

# Grade 2 Unit 3: Geography, People, & Environment

Content Area: **Social Studies**  
Course(s): **Social Studies Grade 2**  
Time Period: **MP2**  
Length: **30 days**  
Status: **Published**

## NJSLS - Social Studies

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|-------------------|---|
| 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.GeoHE.1 | Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.                                      |

## Rationale & Transfer Goals

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This unit focuses on Geography, People, and Environment. Students will gain an understanding of how to use a map. Students will gain an understanding on how people use and misuse the environment.

## Enduring Understandings

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- Communities have different geographic features.
- Landforms, weather and resources impact where and how people live.
- People use and misuse the environment.

## Essential Questions

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- How do people use the environment?
- What happens when we pollute the environment?
- How do natural resources impact daily life?

## Content - What students will know

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- A map is a representation of local and distant places
- A globe is a model of the earth

- People use natural resources for food, clothing, and shelter
- How people use natural resources in various environments
- The effects of pollution

### **Skills - What students will be able to do**

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- Locate information on a map
- Id different types of maps
- Compare information found on maps
- Explore how people use and misuse the environment
- Explain how people use natural resources

### **Instructional Activities - How we teach content and skills**

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- Shared Reading
- Read Alouds
- Role Plays
- Small group projects/problem solving
- Games

### **Evidence/Assessment - How we know students have learned**

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- Teacher observation
- Student participation
- Interactive Notebook
- Presentation of projects
- Exit slips
- Unit Assessments

### **Spiraling for Mastery**

| Content or Skill for this Unit | Spiral Focus from Previous Unit | Instructional Activity |
|--------------------------------|---------------------------------|------------------------|
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|            |            |                                 |
|------------|------------|---------------------------------|
| Map Skills | Map Skills | Create a map of a story setting |
|------------|------------|---------------------------------|

## Key Resources

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- SS Alive (ch.3, 4, 5)
- Interactive notebook
- Read Alouds
- Scholastic News
- BrainPOP

## 21st Century Life & Careers

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WRK.9.1.2.CAP.1                      Make a list of different types of jobs and describe the skills associated with each job.

## Career Readiness, Life Literacies, & Key Skills

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TECH.9.4.2.CI.1                      Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

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).

## Interdisciplinary Connections

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MA.2.OA.A                              Represent and solve problems involving addition and subtraction.

LA.RI.2.5                                Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

## Intersections of History

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