

Unit 1: Our Environment

Content Area: **Social Studies**
Course(s): **Sample Course**
Time Period: **September**
Length: **Full Year - Grade 3**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies - Grade 3

Unit 1: Our Environment

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Grade 3 Teacher, Maria Spina

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

Unit Overview

In Unit 1, students will learn about the physical geography of the United States. They will understand how these features are what make the United States unique. Students will learn how the environment varies from one region of the United States to another and influences how and where people, plants, and animals live. Students will learn how the ways people use natural resources affects how long those resources are available for people in the future. Lastly, students will learn about the importance of conserving the environment.

Enduring Understanding

Enduring understandings:

- The physical geography of the United States includes a variety of landforms and bodies of water. These features are what make the United States unique.
- The environment (including weather, climate, and natural resources) varies from one region of the United States to another and influences how and where people, plants, and animals live.
- The way people use natural resources affects how long those resources are available for people in the future.

- Conserving the environment is a critical part of our future.

Essential Questions

- How do we interact with our planet?
- How do land and water change from place to place?
- How does climate affect the land, plants, and animals?
- How did people in the Southwest use the land to help them?
- How do plants and animals interact with each other?
- How are natural resources used?
- What can you do to conserve resources in your daily life?
- How can people affect the environment?
- How can people help the environment in their everyday lives?

Exit Skills

By the end of Grade 3, Social Studies Unit 1, the student should be able to:

- Identify and describe physical features such as landforms and bodies of water.
- Locate physical features on a map or globe.
- Understand that regions have similar and cultural characteristics.
- Identify and compare the characteristics of different regions.
- Locate different regions on a map or globe.
- Describe state- and community- specific regions and physical features of significance.
- Recognize that weather and climate vary from place to place.
- Describe the weather and climate in different places.
- Describe how weather and climate affect how and where people, plants, and animals live.

- Compare and contrast different ecosystems.
- Identify and describe natural hazards and natural disasters.
- Know how natural resources are used.
- Recognize that regions can be characterized by availability and use of resources.
- Understand that people use resources in different ways and explain how humans' use of resources affects people, plants, animals, and the environment.
- Identify various environmental concerns related to the use of resources.
- Understand that the environment influences how and where people live.
- Understand that climate influences how and where people live.
- Describe ways people interact with their physical environment to meet their basic needs.
- Identify human actions that affect the environment in positive and negative ways.
- Explain how and why people protect the environment.

New Jersey Student Learning Standards (NJSL-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.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.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.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Learning Objectives

After completing Unit 1, students will demonstrate the ability to:

- Identify and describe physical features such as landforms and bodies of water.
- Analyze the physical features on a map or globe.
- Identify how regions have similar and cultural characteristics.
- Research and compare the characteristics of different regions.
- Identify different regions on a map or globe.
- Recognize that weather and climate vary from place to place.
- Research how weather and climate affect how and where people, plants, and animals live.
- Compare and contrast different ecosystems.
- Identify and describe natural hazards and natural disasters.
- Identify how natural resources are used.
- Research how people use resources in different ways and explain how humans' use of resources affects people, plants, animals, and the environment.
- Justify how the environment influences how and where people live.
- Identify how climate influences how and where people live.
- Research ways people interact with their physical environment to meet their basic needs.
- Identify human actions that affect the environment in positive and negative ways.

Suggested Activities & Best Practices

- **Chapter 1, Lesson 1:**
- Visit web sites about national parks. Use "national parks" as your search words. Select one and click on its name to find out

more about it. What are three things that make this an exciting and interesting place to visit?

- Imagine that the class has a chance to take a field trip to any national park in the country. Think of where you would want to go and make a poster to persuade others to go where you want to go. Include an illustration and at least three reasons why students should choose your place.
- Gather some images of different types of land and water, such as oceans, lakes, waterfalls, rivers, deserts, mountains, and forests. Display the images for the class to review as they say their descriptive word to a partner. Call on each pair to share their words and ideas.
- Have students draw a T-chart and label the columns "Land" and "Water". Give students a minute to brainstorm as many types of land and water as they can. Then call on students to add items to a class T-chart on the board. Make additions to the class chart as needed. Emphasize that both land and water can be found in different forms, shapes, and sizes.
- **Chapter 1, Lesson 2:**
- Display images of several types of weather, including severe weather. Then read aloud the instruction with students. Write and number the three steps of the activity: 1. Write five words. 2. Swap word lists and guess the other's weather. 3. Act out what you like to do during this type of weather. After the activity is completed, discuss the favorites. Which type of weather is the class favorite? As a cross curricular activity, during math have the students interpret the results and create a bar graph.
- Have students work in pairs to make KWL charts about different types of vegetation.
- Pass out Student Activity Mat 1B, Outline Map of the United States. Invite students to use what they have learned about climate, plants, and animals to draw on the map plants and animals that they expect can live in different regions of the United States.
- Think-Pair-Share: Have students think about the natural hazards and disasters they read about. Ask students to think about what people do during these events. What steps can people take to be safe during a natural hazard? What can the government do to warn people and help them afterward? When students have thought about these questions for a minute, have them pair up and discuss their ideas. Then ask pairs to share their best answer with the class.
- **Chapter 1, Lesson 3:**
- Display some images that show how people use trees, such as to build homes, furniture, for shade, for climbing, and so on. Then read aloud the instruction with students. Tell them to study the images carefully and consider what other ways people can use trees. After they have made their drawings, list student ideas for both trees and water on the board.
- **Chapter 1, Lesson 4**
- Display some before and after images to show what places looked like before and after people settled there (such as what a location looked like before a city was built and after the city was built). Tell students to study the images carefully to see how people change the environment. After students have shared ideas with each other, invite them to share ideas with the class. List student ideas on the board. Invite students to suggest additions to the list as you work through the lesson.
- Go online to complete the Interactive Lesson Review activity and evaluate students' understanding of key objectives in the lesson.
- Make a Speech: Have students imagine they are Hallie Daggett and they are applying for the job of fire lookout with the Forest Service. Ask them to find a partner and practice giving a speech telling the Forest Service manager why they should be hired for the job.

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 3 Teacher's Edition, Student Activity Mats, 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.tikatok.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

- 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

Intervention Strategies

- 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

Special Education Learning

- 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

Unit Name: Weather, Climate, and Forces of Nature (Chapter 1, Lesson 2)

NJSLS: See standards below

Interdisciplinary Connection: Reading, Writing, & Science

Statement of Objective: Students will demonstrate the ability to recognize that weather and climate vary from place to place. They will also be able to identify and describe natural hazards and natural disasters.

Anticipatory Set/Do Now: Hook students attention by starting the lesson with a small youtube clip (<https://www.youtube.com/watch?v=YbAWny7FV3w>) on various forces of nature. Activate prior knowledge by turning to a partner to discuss if anyone has ever witnessed forces of nature or different kinds of weather.

Learning Activity:

- Introduce the vocabulary words to the class: weather, climate, elevation, vegetation, and ecosystem.
- Review definitions that students learned at the beginning of the chapter. Ask them if any of the other words are familiar. Provide definitions, or have students look in the glossary.
- Tell students that these are words they will learn more about in this lesson. Point out that they are highlighted in the text and will help them answer the Big Question.
- Begin reading aloud;
- During reading, stop to ask/answer questions;
- After reading, view a video at <https://www.youtube.com/watch?v=YbAWny7FV3w> to further knowledge on weather, climate, and forces of nature;
- Divide students into pairs to complete the follow-up activity;
- Students will complete a Think-Pair-Share during which they will think about the natural hazards and disasters they read about. The students will then discuss their questions and answers with their partners and then the class.
- Lastly, students will complete a KWL chart based on the lesson.

Student Assessment/CFU's: Student participation, Think-Pair-Share, and Exit Tickets

Materials: Textbooks, Pencils, Paper,

21st Century Themes and Skills: Global Perspective, Creativity and Innovation, Communication and Collaboration

Differentiation/Modifications: Peer assistance provided, Extra time for completion, No penalty for grammar errors

Integration of Technology: Smart TV, youtube

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.
3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
3-ESS2-2.ESS2.D.1	Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.