Jan. Gr. 3 Community / Climate Change

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

Unit Overview

Concepts:

- Understand that citizens are part of a community and culture.
- Use geographic tools to locate communities.
- Recognize and describe physical characteristics of places.
- Identify landforms, climate, and vegetation of communities.
- Understand physical processes.
- Recognize that communities use rules to keep people safe.
- Understand and apply some basic rights of citizens, including the freedoms of religion, speech, press, and assembly.
- Describe the characteristics of a good citizen.
- Being aware of current events and discussing them promote deeper understanding of the community and world around you.

Enduring Understandings

Climate change is impacting the sustainablilty of the Earth and understand the impact and identify solutions for the future.

Different communities have different landforms and bodies of water. People change and adapt to their surroundings.

Communities depend on citizens to participate in their government.

Current events in the world help people to understand the world around them.

Essential Questions

What influenced human settlement and how did humans adapt to their environment?

What are the physical features of a community?

What are natural resources?

What are some ways in the environment affects people?

How do people affect their communities?

What measures are taken identify climate change issues in their community and what research offers solutions to support sustainablility?

What are some ways in which people modify their environment?

What are some things people can do to care for their environment?

What are some characteristics of a good citizen?

What important current events are happening in the world today?

Instructional Strategies & Learning Activities

Skills and Methodologies:

- Use maps to locate communities and identify landforms.
- Recognizing the interconnectedness of ecosystems and communities using prior knowledge from science habitat unit.
- Use charts and graphic organizers to explain concepts.
- Compare and contrast concepts.
- Speak in front of an audience and take part in discussions.

Instructional Activities:

- Review map skills using workbook, maps and centers.
- Use textbook and workbooks to identify concepts
- Complete assessment of textbook content.
- Have students design and create their own community in a pizza box making sure they include identified landforms and natural and man-made resources according to established rubric.
- Students will research solutions to the impact of climate change on their community and impllement at least two solutions into their community to support sustainability.
- Have students look at the Delaware Township site to look at the established laws for our community.
- Have students develop a list of realistic laws for their community to live by according to the rubric.
- Once a week, each student will find a current event, write up a summary and present to the class according to checklist.

Integration of Career Readiness, Life Literacies and Key Skills

9.4.5.CI	Creativity and Innovation
9.2.5.CAP	Career Awareness and Planning
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.2.5.CAP.2	Identify how you might like to earn an income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT	Critical Thinking and Problem-solving
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA	Global and Cultural Awareness
	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.4.5.IML	Information and Media Literacy
	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Technology and Design Integration

Students will interact with the SmartBoards, Chromebooks, and Document Camera.

ED	Engineering Design

	Engineering design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes.
8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem.
8.2.8.ED.3	Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
	Engineering design requirements and specifications involve making trade-offs between competing requirements and desired design features.
8.2.8.ED.5	Explain the need for optimization in a design process.
8.2.8.ED.7	Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

Interdisciplinary Connections

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
3-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment and address climate change issues.
8.2.5.ETW.5 Identify the impact of specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative affects such as climate change.

CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
CCSS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas

	and expressing their own clearly.
CCSS.ELA-Literacy.SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
CCSS.ELA-Literacy.SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.3.CCSS.ELA-Literacy.CCRA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

- Assessment modifications depending on individual needs: test read to student, unlimited time to finish test, use of vocabulary sheets.
- Pairing strong reader with a weak reader to support peers in the classroom when reading grade level nonfiction text.
- Extension activities may include:

1. Write a journal entry as one of the members of the community box community to a friend living far away explaining the community you planned and developed. Try to persuade them to move to the community, giving reasons why they should come there.

2. Write a campaign speech to present to your “community” convincing them why they should vote for you.

3. Draw a detailed architectural type drawing of one of the buildings in your “community”.

4. Write a poem about your community.

5. Present an extension activity proposal of your own to the teacher for approval.

6. Design a brochure for your “community” including points of interest to encourage tourists to visit your “community”.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

IEP and 504 accommodations as required

Also, see differentiation above.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students’ abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

discussion

Teacher observation

worksheet assignements

Performance Task

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

Final Project components as listed in Activities according to checklist.

Instructional Materials

- Current Event guidelines and sheets.
- Scholastic News if needed for current events.
- Harcourt Social Studies textbook and student workbook.
- Harcourt Social Studies assessments.
- Vocabulary sheets
- Community Project Rubric
- Pizza boxes
- Supplies to design and decorate communities.
- www.newsela.com for current events.
- www.delawaretownship.org
- www.studystack.com

Standards

6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
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.
3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard.
ESS3.B	Natural Hazards