

Unit 2: Geography, People, and the Environment (Weeks 10-18)

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

UNIT RATIONALE

This unit will focus on geography and the ways people have shaped the environment around them. Students will study the different types of communities and their features. Students will study maps, photographs, graphs, and data to learn more about location, distances, and climate. Students will also explore landforms, time zones, and climate.

ESSENTIAL QUESTIONS

How does physical geography influence or determine the development of cultures, societies, and nations?

How do human geography and environment influence or determine the development of cultures, societies, and nations?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 3-5 - Social Studies (2020)

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.GeoSV.1:

Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2:

Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

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).

6.1.5.GeoHE.1:

Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

6.1.5.GeoHE.2:

Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.GeoHE.3:

Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.5.GeoGI.1:

Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

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.6.1.5.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.
SOC.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.
SOC.6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
SOC.6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
SOC.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.
SOC.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).
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

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

TECH.9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.3-5.8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
CS.3-5.8.2.5.ETW.1	Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
CS.3-5.8.2.5.ETW.2	Describe ways that various technologies are used to reduce improper use of resources.
CS.3-5.8.2.5.ETW.3	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
CS.3-5.8.2.5.ETW.4	Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
CS.3-5.8.2.5.ETW.5	Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.5	Create and use a database to answer basic questions.

PRE-ASSESSMENTS

[Unit 2 Pre Assessment](#)

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	We will be learning about landforms, climate and weather, and resource impact in New Jersey and the United States.
Student Learning Strategies	Students will participate in whole group discussions to explain how landforms, climate, and resources impact New Jersey.
Success Criteria	We will know we are successful when we can <ul style="list-style-type: none">• explain how landforms impact people's lives in New Jersey and the United States• explain how climate and weather impact people's lives in New Jersey and the United States• explain how resources impact people's lives in New Jersey and the United States
Formative Assessment (drives instructional decisions)	Turn and Talk Class Discussion Activity Exit Ticket - Brain POP Quizzes (Online Resources)
Activities and Resources	Landforms Read and Discuss Harcourt Social Studies <i>Our Communities</i> Geography Review page I14 (Introduction) Landforms Google Slides Watch and Discuss BrainPOP Jr Landforms Climate and Weather Read and Discuss Harcourt Social Studies <i>Our Communities</i> Chapter 3 Lesson 2 Our Country's Geography page 94 Watch and Discuss Weather BrainPOP video Climate Types BrainPOP video

Resources

Read and Discuss

Harcourt Social Studies *Our Communities* Unit 2
Chapter 3 Lesson 4 National Resources page 106 - 109
Chapter 11 Lesson 2 page 395

Watch and Discuss

[Natural Resources BrainPOP video](#)

Activity

Students can explain how landforms, climate, and natural resources impact people's lives.

- BrainPOP Landforms Notebook (attached)
- Weather vs. Climate Venn Diagram (attached)
- BrainPOP Natural Resources Notebook (attached)
- BrainPOP quizzes for each movie (online resources)

Suggested Modifications

English Language Learners

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. before the lesson is 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.

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. Classwork 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, apply acquired knowledge, and/or produce something about 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. 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: Ensure directions and instructions are given in limited numbers. Give directions/instructions verbally and in a 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.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk can 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 need some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

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.

[Landforms - BrainPOP Jr .pdf](#)

[Natural Resources - BrainPOP Jr .pdf](#)

[WeatherandClimateVennDiagram-1.pdf](#)

SOC.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.

MODULE 2

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>We are learning about rural, urban, and suburban communities.</p>
<p>Student Learning Strategies</p>	<p>Students will participate in whole class discussions to explain the three types of communities.</p>
<p>Success Criteria</p>	<p>We will know we are successful when we can</p> <ul style="list-style-type: none"> • explain the three types of communities • identify why people choose to live there • explain how the communities look and act differently
<p>Formative Assessment (drives instructional decisions)</p>	<p>Turn and Talk Class Discussion Activity</p>

	<p>Exit Ticket</p> <p>Google Form All Lessons</p>
<p>Activities and Resources</p>	<p>Read and Discuss</p> <p>Harcourt Social Studies <i>Our Communities</i> Chapter 4 Communities of Different Size Lesson 1 Urban Communities page 42- 47 Lesson 2 Suburban Communities page 52 - 55 Lesson 3 Rural Communities pages 56 - 61</p> <p>Watch and Discuss</p> <p>Brain POP Jr Video LINK</p> <p>Activity</p> <ul style="list-style-type: none"> • Create Google Slides about the types of communities • Communities Google Slide (online resources) • BrainPOP - Rural, Suburban, and Urban Communities Notebook page (attached) • 3 Types of Communities Chart (attached)
<p>Suggested Modifications</p>	<p>English Language Learners</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. before the lesson is taught. Including pictures to go with the vocabulary words is also very beneficial for the students.</p> <p>Special Education Students</p> <p>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</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.

Students with 504 Plans

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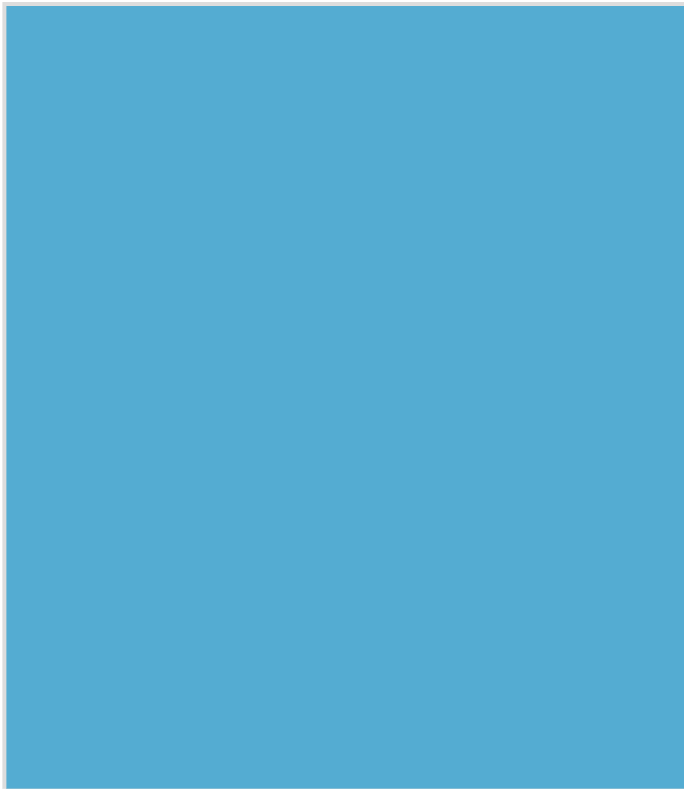
Gifted & Talented Strategies

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[Rural Suburban and Urban - BrainPOP Jr .pdf](#)

[TypesofCommunitiesFREEBIEPrintandDigital-1.pdf](#)

SOC.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.

MODULE 3

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>We are learning about different types of maps and their uses.</p>
<p>Student Learning Strategies</p>	<p>Students will participate in whole-class discussions to identify types of maps and their purpose.</p>
<p>Success Criteria</p>	<p>We will know we are successful when we can</p> <ul style="list-style-type: none"> • identify types of maps • explain the purpose of a map

Formative Assessment (drives instructional decisions)

Turn and Talk
Class Discussion
Activity

Activities and Resources

Read and Discuss

[Map Types](#) on Epic!

Watch and Discuss

[BrainPOP Map Skills](#)

Activities

- Using different types of maps, have students identify the types and how they are used
- BrainPOP Map Skills Notebook (attached)

Suggested Modifications

English Language Learners

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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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Gifted & Talented Strategies

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SOC.6.1.5.GeoSV.1

Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to use maps to find locations.
Student Learning Strategies	Students will participate in whole class discussions to explain the location of New Jersey relative to the world.
Success Criteria	We will know we are successful when we can explain the impact of location between New Jersey, the United States, and other countries.
Formative Assessment (drives instructional decisions)	Turn and Talk Class Discussion Activity
Activities and Resources	Read and Discuss Harcourt Social Studies <i>Our Communities</i> Find Directions and Distances on pages 30 - 31 Epic Books - Looking at Maps Activity <ul style="list-style-type: none">Using the map in the book, have students locate different cities. Students can use the NEW JERSEY and UNITED STATES map attached to find more locations.Use Types of Maps (attached) to read more about different maps and activities
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[newjersey-map-0.jpeg](#)

[MapScaleMapoftheUSAwithcapitalcitiesmeasuredistancesinmiles-1.png](#)

[Types_of_Maps.pdf](#)

SOC.6.1.5.GeoSV.2

Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

MODULE 5

This standard may take multiple days to cover.

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about geographic tools, maps, and globes used to measure distance, time zones, latitude and longitude.
Student Learning Strategies	Students will participate in whole class discussions about using maps to measure distance, locate time zones and use latitude and longitude.
ISuccess Criteria	We know we are successful when we can <ul style="list-style-type: none">• use maps and globes to measure distances• use maps and globes to locate time zones• use maps and globes to find a location using latitude and longitude.
Formative Assessment (drives instructional decisions)	Turn and Talk Class Discussion

Activities

Watch and Discuss Measuring Distances

[Measuring Distance video](#)

[Map Printout](#)

There is a PDF attached to complete the lesson with paper and pencil or a digital option

Time Zones

Watch and Discuss

[BrainPOP Video Link](#)

[World Map with Time Zones](#)

[Scholastic News video](#)

Latitude and Longitude

Read and Discuss

Harcourt Social Studies *Our Communities* Use Latitude and Longitude page 88 - 89

Watch and Discuss

[Latitude and Longitude BrainPOP Video Link](#)

Activities

Time Zones Exit Ticket (attached)

BrainPOP Quiz - Time Zones (online resource)

BrainPOP Quiz - Latitude and Longitude (online resource)

Activities and Resources

English Language Learners

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Special Education Students

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Suggested Modifications

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. Classwork 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, apply acquired knowledge, and/or produce something about 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. 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: Ensure directions and instructions are given in

limited numbers. Give directions/instructions verbally and in a 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.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk can 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 need some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

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.

[measuring-distances-map-1.pdf](#)

[Time_Zones.pdf](#)

SOC.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.

MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to describe the geographic similarities and differences between New Jersey, the United States, and the world.
Student Learning Strategies	Students will participate in whole group discussions describing similarities and differences between maps.
Success Criteria	We will know we are successful when we can <ul style="list-style-type: none">• describe similarities between places using maps, data

	<p>visualizations, graphs, diagrams, and photographs.</p> <ul style="list-style-type: none"> • describe differences between places using maps, data visualizations, graphs, diagrams, and photographs.
<p>Formative Assessment (drives instructional decisions)</p>	<p>Turn and Talk Class Discussion Activity</p>
<p>Activities and Resources</p>	<p>Using the different maps and images attached, students can view them and describe the similarities and differences they have noticed.</p> <p>Resources Epic Book Collection - Geography Around the World Interactive New Jersey Map Interactive United States Map World Map</p> <p>Student Activity Students will compare and contrast locations. Geography Compare and Contrast - Google Slides</p>
<p>Suggested Modifications</p>	<p>English Language Learners</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. before the lesson is taught. Including pictures to go with the vocabulary words is also very beneficial for the students.</p> <p>Special Education Students</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Oral Reading: The teacher will read work orally to students. Classwork such as tests and literature circles</p>

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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Students at Risk of School Failure

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[Screen_Shot_2022-08-02_at_3.03.17_PM.png](#)

[Screen_Shot_2022-08-02_at_3.02.17_PM.png](#)

[Screen_Shot_2022-08-02_at_3.01.48_PM.png](#)

[Screen_Shot_2022-08-02_at_3.01.16_PM.png](#)

[Screen_Shot_2022-08-02_at_3.01.31_PM.png](#)

[MapSkillsandTypesofMapsUnitWorksheetsfor2ndand3rdGrade-1.pdf](#)

SOC.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).

MODULE 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	We will be learning about how humans affected the environment across New Jersey and the United States.
Student Learning Strategies	Students will participate in whole class discussions to explain changes to the environment in New Jersey and the United States.
Success Criteria	We know we are successful when we can <ul style="list-style-type: none">• explain how the physical environment of New Jersey has changed over time• explain how the physical environment of the United States has changed over time
Formative Assessment (drives instructional decisions)	Turn and Talk Class Discussion Activity
Activities and Resources	Read and Discuss Harcourt Social Studies <i>Our Communities</i> Unit 2 Chapter 4 Lesson 2 "Changing the Environment" or Epic Books Environment A World of Change Watch and Discuss Fast Land Changes - BrainPOP Slow Land Changes - BrainPOP

View

[Climate Change in New Jersey - Video](#)

[Images of Change over Time](#)

Activities

BrainPOP Quizzes

Fast Land Changes Notebook (attached)

Slow Land Changes Notebook page (attached)

Suggested Modifications

English Language Learners

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 before the lesson is taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

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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.

Students with 504 Plans

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Gifted & Talented Strategies

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[Fast Land Changes - BrainPOP Jr .pdf](#)

[Slow Land Changes - BrainPOP Jr .pdf](#)

SOC.6.1.5.GeoHE.1

Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>We are learning about how technology has changed the environment in New Jersey and the United States.</p>
Student Learning Strategies	<p>Students will participate in whole group discussions to explain how advancements in transportation, energy sources, and communication changed New Jersey and the United States.</p>
Success Criteria	<p>We know we are successful when we can</p> <ul style="list-style-type: none"> • explain how advances in energy technology changed the environment in New Jersey and the United States • explain how advances in transportation technology changed the environment in New Jersey and the United States • Explain how advances in communication technology changed the environment in New Jersey and the United States.
Formative Assessment (drives instructional decisions)	<p>Turn and Talk Class Discussion Activity</p>
Activities and Resources	<p>Read and Discuss Harcourt <i>Social Studies Our Communities</i> Unit 2 Chapter 4 pages 127 - 128 (Reference in a previous lesson)</p> <p>Energy Technology Read and Discuss Earth Friendly Energy - Epic</p> <p>Watch and Discuss Energy Sources BrainPOP Movie</p> <p>Read and Discuss (Included information about transportation and communication advances) Harcourt <i>Social Studies Our Communities</i> Unit 3 Chapter 5 Lesson 3 "Inventions in Communities" page 170 - 175</p> <p>Transportation Technology Read and Discuss Earthy Friendly Transportation - Epic Transportation Technology - EPIC</p> <p>Watch and Discuss Transportation BrainPOP Movie</p>

Communication Technology

Read [Communication Technology - EPIC](#)

Activities

Communication Then and Now (attached)

Transportation Then and Now (attached)

Then and Now Energy (Attached)

BrainPOP Energy Sources Notebook Page (attached)

BrainPOP Transportation Notebook Page (attached)

BrainPOP quizzes (online resources)

English Language Learners

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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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Students with 504 Plans

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Suggested Modifications

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Gifted & Talented Strategies

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Students at Risk of School Failure

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[Communication_Then_And_Now.pdf](#)

[Transportation_Then_and_Now.pdf](#)

[Then_and_Now_Energy.pdf](#)

[Transportation - BrainPOP Jr .pdf](#)

[Energy_Sources - BrainPOP Jr .pdf](#)

SOC.6.1.5.GeoHE.2

Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

MODULE 9

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about natural and human-made disasters.
Student Learning Strategies	Students will participate in whole-group discussions to analyze how disasters can affect humans.
Success Criteria	We will know we are successful when we can <ul style="list-style-type: none">• analyze how a natural disaster can affect where humans live• analyze how a human-made disaster can affect where people may live
Formative Assessment (drives instructional decisions)	Class discussion, student work, exit ticket, BrainPOP quizzes
Activities and Resources	<p>Catastrophic Environmental Events (Natural Disasters)</p> <p>Read and Discuss Harcourt Social Studies <i>Our Communities</i> Unit 2 Chapter 4 Lesson 1 "Our Environment" page 114 - 118 Epic Collection about Natural Disasters</p> <p>Watch and Discuss Natural Disasters Avalanches Droughts Floods Hurricanes Tsunami Volcanoes</p> <p>Catastrophic Technological Events (Man-Made Disasters)</p> <p>Read and Discuss Harcourt Social Studies <i>Our Communities</i> Unit 2 Chapter 4 Lesson 2 "Changing the Environment" page 122-127 Epic Collection</p> <p>Watch and Discuss Titanic- BrainPOP</p> <p>Student Activity Students can choose a catastrophe to learn more about how it affected the people and geography of a location. Organizers (attached)</p>

Suggested Modifications

English Language Learners

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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.

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Students with 504 Plans

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[NaturalDisasterMiniResearch-1.pdf](#)

[NaturalDisastersReflectionWorksheets-1.pdf](#)

SOC.6.1.5.GeoHE.3

Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

MODULE 10

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>We are learning how the movement of people changes communities and regions.</p>
<p>Student Learning Strategies</p>	<p>Students will participate in whole group discussions to explain why people may move to a community or region.</p>
<p>Success Criteria</p>	<p>We will know we are successful we can</p> <ul style="list-style-type: none"> • explain why people might move to a community or region • evaluate how the movement of a group of people changes a community • evaluate how the movement of a group of people changes a region
<p>Formative Assessment (drives</p>	<p>Student work samples, class discussion, exit ticket</p>

instructional decisions)

Activities and Resources

Read

Harcourt Social Studies *Our Communities*

Unit 2 Chapter 3 Lesson 3 "Our Country's Region"

Unit 5 Chapter 9 Lesson 1 "Moving to New Places"

Student Activity

Students can choose a region of the United States to learn more about and explore why people might move there. Report organizer (attached)

Collection of EPIC Books about United States Regions

[EPIC Collection - United States Regions](#)

Suggested Modifications

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Students with 504 Plans

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[US Region Report Page.pdf](#)

SOC.6.1.5.GeoGI.1

Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

REFLECTIONS

Please share your experiences with the lessons here. Some lessons will take more than one class period.

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

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
MA.3.MD.B	Represent and interpret data.