Grade 3 - Unit 2: Geography, People, and the Environment

Content Area: **Social Studies**
Course(s): **Social Studies 3**
Time Period: **Week**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will ...

- identify the different geographical characteristics of communities (rural, suburban, urban) and the impact those characteristics have on the economics of the community
- discriminate between the different features and uses of physical and political maps

SEE UNIT RESOURCES (below) FOR TOPICS COVERED IN WONDERS

Transfer

- Apply various comprehension strategies to connect and make meaning with text
- Cite text evidence from the text to support meaning
- Transfer vocabulary acquisition usage across content
- Use text features (maps, diagrams, headings, tabels, etc.) to interpret text

Meaning

Understandings

Students will demonstrate the following understandings:

- when and how to use different types maps
- how to use a physical and political map to explain the location of NJ, the United States, and other areas of the world
- the characteristics of regions in the United States based on culture, economics, politics, and physical environment
- how modes of transportation are utilized in communities (rural, suburban, urban)
- characteristics of rural, suburban, urban communities

Essential Questions

Students will keep considering...

- What are geographical characteristics of different communities?
- What are the features and uses of physical and political maps?

Application of Knowledge and Skill

Students will know...

Students will know...

- that different type of information can be found on maps and when that information is useful
- how to use physical and political maps to explain the location of NJ and the United States and other areas worldwide
- that communities can be identified by their specific features

Students will be skilled at...

Students will be skilled at...

- comparing and contrasting the characteristics of communities in the United States
- describing the features of physical and political maps

- locating information on physical and political maps

Academic Vocabulary

physical map

political map

equator

prime meridian

hemisphere

longitude

latitude

U.S. map

world map

continent

ocean

culture

transportation

community

rural

suburban

rural

Learning Goal 1
- explain the features of rural, suburban, urban communities

Targets 1

- compare and contrast the characteristics of communities in the United States

- describe ways in which transportation varies from community to community

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.CS2	Places are jointly characterized by their physical and human properties.
SOC.6.1.4.B.CS4	Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
SOC.6.1.4.B.CS7	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
SOC.6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
TECH.8.1.5	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.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Learning Goal 2

- describe the features of physical & political maps and determine when the information is useful

Targets 2

- compare and contrast information that can be found on different types of maps and determine when the information is useful

- read physical and political maps to explain the location and spatial relationship of places in New Jersey and the United States

SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.B.CS1	Spatial thinking and geographic tools can be used to describe and analyze the spatial

patterns and organization of people, places, and environments on Earth.

TECH.8.1.5	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

Common Summative Assessments via Linkit!

1. Grade 3 Social Studies Common Assessment #1 (First half of the year)

2. Grade 3 Social Studies Common Assessment #2 (Second half of the year)

21st Century Life and Careers

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Proficiency Scale

Formative Assessment and Performance Opportunities

- academic games
- 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

Please refer to teacher's individual lesson plan for accomodations per students' 504, IEP, and Access Plan.

Modifiable Cross-curricular extension activities:

Communities Forture Teller (urban, rural, suburban communities)

Compare/Contrast Writing Piece - Williamstown, NJ: Past & Present

- Modified by writing ability/level
- assist the student in developing a visual outline/graphic organizer
- Provide a clearly written topic sentence and an informal outline to get the student started on a paragraph or essay

Class field trip to Hall Street School (located in Williamstown, NJ)

Select a type of community and create a Wixie Poster containing facts/information

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

Unit Resources

Wonders:

Unit 3 Week 5

- print resources- "Our Communities" textbook
- 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; Interactive White Board; Listening Centers; Scanners; Student Laptops; Student Response Systems
- NJ Amistad Curriculum: Unit One - Social Studies Skills: http://www.njamistadcurriculum.net/history/unit/social-studies-skills

Interdisciplinary Connections

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
LA.RI.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

LA.L.3.1   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.