

Unit 2: Geography of the Community

Content Area: **Social Studies**
Course(s): **Sample Course**
Time Period:
Length: **Full Year - Grade 1**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies, Grade 1

Geography of the Community

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Grade 3 Teacher, Shannon Mulvaney

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Dr. Giovanni Cusmano, Director of Elementary Education K - 8

Mr. George Droste, Director of Secondary Education

Board Approved: 7/16/2018

7/16/2018

Unit Overview

In Unit 2, students will learn what the world is like. They will understand that the world is made up of different physical features such as land, bodies of water, natural resources, and weather. The students will discover how to find places using maps and globes. They will learn the difference between absolute location and relative location. Finally, the students will discover and discuss the importance of natural resources and how people use natural resources each day.

Enduring Understanding

- Maps are simple representations and globes are models of places on Earth.
- The world is made up of different physical characteristics such as land, bodies of water, natural resources, and weather.
- Humans interact with, and have an impact on, the environment, and the environment affects how and where people live.
- The human characteristics of places such as shelter, clothing, food, and activities are based upon geographic location.

Essential Questions

- What is the world like?
- How to talk about relative location?
- How to talk about absolute location?
- How do maps help us find places in our community?
- Know about maps and models?
- How do maps help us know what the world is like?
- How to identify land and water on a globe and map?
- Look at the globe. Is there more land or water on Earth? How can you tell?
- How weather, location, and the environment affect the way people live?
- How do Earth's natural resources help us live?

Exit Skills

- **Chapter 2, Lesson 1:**
- Discuss what a community is.
- Recall the difference between a city and a town.
- Determine activities that people do in communities.
- Define the location of oneself and objects relative to other locations.
- Identify and describe the relative location of places in the school and community.
- **Chapter 2, Lesson 2:**
- Recall that maps can be used to locate and identify places.
- Recognize and identify places on a map using the four cardinal directions.
- Discuss that a map is a simple representation of places on Earth.
- Discuss that maps are used to show large and small places.
- Demonstrate and use simple maps, such as maps of the home, classroom, school, and community.
- **Chapter 2, Lesson 3:**
- Recall that maps can be used to locate and identify places.
- Identify the parts of a map, including the title, compass rose, legend, and symbols.
- Identify a model as a small version of something.
- Compare and contrast a model, a picture, and a map.
- **Chapter 2, Lesson 4:**
- Identify and describe the physical characteristics (such as landforms and bodies of water) of a place.
- Point out and identify continents and oceans on maps and globes.
- Recall vocabulary terms related to geographic features.
- **Chapter 2, Lesson 5:**
- Identify and describe the physical characteristics of places, such as natural resources and weather.
- Identify examples of, and uses for, natural resources.
- Summarize how weather and location affect how people live.

- Identify and describe how the human characteristics of places, such as shelter, clothing, food, and activities, are based on geographic location.
- Identify ways people can care for Earth's natural resources.

New Jersey Student Learning Standards (NJSLS-S)

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.8	Compare ways people choose to use and distribute natural resources.
SOC.6.1.4.B.CS1	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
SOC.6.1.4.B.CS3	The physical environment can both accommodate and be endangered by human activities.
SOC.6.1.4.B.CS4	Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.

Interdisciplinary Connections

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.

Learning Objectives

After completing Unit 2, students will demonstrate the ability to:

- **Chapter 2, Lesson 1:**
 - Explain what a community is.
 - Describe the difference between a city and a town.
 - Determine activities that people do in communities.
 - Describe the location of oneself and objects relative to other locations.
 - Identify and describe the relative location of places in the school and community.
- **Chapter 2, Lesson 2:**
 - Recognize that maps can be used to locate and identify places.
 - Locate and identify places on a map using the four cardinal directions.
 - Explain that a map is a simple representation of places on Earth.
 - Explain that maps are used to show large and small places.
 - Use simple maps, such as maps of the home, classroom, school, and community.
- **Chapter 2, Lesson 3:**
 - Recognize that maps can be used to locate and identify places.
 - Identify the parts of a map, including the title, compass rose, legend, and symbols.
 - Identify a model as a small version of something.
 - Compare and contrast a model, a picture, and a map.
- **Chapter 2, Lesson 4:**
 - Identify and describe the physical characteristics (such as landforms and bodies of water) of a place.
 - Locate and identify continents and oceans on maps and globes.
 - Use vocabulary terms related to geographic features.
- **Chapter 2, Lesson 5:**
 - Identify and describe the physical characteristics of places, such as natural resources and weather.
 - Identify examples of, and uses for, natural resources.

- Explain how weather and location affect how people live.
- Identify and describe how the human characteristics of places, such as shelter, clothing, food, and activities, are based on geographic location.
- Identify ways people can care for Earth's natural resources.

Suggested Activities & Best Practices

- **Chapter 2:**

- Complete the Quest throughout the chapter. The Quest is to make your tour guide and map.
- See the My World Activity Guide to find additional resources to complete the Quest.

- **Chapter 2, Lesson 1:**

- Look at the photo on page 38 and tell what the community is like.
- Act It Out: Have children think of activities they do in the community. Ask volunteers to act out an activity and have the rest of the class guess what the activity is.
- Draw A Symbol: Have volunteers come to the board or chart paper and draw a symbol for one of the activities they might include in their tour guide. Have the rest of the class try to guess what activity the symbol stands for.
- Turn to a partner. Talk about places you like to visit near your home.
- Where Am I: Move to different places around the room that can be described using location words. Each time you move, ask a volunteer to describe where you are. For example, stand next to your desk and ask, "Where am I"? (next to your desk).

- **Chapter 2, Lesson 2:**

- Work in a small group. Take turns telling about where you live.
- Fill It In: Write the different parts of an envelope on separate pieces of paper and place them in a "hat". Draw an outline of an envelope on the board or chart paper. The children will take turns choosing a piece of paper from the "hat" and going to the board or chart paper to fill in the part of the envelope.

- **Chapter 2, Lesson 3:**

- Work with a partner. Take turns telling about maps you and your family have used. Tell why you needed to use them.
- Find and Point: Read the label of each symbol for the "Downtown" map. As you read the label, have children point to the symbol and then point to the corresponding picture on the map.
- Where Am I: Give groups of children a map of California. Have children take turns giving clues about where they are on the map while the other children try to guess where the child is.

- **Chapter 2, Lesson 4:**

- Work with a partner. Tell about the land and water where you live.
- Spin and Tell: Show children a globe. Ask children to locate the United States and your state on the globe. Then, have children take turns spinning a globe while pointing their index finger at it. When the globe stops, have them identify whether they are pointing to land or water. Challenge children to identify and name the continent or ocean.
- Find It: Show children a world map that shows more features than the map in the Worktext. Play a game in which you ask children to see how quickly they can find major land and water features.

- **Chapter 2, Lesson 5:**

- Tell about foods you eat, clothing you wear, and your activities.
- Yes or No: Read aloud a nonfiction paragraph. Then, read aloud one of the sentences, in any order, and have children decide if it should be included in a summary of the paragraph. Have them say yes if it should be included and no if it should not be included. Repeat several times with different paragraphs.
- Act It Out: Have children take turns acting out what it looks like when someone has courage.

Evidence of Student Learning - Checking for Understanding (CFU)

- Thumb-Ometer
- Red Light, Green Light
- Exit Tickets
- Common benchmarks
- Evaluation rubrics
- Self-assessments
- Unit tests
- Quizzes
- Journals
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluate
- Describe
- Define
- Compare & Contrast
- Illustration
- Study Guide
- Think, Write, Pair, Share
- Think, Pair, Share

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics

- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Social Studies Pearson: myWorld Interactive Grade 1 Teacher's Edition, Student Activity Mats, Leveled Readers, Activity Guide, Student myWorld Interactive book.

Ancillary Resources

www.pearsonrealize.com

<https://www.tikatok.com/>

Technology Infusion

- Smart TV
- Laptops
- Microsoft Word
- Microsoft Powerpoint
- Websites such as:
- www.pearsonrealize.com
- <https://www.tiktok.com/>
- relevant YouTube/TeacherTube videos



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills

- Creativity and Innovation
- Critical thinking and Problem Solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Global Awareness
- Environmental Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation

- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

- Decreasing the amount of work presented or required
 - Using videos, illustrations, pictures, and drawings to explain or clarify
 - Teaching key aspects of a topic. Eliminate nonessential information
 - Tutoring by peers
 - Having peers take notes or providing a copy of the teacher's notes
 - Providing study guides
 - Allowing students to correct errors (looking for understanding)
 - Marking students' correct and acceptable work, not the mistakes
 - Reducing or omitting lengthy outside reading assignments
 - Allowing students to select from given choices
 - Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - Modifying tests to reflect selected objectives
 - Using authentic assessments with real-life problem-solving
 - Using true/false, matching, or fill in the blank tests in lieu of essay tests
 - Reducing the number of answer choices on a multiple choice test
 - Allowing the use of note cards or open-book during testing
 - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
-
- allowing students to correct errors (looking for understanding)
 - teaching key aspects of a topic. Eliminate nonessential information
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - allowing students to select from given choices
 - allowing the use of note cards or open-book during testing
 - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
 - decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - marking students' correct and acceptable work, not the mistakes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments
 - reducing the number of answer choices on a multiple choice test
 - tutoring by peers
 - using authentic assessments with real-life problem-solving
 - using true/false, matching, or fill in the blank tests in lieu of essay tests
 - using videos, illustrations, pictures, and drawings to explain or clarify

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: