Unit 1: Communities, Land, and Resources

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

Unit Overview

In the unit, *Communities, Land, and Resources*, students will learn about how communities are alike and different and the importance of laws in a community. They will understand the aspects of urban, suburban, and rural communities and will be able to explain their differences.

The students will review the standard features of a map and be able to locate and interpret information on a map. They will study the geography of the United States, including major land and water features, physical regions, and climate regions. Students will explain uses of natural resources and identify ways that people may modify the physical environment to meet their needs, as well as the effects these changes have on the geography of the area. They will evaluate human impact on a city and identify ways citizens can improve a city's environment.

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.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.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.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.

Essential Questions

- 1. How do rules and laws created by community, state, and national government protect the rights of people, help resolve conflicts, and promote the common good?
- 2. How have landforms, climate, and the availability of resources impacted where and how people live and work?
- 3. Why are some some locations in the United States more suited for settlement than others?
- 4. How have past and present interactions of people, cultures, and the environment shaped the American heritage?
- 5. How have advances in science and technology led to environmental concerns and how have people addressed these problems?

Application of Knowledge and Skills...

Students will know that...

- 1. What a community is and the role of citizens in a community.
- 10. Ways that citizens of a community have worked to improve the city's environment.
- 2. The reasons for rules and laws in a community.
- 3. The characteristics of an urban, suburban, and rural community.
- 4. The differences between urban, suburban, and rural areas.
- 5. The earth's major landforms, bodies of water, and climate.
- 6. Where major land forms, bodies of water, and physical regions are located on a map of the United States.
- 7. Renewable, nonrenewable, and flow resources and explain ways people use natural resources.
- 8. Ways that people modify the physical environment.
- 9. About the geography of a given community and evaluate the impact of human activities on the city's environment over time.

Students will be able to...

- A. Define a community
- B. Explain the role of citizens in a community
- C. State the reasons for laws and rules in a community
- D. Describe the characteristics of an urban, suburban, and rural community
- E. Compare and contrast urban, suburban, and rural communities and write a brief essay
- F. Describe the earth's major land forms, kinds of water, and climates; create a chart with definitions of major land forms and bodies of water
- G. Identify and locate major land forms, bodies of water, and physical regions on a map of the United States

- H. Identify and provide examples of renewable, nonrenewable, and flow resources and explain ways that people use natural resources
- I. Identify ways that people modify the physical environment
- J. Describe the geography of a community and evaluate the impact of human activities on the city's environment over time; describe the positive and negative effects of human activities on the environment
- K. Identify ways that citizens of a given community have worked to improve the city's environment

Assessments

- Diagnostic: Splash Activity: students use vocabulary splash sheet to generate ideas about upcoming unit of study.
- Formative: "Communities and Resources", Lesson 3 Test
- Formative: "Community and Its Resources", Lesson 4 Test
- Formative: "Earth's Land and Water" Lesson 1 Test
- Formative: "Kinds of Communities" Lesson 2 Test
- Formative: "Our Country's Geography", Lesson 2 Test
- Formative: "What Is a Community?" Lesson 1 Test
- Formative: Map of Continents and Oceans Quiz
- Summative: Grade 3 Benchmark Test, Communities, Land, and Resources
- Summative: Review and Test Prep - Study Guide Chapter 1 Test
- Summative: Review and Test Prep - Study Guide Chapter 2 Test

Activities

Map of Continents and Oceans activity

- *Map of Continents and Oceans Quiz

Constitution Day Lesson and Activities

September 17

"What Is a Community?" reading selection

- "What Is a Community?" Lesson Review
- Vocabulary and Study Guide worksheet
- *Lesson 1 Test
- Review Map Skills activity
- Skillbuilder:Review Map Skill
- "Poems from Our Community", Extend Lesson
- Green Brook - What kind of a community is Green Brook - Writing assignment

"Kinds of Communities" reading selection

- "Kinds of Communities," Lesson Review

- Vocabulary and Study Guide worksheet
- "Our Largest City", Extend Lesson
- Communities Wheel activity
- Natural Resources activity/poster
- Urban/Suburban/Rural Wheel
- *Lesson 2 Test

*Review and Test Prep - Study Guide

*Chapter 1 Test

"Earth's Land and Water" reading selection

- "Earth's Land and Water," Lesson Review
- Vocabulary and Study Guide worksheet
- *Lesson 1 Test
- "Erosion," Extend Lesson
- Skillbuilder -Read a Climate Map
- Skillbuilder worksheet -Read a Climate Map

"Our Country's Geography" reading selection

- "Our Country's Geography," Lesson Review
- Vocabulary and Study Guide worksheet
- *Lesson 2 Test
- "Protecting the Land," Extend Lesson
- Geography Booklet
- Physical Features Map Project

"Communities and Resources" reading selection

- "Communities and Resources," Lesson Review
- Vocabulary and Study Guide worksheet
- *Lesson 3 Test
- "What About Recycling?" Extend Lesson
- Skillbuilder - Use a Map Grid
- Skillbuilder worksheet - Use a Map Grid
- Natural Resources Booklet/Poster

"Community and Its Resources" reading selection

- "Community and Its Resources," Lesson Review
- Vocabulary and Study Guide worksheet
- *Lesson 4 Test
- "City on the Lake", Extend Lesson

- Skillbuilder - Use Parts of a Source

*Review and Test Prep- Study Guide

*Chapter 2 Test

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/lists
- Study Guides for assessments
- Preprinted worksheets
- Visual Aids for Instruction
- Assigned partners/groups
- Instruction for using additional resources
- Read tests aloud
- Community Handbook: Make a map Find out more about the community Contact community leaders provided for student research

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: urban, suburban, rural, non-renewable, renewable, natural resources
- Provide vocabulary cards/lists
- Preprinted worksheets
- Visual Aids for Instruction
- Assigned partners/groups

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

- Resource supplements (ie books from library) available for further research
- Computer websites for further research

Integrated/Cross-Disciplinary Instruction

Language Arts Literacy

Leveled Books:

- Wildlife
- Weather Alert

- San Francisco: Then and Now

Utilize non-fiction skills taught during Reader's Workshop to assist in understanding the textbook reading passages.

Resources

- Almanac Map and Graph Practice
- Digital Readworks
- Google Classroom
- Houghton Mifflin Social Studies, Houghton Mifflin Company, 2005
- Performance Assessment
- Readworks
- Skill Transparencies
- Test Generator
- Video:All About Land Formations
- Weekly Reader, Current Events www.eduplace.com/kids/hmss
- www.discoveryeducation.com
- www.ekuplace.com/kids

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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.
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.