Unit 1: Introduction and Geography of New Jersey

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 1**
Length: **3 Weeks**
Status: **Published**

Unit Overview

Where is New Jersey? What does New Jersey look like? Are all parts of New Jersey the same? This state offers great riches in land and in resources. This state is also divided in unique regions, each with land, water, and natural resources that make it special. Students will learn about the basic geography of New Jersey, its natural resources, and how these have helped New Jersey develop into the state it is today.

Standards

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.12	Explain the process of creating change at the local, state, or national level.
SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
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.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
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.13	Examine the qualities of entrepreneurs in a capitalistic society.
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.

Essential Questions

- 1. How does the land affect the way people live?
- 2. How do people change the land?
- 3. Why do natural resources matter?
- 4. What makes New Jersey a unique state?

Application of Knowledge and Skills...

Students will know that...

- 1. Students will know about the different regions in New Jersey, such as the Atlantic Coastal Plain, Ridge, and Valley regions, and how they play a substantial factor in population control, economic development, and city planning.
- 2. Students will know about the landscape, waterways and basic weather patterns of New Jersey and how they affect New Jerseys' population and how people deal with weather storms, such as Nor'easters, hurricanes, and blizzards.
- 3. Students will know about the basic geographical terminology of items found in New Jersey, such as landform, wetland, geography and region, and how they are used in context.
- 4. Students will know about the natural resources, such as blueberries, tomatoes, and corn, and how they affect New Jersey businesses and production.

Students will be able to...

- A. Define regions, land form, geography, coast, and border and identify major items for each in the state of New Jersey.
- B. Illustrate rural, urban, and suburban settings located in New Jersey via visuals and written responses.
- C. Compare and contrast the different regions of New Jersey and debate how each is affected by climate.
- D. Rate the four different regions in New Jersey and their natural resources and how the economic development of New Jersey relies on the growth of resources.
- E. Design a map and map key of the regions of New Jersey.
- F. Read and understand different maps of New Jersey.

Assessments

- Formative: Geography of New Jersey Quiz - A basic quiz on the introduction of New Jersey geography, climate, weather, and water ways.
- Formative: New Jersey Geography Test - A pre-test on New Jersey geography. The pre-test will include the geography, landforms, and regions of New Jersey, as well as the climate, natural resources, and basic information of the Garden Sate.
- Formative: Regions and Resources Test - A test on the basic regions, natural resources, and people of New Jersey. Openended emphasis should be placed on how New Jersey differs from other states in the Northeast region.
- Summative: News 12 - A mock television broadcast about the weather of New Jersey in the different months, with emphasis focused on definitions, history of weather, and how the weather affects people.

Activities

- 1. New Jersey Geography Pre-Test: A pre-assessment on the basic geographical terms, ideas, and areas that the students will learn about.
- 10. Infographic - Resources in New Jersey: Using Microsoft Publisher, students will create a tourist pamphlet. The pamphlet will include the natural resources found in each of the four regions of New Jersey.
- 11. Vocabulary Builder: A handout that allows students to test their knowledge on the geographical vocabulary of New Jersey.
- 12. Regions and Resources Test: A test on the basic regions, natural resources, and people of New Jersey. Openended emphasis should be placed on how New Jersey differs from other states in the Northeast region.
- 2. New Jersey Textbook Outline: The students will take the Our New Jersey textbook and read the table of contents to "preview" the textbook using a handout. They will also write a narrative about which areas they would like to learn about the most.
- 3. State Symbols Match Up: An activity where picture cards of state symbols are shown to students. Students will write down answers to see how many they know. Investigation by small groups will help with symbols that are unfamiliar to students.
- 4. New Jersey Geography Introduction Packet: A series of handouts that detail the different areas of New Jersey. Students will use these to define and write short stories from the perspective of people living in the areas.
- 5. Water Ways Map: A smallscale and largescale map that has students place important water ways on a map of New Jersey.
- 6. Physical Map vs Political Map: Two sets of maps detailing the differences in landscapes and political divisions. Students will answer questions based on the maps to enhance learning of geography definitions.
- 7. News 12 Weather Show: Students will be broken up into small groups and each given a month. The students will create a weather scheme for the month and present their findings in a mock television show.
- 8. Geography of New Jersey Quiz: A basic quiz on the introduction of New Jersey geography, climate, weather, and water ways.
- 9. New Jersey regions Jigsaw Game: Small groups of students will research each on of four regions of New Jersey.They will share their findings in a jigsaw activity to garner the rest of the regions.

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
- Students can use SMART Board technology to complete the State Symbols Match Up, using words and pictures to complete the assignment.
- Students can draw pictures instead of writing short stories from the Geography Introduction Packet. Students can also compare and contrast the differences from New Jersey to another states geography.

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: plains, ridge, valley, waterway, wetland, landform, blueberries, tomatoes, corn, rural, urban, suburban

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

- students may also add historical weather events in their weather reports.

Integrated/Cross-Disciplinary Instruction

- Science connection to the climate/weather lessons. Students can research the history of extreme weather in New Jersey and make predictions of the weather to come in the near future.
- Language Arts Connection to New Jersey geography. Students can read poems by Walt Whitman to understand the beauty of New Jersey.

Resources

- Microsoft Office - Publisher
- News 12 Television Video
- Our New Jersey textbook - Macmillan/McGraw Hill
- SMART Board
- Teacher-made handouts, worksheets and activities.

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.