary Connections

LA.RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LA.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

LA.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Technology Standards

TECH.8.1.5.A.CS1 - Understand and use technology systems

TECH.8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

TECH.8.1.5.A.CS2 - Select and use applications effectively and productively.

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.

Financial Literacy Integration

Remove/replace the text in this section - this is for your reference -- (link to helpful resources: <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf>)

An Act concerning public school instruction on financial literacy and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

Be It Enacted by the Senate and General Assembly of the State of New Jersey:

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and]¹middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

Instructional Strategies & Learning Activities

- Establish prior knowledge
- Present new material in small steps
- Think Aloud/ modeling
- Guided Practice
- State the objective

- Use graphic organizers/ anchor charts
- Concept sorting
- Check for understanding
- Provide feedback
- Gradual release of responsibility
- Student-led discussion strategies
- Cooperative learning
- Tiered instructional activities
- Differentiation
- Small group instruction
- Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 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.
- 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.
- 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
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Differentiated Instruction

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Student Interest & Inventory Data

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:

1. Practice measuring distances on a map of the United States and use a map scale to convert measurement to distances.
2. Small groups research landforms in the United States and create physical representations to be placed on a class map.
3. Research industries in the different regions of the United States and create representative symbols to be placed on a class map of the United States.

Summative Assessment

Students' performance on the common assessment will be a significant factor in the determination of report card grades.

Benchmark Assessments

Alternate Assessments

Resources & Technology

Equipment/Materials needed:

- ~TCI subscription
- ~TCI textbook/interactive student notebook
- ~Smartboard/projector

Teacher Resources:

TCI Scope and Sequence:

1. General Geography

Lessons 14.1, 14.2, 14.3, Reading Further: Uncovering the Secrets of Ozette

2. General Geography/Introduction to US Regions

Lessons 2.1-2.12

3. Northeast Region

Lessons 4.1-4.11, Reading Further: Lowell, Massachusetts: Factory Life

Lessons 5.1-5.7, Reading Further: Inventing New Ways of Living

4. Southeast Region

Lessons 6.1-6.9, Reading Further: The Quilters of Gee's Bend

Lessons 7.1-7.6, Reading Further: Hurricane Andrew

5. Midwest Region

Lessons 8.1-8.9, Reading Further: Detroit During World War II

Lessons 9.1-9.9, Reading Further: Corn: Crop of the Midwest

6. Southwest Region

Lessons 10.1-10.9, Reading Further: Freedom or Death

Lessons 11.1-11.11 (optional)

Reading Further: At Home in the Grand Canyon

7. West Region

Lessons 12.1-12.9, Reading Further: Exploring the Pacific Crest Trail

Lessons 13.1-13.8, Reading Further: Portland, Oregon: Green and Clean

Multiple Discovery Education Videos for each of the US Regions



BOE Approved Texts

TCI Social Studies Alive! Regions of Our Country

Closure

- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing their summary.
- 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, other 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.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- 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

- Alternate Responses
- Advance Notes
- Extended Time

- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- 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.

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