Unit 2: Geography, People and the Environment

Content Area: **Social Studies**
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**
Time Period: **Week**
Length: **4 Weeks**
Status: **Published**

Unit Overview

Students will determine the importance of maps, identify the information found on maps and state how land areas affect people lives.

Transfer

Students will

- identify various types of maps
- describe different landforms
- use maps to locate specific places

Meaning

Understandings

Students will demonstrate the following understandings:

- various types of maps (political, landform, ect.)
- use a map to locate a specific place in the world
- different information can be found on different maps
- landforms impact where and how people live

Essential Questions

Students will keep considering...

What information can be gathered from different types of maps?

Application of Knowledge and Skill

Students will know...

Students will know...

- there are different types of maps
- when information may be useful
- compare information on maps
- maps can explain location of places in New Jersey, in United States and worldwide
- landforms impact where and how people live in New Jersey and in the United States

Students will be skilled at...

Students will be skilled at...

- locating information on a map
- determining what information is being portrayed on the map
- comparing information found on maps

Academic Vocabulary

map

globe

latitude

longitude

equator

settlement

New Jersey

United States

contributions

cultures

landforms

mountains

plateaus

desert

climate

weather

regions

map key

symbols

Learning Goal 1

- Determine important information located on different types of maps

Target 1

SWBAT:

- describe the features on different types of maps
- read maps for important information
- decide if information found on a map is useful
- create a map using key components

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.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
SOC.6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
SOC.6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
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 Goal 2

- Describe how landforms impact how and where people live in the United States

Target 2

SWBAT:

- identify each type of landform that is found on Earth
- illustrate and label parts of a landform map
- explain why people reside in certain regions based on topograpphy

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.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
SOC.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
SOC.6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

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.
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Summative Assessment

Two Summative assessments via Linkit!

1. Grade 2 Social Studies Common Assessment #1 (First half of the year)

2. Grade 2 Social Studies Common Assessment #2 (Second half of the year)

Interdisciplinary

Wonders Assessments (ELA)

TCI Assessment (SCIENCE)

Proficiency Scale

Formative Assessment and Performance Opportunities

- academic games
- Compass learning
- DBQ
- Directed Reading Activity
- discussion
- Do Now response
- Exit Ticket
- graphic organizer
- PBL

- peer assessment
- Presentation
- Primary and secondary source analysis
- Project
- questioning
- Quiz
- research project
- self assessment
- Socratic seminar
- student notebook
- Student Presentation
- Student Response Systems
- Teacher Observation
- Written response

Accommodations and Modifications

Geography Project- Flexible and strategic grouping based on ability level

New Jersey Map Project- modified by task and vocabulary

*refer to individual student IEP, 504, & Access plans

Social Studies Enrichment/Modifications Resources for **ELL Students**-
https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students**-
https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Social studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students**-
https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Using Graphic Organizers with ELLs"

- additional practice/remediation

- Cross-curricular extension activities

- guided notes

- interactive games/websites

- leveled assignments

- leveled readings

- modified assessments

- student generated research projects

- using Wixie create maps of a created town

Unit Resources

*WONDERS

Unit 4, Week 1: Land Features

Unit 4, Week 3: Weather

Unit 5, Week 4: Natural Resources

- Print Resources:
- Digital Resources:
- Online websites such as but not limited to:
- Videos (online or DVD) such as but not limited to:
- Interactive Notebook
- Technology Resources Available: Digital Camera; Document Camera; Flash Drives; Flip Camera; Interactive White Board; Listening Centers; Scanners; Student Chromebooks; Student Response Systems

NJ Amistad Curriculum Resources

Cardinal Directions Activities - http://www.njamistadcurriculum.net/history/unit/social-studies-skills/lesson_plan/4210/288

http://hs.umt.edu/bssp/documents/cuturally%20congruent%20Units/Morrison_Landforms_Unit.pdf

https://quizlet.com/2514573/2nd-grade-landforms-flash-cards/

https://www.education.com/worksheets/second-grade/geography/

Interdisciplinary Connections

*WONDERS

Unit 4, Week 1: Land Features

Unit 4, Week 3: Weather

Unit 5, Week 4: Natural Resources

*TCI Science

Unit 3 Lesson 1 Section 1 and 2!!

      Lesson 2 All Sections

      Lesson 3 All Sections

Freckle: https://classroom.freckle.com/#/social-studies-units/c4b22732-55a3-41e5-a07f-925bbec8ddae

Landforms   https://www.wixie.com/o274

BrainPopJR videos

LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2-ESS2-1	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
2-ESS2-2.1.1	Patterns in the natural world can be observed.
2-ESS2-3.1.1	Patterns in the natural world can be observed.