Unit 1: Where We Live

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Full Year**
Length: **Ongoing**
Status: **Published**

Unit Overview

This unit introduces students to the Earth and its features. Students will learn about the physical features of their community. Students will also learn about the natural resources of the Earth and how people change the environment. Further, students will learn how weather and seasons affect the way people live. Finally, students will learn about the features of cities, towns, suburbs, and rural areas.

Standards

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
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.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.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.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

Essential Questions

- 1. Why is location important?
- 2. How do geography, climate, and natural resources affect the way people live and work?
- 3. How does where people live influence how people live?
- 4. How do maps and globes reflect history, politics, and economics?

- 5. What are the roles and responsibilities of a citizen?
- 6. What is the role of the citizen in the community and the nation, and as a member of the world community?

Application of Knowledge and Skills...

Students will know that...

- 1. The Earth has seven continents: Africa, Antarctica, Asia, Australia, Europe, North America, and South America.
- 10. A citizen is someone who belongs to a community, a state, or a country.
- 11. Canada and Mexico are countries that border the United States.
- 12. The United States, Canada, and Mexico are alike and different in many ways.
- 2. The Earth has four oceans: Atlantic, Arctic, Indian, and Pacific.
- 3. Four important physical features are: mountains, plains, rivers, and lakes.
- 4. A natural resource is something in nature that people use.
- 5. Four important natural resources are coal, oil, water, and wood.
- 6. Rain, wind, clouds, and temperature are all part of weather.
- 7. A season is a time of the year.
- 8. Most people live in communities that are classified as either cities, towns, or suburbs.
- 9. There are fifty states in the United States; New Jersey is an eastern state.

Students will be skilled at...

- A. Identify the seven continents on a map or globe.
- B. Identify the four oceans on a map or globe.
- C. Explain the differences between mountains, plains, rivers, and lakes.
- D. Name natural resources that people commonly use.
- E. Compare and contrast the uses of various natural resources.
- F. Identify which months are associated with each season.
- G. Provide details on common weather patterns in each season.
- H. Describe the differences between cities, towns, and suburbs.
- I. Find New Jersey on a map of the United States.
- J. Students will explain citizenship and apply its definition to themselves.
- K. Find on a map the countries that border the United States.
- L. State three differences and three similarities between the United States, Canada, and Mexico.

Assessments

- Diagnostic: Prior Knowledge - Ask students what do they know about the continent where they live.
- Formative: City, Town, Suburb - Write a sentence classifying Green Brook as a city, town, or suburb.
- Formative: Community Identification - Write a sentence about Green Brook and about some places in the town.
- Formative: Compare and Contrast - Draw a picture which shows the differences between mountains, plains, rivers, and lakes.
- Formative: Map Labeling - Label on a map the seven continents and the four oceans.
- Formative: Picture Book - Make a picture book showing how the weather changes in each season in this region.
- Formative: Poster - Make a poster using words and pictures that shows how people use natural resources.
- Formative: State Identification - Write a sentence about New Jersey and why it is a good place to live.
- Formative: Tri-Partite Venn Diagram - Create a Venn diagram comparing and contrasting the United States, Canada, and Mexico.
- Summative: Where We Live written test - Test encompassing naming and labeling the seven continents, four oceans, and the United States and its neighbors. The test will also assess student understanding of the seasons, landforms, natural resources, and citizen roles in the community.

Activities

- 1. Students will draw a picture comparing Green Brook to a beach town; then explain how the towns are different, how are they the same
- 10. Students will draw a picture of their favorite season. Then they will write three sentences about why they like that season
- 11. Create a web diagram of as many characteristics of Green Brook as the students can list
- 12. Using the teacher supplied templates, students will create a passport for themselves which will include a cover, biographical information, and blank interior pages for stamps of places they would like to travel
- 13. Students can draw pictures of places they would like to travel on their blank passport pages
- 14. Nominate two students for classroom representative to the student council
- 15. Vote and record which two students will be classroom representatives
- 2. Use erasable markers to label the oceans with an O and the continents with a C on plastic maps and globes
- 3. Sing the "Continents Song" with the students to help them learn the names of the seven continents
- 4. Use clay to create models comparing plains and mountains
- 5. Draw pictures of natural resources people should preserve in nature and write why these resources should be preserved
- 6. Students will look at pictures of famous landforms and identify each picture as a mountain, plain, river, or lake
- 7. Read "Encounter" by Jane Yolen to the class
- 8. After reading "Encounter", ask the students to write a question they would like to ask the boy. Then discuss the questions and possible answers with the class
- 9. Using pictures from magazines, the students will create collages of natural resources being used by

people

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Provide an exemplar for the passport activity
- Model for students how to draw pictures of natural resources people should preserve in nature
- Pair mixed ability students together for completing the clay models of plains and mountains
- Provide a completed map of the continents and oceans
- After reading "Encounter" the students could create a flow chart graphic organizer to summarize the action of the story

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: continent, ocean, mountains, plains, rivers, lakes, natural resource, temperature, rain, wind, clouds, season, community, city, town, suburb, country

Content specific modifications to extend learning for gifted students may include:

- After reading "Encounter" the students could create a cause and effect graphic organizer to connect different events in the story beginning with the main character's ominous dreams and concluding with the boy's escape from the Spanish soldiers
- After reading "Encounter" the students could create a web graphic organizer to show the character traits of the young Taino boy at the center of the story and examples of these character traits from evidence in the story

Integrated/Cross-Disciplinary Instruction

All of the students will write in language arts classes short speeches about why they should be chosen as a classroom representative. In writing these speeches, the teacher will help the students use proper grammar and correct spelling. Students that are nominated for classroom representative will read their speech in front of the class during social studies.

Utilize balanced literacy read alouds techniques during Big Book read alouds.

Resources

- BrainPop Jr.
- Discovery Education

- Encounter - Jane Yolen, (c)1996
- Houghton Mifflin accompanying Big Books
- Leveled Readers
- Social Studies-School and Family teacher's edition - Houghton Mifflin Company, (c)2005
- Social Studies-School and Family textbook - Houghton Mifflin Company, (c)2005

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.