Unit 5: Places Near and Far

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 4**
Length: **4th Marking Period**
Status: **Published**

Unit Overview

In the Places Near and Far unit, students will learn about the world around them. They will begin to learn to appreciate the natural world and natural resources. Students will also be able to identify landforms and bodies of water throughout the world.

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.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
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.8	Compare ways people choose to use and distribute natural resources.
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.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
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.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
SOC.6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
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).

Essential Questions

- 1. Why is the world around you important in your life?

Application of Knowledge and Skills...

Students will know that...

- 1. The elements of city, state, country, continent and world.
- 2. Landforms and bodies of water throughout the world
- 3. The differences between weather and climate and how people's lives are affected by both
- 4. About natural and man-made resources

Students will be able to...

- a. Identify visual representations of global terms.
- b. Define vocabulary terms: continent, country, state, landform, climate, and natural resource
- c. Locate specific points on a globe and world map.

- d. Identify land forms and bodies of water throughout the world.
- e. Describe the difference between weather and climate.
- f. Compare people's lives in different regions around the world.
- g. Describe the effects on the environment when people use natural resources.

Assessments

- Diagnostic: Compare and Contrast - Students will begin unit by doing a compare/contrast diagram about globes and maps.
- Formative: Booklet - Students will create a landform/bodies of water booklet that will illustrate and describe the regions.
- Formative: Globes - Students will utilize globes and maps to identify regions around the world.
- Summative: Benchmark Assessment - Students we take the end of year benchmark assessment to show understanding and mastery of yearly material.
- Summative: Narrative Writing Assignment - Students will actively engage in a letter writing activity to relatives and friends throughout the country and/or world to learn about communities.
- Summative: Visual Arts Project - Students will create models of landforms and bodies of water with partners. Then they will orally discuss similaries/differences of the regions.
- Summative: Written Test - Students will take the unit asessment to check understanding of unit material.

Activities

- 1. Students will begin unit by doing a venn diagram activity comparing/contrasting globes and maps
- 2. Create landform/bodies of water models with sentences describing the characteristics
- 3. Read selection: Flat Stanley. Then students will compare locations and environments through Flat Stanley mailing activity
- 4. Utilize the globe and map to locate poles, hemispheres, continents, countries and the equator
- 5. Create a land/water booklet that describes the different regions around the world
- 6. Cause/effect activity of usage of natural and man-made resources
- 7. Continent Group Project - Research and recreate the continent.

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/picture cards as needed
- Provide pre-printed worksheets as needed
- Provide blank Venn diagram for compare/contrast activity
- Provide modeling clay
- Provide blank booklet for landform/water activity
- Read directions aloud
- Read tests aloud
- Provide study guides for assessments

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, country, state, landform, climate, and natural resource
- Provide vocabulary/picture cards as needed
- Provide pre-printed worksheets as needed

Integrated/Cross-Disciplinary Instruction

- Science/Engineering Unit Grade 2 Safari Park
- NGSS - Land and Water
- Mcgraw-Hill Health Grade 2 Unit 6 Our Earth and You
- Grade 2 Flat Stanley activities
- 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 2: Places Near and Far (pgs. 64-108)
- Houghton Mifflin's accompanying Big Books
- Scholastic News
- Discovery Education
- BrainPop Jr.
- Houghton Mifflin student workbook
- Selection Readers: Land and Water, A World of Wonders, Flat Stanley
- www.eduplace.com/ss
- www.eduplace.com/kids/hmss05
- Video: America Rocks
- www.nps.gov
- Selected books on National Parks, landforms/bodies of water, environment

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.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.