

Unit 2: Geography, People, and the Environment (Weeks 9-19)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

In this unit, students will learn about the geography of the land, how the climate and seasons affect how we live and how the regions in the United States compare to other regions around the world. Students will also learn important map skills, which will help them to learn more about the different kinds of land, water, and places around us.

ESSENTIAL QUESTIONS

1. What are landforms?
2. How do maps help people find locations?
3. Why are seasons and climate different in different regions?
4. What are the characteristics of urban, suburban, and rural areas, and how do they influence the way people live?
5. How do the environmental characteristics of various regions influence where and how people live?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades K-2 - Social Studies (2020)

6.1.2.GeoPP.1:

Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

6.1.2.Geo.SV.1:

Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

6.1.2.Geo.SV.2:

Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

6.1.2.Geo.SV.3:

Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

6.1.2.Geo.HE.1:

Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.Geo.HE.2:

Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

6.1.2.Geo.HE.3:

Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

6.1.2.Geo.HE.4:

Investigate the relationship between the physical environment of a place and the economic activities found there.

6.1.2.Geo.GI.2:

Use technology to understand the culture and physical characteristics of regions.

SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
SOC.6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
SOC.6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics

such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.2.2.EC.1

Identify and compare technology used in different schools, communities, regions, and parts of the world.

PRE-ASSESSMENTS

Unit 2 Pre-Assessment attached below.

[Unit 2 Pre-Assessment](#)

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 1 We are learning to identify landforms and their characteristics.
Student Learning Strategies	Students will - identify various landforms - explain characteristics of each landform
Success Criteria	- I can identify landforms. - I can describe the characteristics of various landforms.
Formative Assessment (drives instructional decisions)	- Turn & talk - Class discussion - Cut & glue activity
Activities and Resources	Watch & Discuss: Landforms on BrainPop Jr.

OR**Read & Discuss:**

Harcourt *The World Around Us* Lesson 2: North America (p74-81).

Activity:

Working together in partners, small groups, or as a class, have students complete the cut & glue landforms worksheet. You may choose to have students glue their completed work into their Social Studies notebooks.

Optional:

BrainPop Jr. quiz

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Suggested Modifications

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and

talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you

and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Lesson 1 Landforms Worksheet](#)

SOC.6.1.2.GeoPP.1

Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

MODULE 2

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

Lesson 2

We are learning to define regions and use a map key and symbols to identify landforms and bodies of water.

Student Learning Strategies

Students will

- explain how regions are defined
- compare and describe regions based on the landforms within each region

	<ul style="list-style-type: none"> - color-code a landform map to identify different regions
<p>Success Criteria</p>	<ul style="list-style-type: none"> - I can define and explain what a region is. - I can use a landform map to compare different regions in our country.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Turn & talk - Class discussion - Landform map
<p>Activities and Resources</p>	<p>Read & Discuss: Harcourt <i>The World Around Us</i> Map & Globe Skills: Read a Landform Map (p82-83).</p> <p>OR Watch & Discuss: Maps of Landforms on Generation Genius</p> <p>Activity: Working in partners, small groups, or as a class, have students complete the <i>Color a Landform Map</i> worksheet. You may choose to have students glue their completed work into their Social Studies notebooks.</p>
<p>Suggested Modifications</p>	<p>English Language Learners Native language support:</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students</p>

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

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Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

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may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
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SOC.6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 3 We are learning to - identify the cardinal directions - recognize hemispheres, the equator, and poles on a map or globe
Student Learning Strategies	Students will - identify and label the parts of a globe - identify and label the cardinal directions on a compass rose
Success Criteria	I can show the cardinal directions, hemispheres, equator, and poles on a globe.
Formative Assessment (drives instructional decisions)	- Turn & talk - Class discussion - <i>Label the Compass Rose</i> worksheet - <i>Parts of a Globe</i> worksheet
Activities and Resources	Read & Discuss Harcourt <i>The World Around Us</i> Lesson 4: World Regions (p90-91). OR Watch & Discuss Cardinal Directions for Kids on Youtube

Activity:

Working together in partners, small groups, or as a class, have students complete the *Label the Compass Rose* worksheet, then the *Parts of a Globe* worksheet. You may choose to have students glue their completed work into their Social Studies notebooks.

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Suggested Modifications

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

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Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Lesson 3: Parts of a Globe](#)

[Lesson 3: Label the Compass Rose](#)

SOC.6.1.2.GeoSV.3

Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 4 We are learning to describe locations on a map using the cardinal directions.
Student Learning Strategies	Students will - identify and describe locations on a map using the cardinal directions
Success Criteria	I can use the cardinal directions to describe a location on a map.
Formative Assessment (drives instructional decisions)	- Turn & talk - Class discussion

- Map activity

Activities and Resources

Activity Part 1:

Pass out the *Map of My Classroom* worksheet. Have students work independently, in partners, or in small groups to draw a map of your classroom. Students should also label the Compass Rose to match whichever way they choose to hold their paper (vertically or horizontally).

Activity Part 2:

Pass out the *Where Is It?* worksheet. Have students work independently, in partners, or in small groups to write sentences describing the location of various classroom items using cardinal directions. (ex. *The kidney table is south of the white board*).

Challenge: You may also choose to complete this activity using a map of another place, such as an amusement park or museum.

Suggested Modifications

English Language Learners Native language support:

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Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Lesson 4: Map of My Classroom](#)

[Lesson 4: Where Is It?](#)

SOC.6.1.2.GeoSV.4

Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

MODULE 5

Student Learning Intentions (SLI) WALT:

Lesson 5

(We are learning to...)	We are learning to understand climate.
Student Learning Strategies	<p>Students will</p> <ul style="list-style-type: none"> - explain the difference between weather and climate - explain how climates vary around the world
Success Criteria	<ul style="list-style-type: none"> - I can define climate. - I can explain why climates vary across regions and parts of the world.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn & talk - Class discussion - <i>Weather vs. Climate Sort</i>
Activities and Resources	<p>Watch & Discuss: Climates for Kids on YouTube.</p> <p>Activity: As a class, complete the <i>Weather vs. Climate Sort - Chart</i> on chart paper. As you work, you may choose to have students complete their own version in their Social Studies notebooks using the <i>Weather vs. Climate Sort - Notebook</i> version.</p>
Suggested Modifications	<p>English Language Learners Native language support:</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students</p>

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes

and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Lesson 5: Weather vs. Climate Sort - Notebook](#)

[Lesson 5: Weather vs. Climate Sort - CHART](#)

SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
SOC.6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

MODULE 6

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 6 We are learning to identify and compare urban, suburban, and rural areas and explain how the geography of a place affects the way people live.</p>
<p>Student Learning Strategies</p>	<p>Students will</p> <ul style="list-style-type: none"> - describe urban, suburban, and rural communities - compare and contrast urban, suburban, and rural communities - explain how people's lives may be different in each type of community
<p>Success Criteria</p>	<p>I can</p> <ul style="list-style-type: none"> - explain the difference between urban, suburban, and rural areas. - compare how people in each type of area may live.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Turn & talk - Class discussion
<p>Activities and Resources</p>	<p>Watch & Discuss: Rural, Suburban, and Urban on BrainPop Jr.</p> <p>Activity: Make a class chart comparing urban, suburban, and rural areas. As you create the chart together, discuss how people live differently in each type of community. Add words or sentences to the chart as you discuss.</p> <p>Optional: Have students follow along to complete their own charts (<i>Urban, Suburban, and Rural Communities</i> worksheet), which can be glued into their Social Studies notebooks.</p>

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to

be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Lesson 6: Urban, Suburban, Rural

SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
SOC.6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

MODULE 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 7 We are learning to understand the influence that environmental characteristics of regions has on where and how people live.
Student Learning Strategies	Students will - identify differences in climate in different places around the world - explain how weather and climate influences the way people live in different places - compare and contrast life around the world based on environmental characteristics
Success Criteria	I can explain how environmental characteristics, like weather and climate, influence people's lives in a place or region.

Formative Assessment (drives instructional decisions)

- Turn & talk
- Class discussion
- Class chart

Activities and Resources

Read & Discuss:

A Ticket Around the World by Natalie Diaz and Melissa Owens. (There are read aloud videos on [YouTube](#) or on [Epic!](#) if you don't have a hard copy.)

As you read, gear your conversations toward today's learning intention: how do the environmental characteristics of the region/location influence how and where the characters live? You may choose to make a chart to keep track of thoughts and ideas (sample template attached).

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

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Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to

intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Lesson 7: A Ticket Around the World Chart Template](#)

SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
SOC.6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

MODULE 8

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 8 We are learning to reflect on the environmental characteristics of where we live, and how they influence our lives.</p>
<p>Student Learning Strategies</p>	<p>Students will</p> <ul style="list-style-type: none"> - explain the weather and climate where we live - explain how weather and climate influences the way we live - compare and contrast their lives to others' around the world based on environmental characteristics
<p>Success Criteria</p>	<ul style="list-style-type: none"> - I can provide examples of environmental characteristics of where I live. - I can explain how the environmental characteristics where I live influence how I live.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Turn & talk - Class discussion - <i>Environmental Characteristics Where I Live</i> activity worksheet.
<p>Activities and Resources</p>	<p>Discuss: Review the conversations from the previous lesson (re: <i>A Ticket Around the World</i>) and the class chart if you made one.</p> <p>Activity: Have students work independently, in partners, or in small groups to complete the <i>Environmental Characteristics Where I Live</i> activity worksheet. Then have students take turns sharing. You may choose to have students glue their completed work into their Social Studies notebooks.</p>
<p>Suggested Modifications</p>	<p>English Language Learners Native language support:</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and</p>

manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

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Students with 504 Plans:

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Gifted & Talented Strategies

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Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Lesson 8: Environment Characteristics Where I Live

SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

ELA.L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA.L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.WF	Foundational Skills: Writing Language
ELA.L.WF.2.2	Demonstrate command of the conventions of encoding and spelling.
ELA.L.WF.2.2.A	Regular, single-syllable words that include:
ELA.L.WF.2.2.A.i	Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
ELA.L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.