

P.Cert. 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 sustainability 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 sustainability?

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 implement 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 21st Century Themes and Career Exploration

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology Integration

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

TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.5.B.CS2	The effects of technology on the environment.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.5.A.1	Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
TECH.8.2.5.C.CS2	The application of engineering design.
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.E.CS1	Plan strategies to guide inquiry.
TECH.8.2.5.B.CS4	The influence of technology on history.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.2.5.B. 6	Compare and discuss how technologies have influenced history in the past century.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

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.

LA.3.CCSS.ELA-Literacy.CCRA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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.

Differentiation

- 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

IEP and 504 accommodations as required

Also, see differentiation above.

Formative Assessments

discussion

Teacher observation

worksheet assignments

Performance Task

Summative Assessments

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

SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.3.4.CS6	Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
SOC.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.
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.6.1.4.A.CS11	In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
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.6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
SOC.6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
SOC.6.1.4.A.CS6	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right

	to due process) contribute to the continuation and improvement of American democracy.
SOC.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.
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people’s rights and the security and welfare of society.
SOC.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).
SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
SOC.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.
SCI.3.ESS3.B	Natural Hazards
SOC.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.
SCI.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.
SOC.6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.B.CS2	Places are jointly characterized by their physical and human properties.
SOC.6.3.4.CS3	Are aware of their relationships to people, places, and resources in the local community and beyond.
SOC.6.3.4	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
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.
SOC.6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
SOC.6.3.4.CS4	Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.

SOC.6.3.4.CS1

Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

SOC.6.1.4

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.