GR 3 Unit 1 Geography

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **Sept. - Oct.**
Status: **Published**

Unit Overview

Unit Title: Foundations of History

Essential Question: How does Liberty State Park relate to geography and how humans interact with geography?

oLocate key geographic features on a map of Earth: the equator, the prime meridian, the four hemispheres, the five oceans, and the seven continents.
oIdentify countries on a map of North America.
oIdentify states and communities on a map of the southeastern United States.
oIdentify cardinal and intermediate directions, and use a compass rose.
oUse map skills to locate communities on a map, determine directions, and measure distances between various locations.
oSingle out a landmark for which your community is known, and commemorate it with a drawing.
oIdentify and describe the physical features, climate, and natural resources of various geographic areas, including the local community.
oCompare and contrast different regions in terms of their geographic characteristics.
oUse map tools: scale, grid, key (legend), symbols, title, and compass rose.
oIdentify and describe the diverse environments of North America that were home to a variety of Native American groups.
oDiscuss the ways in which physical geography, including climate, influenced how Native Americans adapted to their natural environment.
oDescribe the identities, religious beliefs, customs, and various folklore traditions of Native American groups.

Standards

	Regions form and change as a result of unique physical conditions, economies, and cultures.
6.1.5.GeoPP.2	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.
6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
	Geography, People, and the Environment: Spatial Views of the World

	Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.

Materials/Activities/Resources

Core materials: Social Studies Alive! Our Community and Beyond: https://www.review.teachtci.com/our-community-and-beyond-scope-and-sequence/full-view.html?p=1

Social Studies Alive! Our Community and Beyond Primary Source Library:
https://subscriptions.teachtci.com/shared/programs/424/reference_materials?selected_unit_id=382&tag=Primary%20Source%20Library

Supplemental Resources:

Flocabulary: www.Flocabulary.com

Amistad curriculum units are offered here: http://www.njamistadcurriculum.net/history/units

NJ Mandated Curriculum Galloway Teacher Resource Crosswalk

Technology

Full list on district teacher page

Map resources:

https://mapmaker.nationalgeographic.org/

https://earth.google.com/web/

Assessment

Formative Assessment

- Teacher Observation
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- Lesson Tests
- Unit Tests
- RSTs
- Essays

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Leveled texts in NewsELA and TeachTCI

- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Leveled texts in NewsELA
- Preferred seating
- Extended time for completing tasks
- Graphic organizers

● Vocabulary support

At-Risk of Failure

● Additional time during intervention time
● Graphic organizers
● Vocabulary support

Gifted & Talented

● Independent projects
● Leveled texts in NewsELA

Interdisciplinary Connections

ELA Connections:

- Correctly write the name of one's own community and state. (writing)
- Write a journal entry relating the experiences of an explorer. (writing)
- Use information gained from illustrations and the words in a text to demonstrate understanding of the text. (reading)
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (reading)
- Orally present solutions to environmental problems in response to ideas offered by others. (speaking, listening)
- Organize information in chart form. (writing)
- Identify examples of categories found in text. (reading)
- Write and illustrate descriptions of geographic locations. (writing)
- Use information gained from images (e.g., illustrations, maps, photographs) and key words to demonstrate understanding of the text. (reading)
- Provide reasons that support an opinion or claim in written form. (writing)

Holocaust:

"One Immigrant's Story" article found in unit 1.

Climate Change:

"New Sources of Energy" Article

NJ Mandated Curriculum: Galloway Teacher Resource Crosswalk

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Noticing, Seeking Challenges, Purpose, Growth Mindset, Belonging

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.

- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.