# Unit 1: Our Environment

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Course(s): **Social Studies Gr. 3**
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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

Third Grade Social Studies

Unit 1: Our Environment

**Belleville Board of Education**

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## Unit Overview

Chapter 1 focuses on the physical geography of the United States. Students will learn what these features are and why they 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 the different ways people use natural resources and how that affects how long those resources are available for in the future. Students will learn the importance of conserving the environment.

(Reference myWorld Interactive, Chapter 1)

## Enduring Understandings

- The physical geography of the United States includes a variety of landforms and bodies of water.
- The physical geography of the United States makes the country unique.
- The environment (including weather, climate, and natural resources) varies from one region of the United States to another.
- The environment of each region influences how and where people, plants, and animals live.
- The way people use natural resources affects how long those resources will be available for people in the future.
- Conserving the environment is a critical part of our future.

## Essential Questions

**Lesson 1: Land and Water**

- What is geography?

- How do landforms and bodies of water affect the activities you do?
- How do the five regions of the United States differ?

**Lesson 2: Weather, Climate, and Forces of Nature**

- How does climate affect the land, plants, and animals?
- How do plants and animals interact with each other?
- How do natural disasters impact the land?

**Lesson 3: Using Earth's Resources**

- How are natural resources used?
- What could you do to conserve resources in your daily life?
- What is the difference between renewable and nonrenewable resources?

**Lesson 4: Interacting with the Environment**

- How do people affect the environment?
- Why do people modify the land?
- How can people help the environment in their everyday lives?

## Exit Skills

**By the end of Chapter 1, students will be able to:**

- Acquire and accurately use domain specific words.
- Identify and describe physical features such as landforms and bodies of water.
- Compare and contrast the characteristics of the five regions of the United States.
- Recognize that weather and climate vary from place to place.
- Explain how weather and climate affect how and where people, plants, and animals live.
- Identify different natural hazards and disasters and explain how they impact the land.
- Know how natural resources are used.
- Understand that people use resources in different ways and explain how humans' use of resources affects people, plants, animals, and the environment.
- Recognize that the environment influences how and where people live.
- Describe human actions that affect the environment in positive and negative ways.
- Explain how and why people protect the environment.

## New Jersey Student Learning Standards (NJSLS)

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| 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

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| 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.RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| LA.RI.3.7 | Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| LA.RI.3.10 | By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.3.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |

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| LA.SL.3.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. |
| LA.SL.3.1.B | Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| LA.SL.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| LA.SL.3.1.D | Explain their own ideas and understanding in light of the discussion. |
| TECH.8.1.2 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.2.2 | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |

## Learning Objectives

**Lesson 1: Land and Water**

- Create a concept map identifying different geographical features of the United States.
- Determine how your location affects the types of activities you do.
- Compare and contrast the five regions of the United States.

**Lesson 2: Weather, Climate, and Forces of Nature**

- Research how weather and climate affects people, the land, plants, and animals.
- Compare and contrast how animals in different ecosystems work together.
- Determine the impact natural hazards and disasters have on the land and the people that live there.

**Lesson 3: Using Earth's Resources**

- Generate a list of ways people use natural resources.
- Evaluate the impact of humans using resources on people, plants, animals and the environment.
- Justify how the climate and environment influences how and where people live.

**Lesson 4: Interacting with the Environment**

- Construct a list describing the ways people affect the environment.
- Justify why people modify the land.
- Determine ways people can protect the land.

## Suggested Activities & Best Practices

**Chapter 1- Our Environment**

- Rap About It
- Quest Project-Based Learning

- Jumpstart Activity

**Lesson 1: Land and Water**

- Jumpstart Activity
- Interactivity
- Quest Connection

**Lesson 2: Weather, Climate, and Forces of Nature**

- Jumpstart Activity
- Interactivity
- Quest Connection
- Map and Graph Skills

**Lesson 3: Using Earth's Resources**

- Jumpstart Activity
- Interactivity
- Literacy Skills

**Lesson 4: Interacting with the Environment**

- Jumpstart Activity
- Interactivity
- Quest Connection
- Primary Source
- Citizenship

## Assessment Evidence - Checking for Understanding (CFU)

**The following techniques will be implemented to check for understanding:**

- Quizzes
- Unit tests
- Multimedia Reports

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster

- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- myWorld Interactive consumable worktext
- myWorld Interactive teacher manual
- myWorld Interactive activity mats

## Ancillary Resources

- Nonfiction books (natural disasters)
- National Geographic Kids (U.S. States)
- National Geographic Kids (natural disasters)

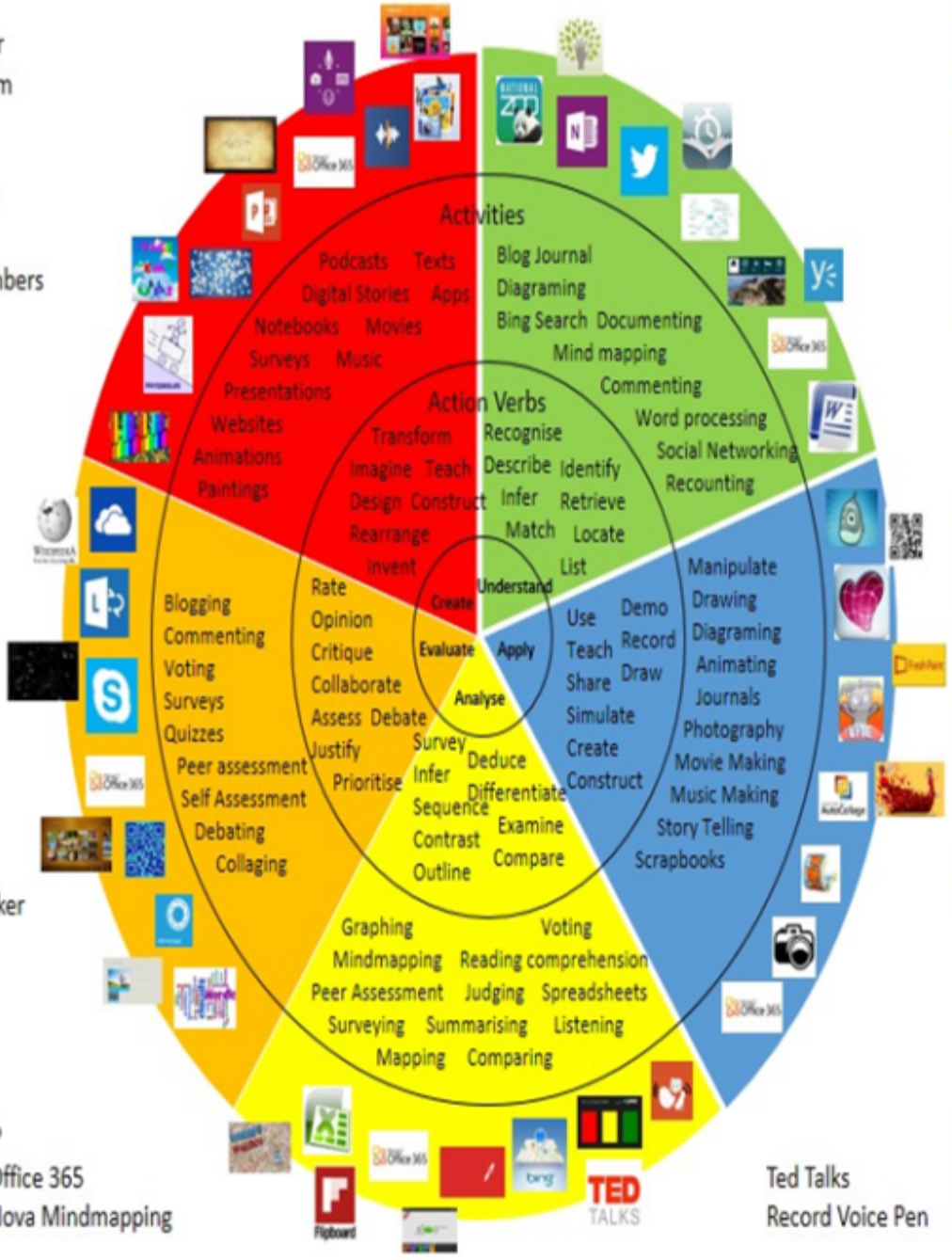
## Technology Infusion

- Webquest (natural disasters)
- IXL (Geography and States)
- Flocabulary (Regions of the U.S.)

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

**21st Century Skills & Technology:**

- English Language Arts
- Technology
- Mathematics
- Visual and Performing Arts

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

## Differentiation

**The following differentiation strategies will be utilized:**

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.

**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

## Special Education Learning (IEP's & 504's)

**The following strategies will be employed for students with IEP's and 504's:**

- Provide modifications as dictated in the student's IEP/504 plan.
- Check work frequently for understanding.
- Extended time on tests/quizzes

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

**The following strategies will be employed for English Language Learners:**

- Decreasing the amount of work presented or required.
- 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.

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

## At Risk

**The following strategies will be employed for At Risk Learners:**

- Decreasing the amount of work presented or required.
- Teaching key aspects of a topic. Eliminate nonessential information.
- Tutoring by peers.

- 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 workpresented 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

## Talented and Gifted Learning (T&G)

**The following Talented and Gifted adaptations will be employed:**

- Higher order, critical & creative thinking skills, and discovery.
- Flexible skill grouping within a class or across grade level for rigor.
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Unit Name: Chapter 1- Our Environment

NJSLS: See Link Below

Interdisciplinary Connection: See Link Below

Statement of Objective: SWDAT determine how location affects the types of activities people do.

Anticipatory Set/Do Now: In whole group, complete the Jumpstart Activity by creating a KWL chart to activate students' prior knowledge on landforms and bodies of water.

Learning Activity: Use anticipatory set to introduce "The Big Question," How does land and water change from place to place? Take a picture walk through Lesson 1 to discover different types of land and water throughout the United States. Turn to a partner to discuss findings. Next, review vocabulary words, "continent," "landform," "mine," and "adobe" to build on students' background knowledge on landforms and bodies of water. In whole group, read aloud Chapter 1 Lesson 1 using the online read aloud component. During reading, check for understanding by asking and answering reading check questions. After reading, pose the question, "How does the landforms and bodies of water around you affect the activities you do?" Turn to a partner to discuss ideas for guided instruction. For guided practice, construct a response by modeling how to restate the question, answer the question, and cite evidence to support your claim. In addition, students will create an illustration to add detail to their writing piece. Allot students time to complete for independent practice and use assignment as a formative assessment to provide additional support as needed.

Student Assessment/CFU's: KWL Chart, oral responses, formative assessment, turn and talk

Materials: myWorld Interactive consumable text, pencils, chart paper, markers

21st Century Themes and Skills: Information Literacy, Critical Thinking and Problem Solving, Global Awareness, Environmental Literacy

Differentiation/Modifications:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.

Integration of Technology: myWorld Interactive online resources

| | |
|---|---|
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| 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.RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| LA.RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| LA.RI.3.10 | By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
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