Unit 1: People and Places

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 1**
Length: **1st Marking Period**
Status: **Published**

Unit Overview

In the People and Places unit, students will understand how people affect the places they live. They will learn how every place has geographic characteristics as well as cultural characteristics. As humans carry out their daily lives, they interact with the land and water around them.

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.3	Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.
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.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.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
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.6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
SOC.6.1.4.C.4	Describe how supply and demand influence price and output of products.
SOC.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
SOC.6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New

	Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
SOC.6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
SOC.6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Essential Questions

- 1. How do land and people make up a community?
- 2. Why are rules important?
- 3. Why are leaders essential to a group?

Application of Knowledge and Skills...

Students will know that...

- 1. That people are members of different groups and that groups have leaders and rules
- 2. The characterics of different kinds of neighborhoods and communities
- 3. The vocabulary terms: rule, urban area, suburb, rural area, group and leader

Students will be able to...

- a. Distinguish between city, suburb and rural areas
- b. Identify groups to which they belong
- c. Describe the role of a leader in a group
- d. Identify school rules and determine the reasons they are important
- e. Locate 8 points on a compass rose

- f. Create a neighborhood map and map key
- g. Identify continents and countries

Assessments

- Diagnostic: K-W-L Chart - Students will use a KWL chart to determine knowledge of city, suburb and rural areas. Students will refer and add to chart throughout the unit.
- Diagnostic: Map - Students will create a compass rose that shows main and in between directions.
- Diagnostic: Narrative Writing - Students will create a poster of classroom rules.
- Formative: Personal Project - Students will interview a school leader to determine their role in the community.
- Summative: Group Map - Students will work with a group to create a neighborhood map that shows a compass rose and a map key.
- Summative: Group Model - Students will create a group model that will describe the oranizations that each individual belongs to.
- Summative: Written Test - Test on unit material that shows understanding of communities and cultures.

Activities

- 1. KWL chart on cities, suburbs and rural areas
- 10. Compare and contrast a farm area and a forest area
- 11. Create a tri-rama - comparing/contrasting suburban/urban/rural living
- 12. Bafefoot Island Map Questions
- 2. Make a model that will compare and contrast the groups that they belong to ie: family, class, clubs
- 3. Create a word web that will describe the characteristics of a leader
- 4. Create a poster of classroom rules
- 5. Determine the likes/differences between a globe and map
- 6. Identify continents and countries
- 7. Utilize a compass rose while using a map
- 8. Create a neighborbood map
- 9. Word splash activity on neighborhood activities

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 vocabulary cards as needed
- Provide pictures of cities, suburbs and rural areas
- Invite principal to class to partisipate in an interview session to determine the role of a school leader
- Use a graphic organizer to help students list rules
- Create a globe model
- Work with a group to crate a map utilizing a compass rose and map key
- Make a compass rose
- Use a venn diagram to compare and contrast
- Make a process chart for a crop

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: rule, urban area, suburb, rural area, group and leader
- Provide vocabulary cards as needed
- Create a globe model
- Work with a group to crate a map utilizing a compass rose and map key

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

- Current events project on leaders in the news and the characteristics they share

Integrated/Cross-Disciplinary Instruction

- Utilize balanced literacy read aloud techniques during Big Book read alouds
- Utilize leveled readers during Reader's Workshop
- Math: When creating maps, students can be encouraged to think about graphing.
- Throughout each unit of the social studies curriculum, students are practice researching, communication, and presentation skills

Resources

- Houghton Mifflin Social Studies Neighborhoods Grade 2 Unit 1: People and Places (pgs. 24-58)
- Houghton Mifflin's accompanying Big Books
- Scholastic News
- Discovery Education
- BrainPop Jr.
- Houghton Mifflin student workbook
- Selection Readers: When I Visit My Cousin, Jamie Escalante, Cherry Blossoms Everywhere
- www.eduplace.com/ss
- www.eduplace.com/kids/hmss05
- Selected books on city, suburb and rural life

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.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.