

02 Geography & Communities

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **1 trimester**
Status: **Published**

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understandings:

- The location of a community impacts the way of life of the people who live there.
- Communities change over time based on the wants and needs of the people who live there.
- There are cultural differences within a community.
- The present is influenced by the past.
- The use of geographic tools helps us understand our place in the world.
- Physical features in a particular area affect people's activities.
- Maps and globes have a purpose.

Essential Questions:

- How can you use a map to find a location?
- How do humans effect the environment?
- How can cultural differences impact a community?
- How can people from within a community, state, or nation help each other?

General Overview, Course Description or Course Philosophy

The second grade geography and communities course is designed to provide learners with knowledge, skills, and perspectives needed to understand past and present communities and cultures and environments that shaped America in the World today. Students will be able to compare and contrast cultures within the United States and communities around the world and differentiate between colonial life and current times, as well as differentiate between different types of landforms. Furthermore, students will investigate the physical features of the United States and apply map and globe skills. Lessons are aligned with the New Jersey Learning Standards and will infuse technology, ELA and Science within projects, activities, and written products.

CONTENT AREA STANDARDS

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| SOC.6.1.2.GeoGI.2 | Use technology to understand the culture and physical characteristics of regions. |
| SOC.6.1.2.GeoHE.2 | Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). |
| SOC.6.1.2.GeoHE.3 | Identify cultural and environmental characteristics of different regions in New Jersey and |

the United States.

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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.GeoSV.4 | Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought). |
| SOC.6.1.2.HistoryCC.1 | Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. |
| SOC.6.1.2.HistoryCA.1 | Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). |
| SOC.6.1.2.HistoryCC.2 | Use a timeline of important events to make inferences about the "big picture" of history. |
| SOC.6.1.2.HistoryCC.3 | Make inferences about how past events, individuals, and innovations affect our current lives. |
| SOC.6.1.2.HistorySE.3 | Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). |
| SOC.6.3.2.CivicsPD.1 | With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. |
| SOC.6.3.2.GeoGI.1 | Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. |
| SOC.6.3.2.GeoGI.2 | Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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| LA.W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion. |
| LA.W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| 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. |
| LA.RI.2.10 | Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. |
| SCI.2.ESS2.A | Earth Materials and Systems |
| SCI.2.ESS2.B | Plate Tectonics and Large-Scale System Interactions |
| SCI.2.ESS2.C | The Roles of Water in Earth's Surface Processes |
| SCI.2-ESS2-2 | Develop a model to represent the shapes and kinds of land and bodies of water in an area. |
| SEL.PK-12.3.2 | Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds |
| SEL.PK-12.4.3 | Evaluate personal, ethical, safety, and civic impact of decisions |
| TECH.9.4.2.CT.1 | Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). |
| TECH.9.4.2.CT.3 | Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- The location of a community impacts the way of life of the people who live there.
- Communities change over time based on the wants and needs of the people who live there.
- The present is influenced by the past.

Procedural Knowledge

Students will be able to:

- Use a compass rose to identify and apply cardinal directions (North, South, East, West)
- Locate places on a map
- Distinguish features of landforms: mountain, plain, valley, island and peninsula.
- Distinguish features of bodies of water: river, lake and ocean.
- Recall information learned in first grade and apply map skills: compass rose, scale, legend, and map key.
- Examine the characteristics of various types of communities. (e.g. rural, urban, suburban)
- Identify the type of community Kinnelon is and how it meets the needs of the people who live here (e.g., cultural diversity, proximity to major metropolitan areas).
- Compare and contrast Kinnelon characteristics past and present and change over time (e.g., transportation, education, housing, food, jobs, services, recreation, government).
- Explain how individuals can help conserve our earth's resources.

EVIDENCE OF LEARNING

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

- Class and small group discussions
- Participation in class debate
- Class work
- Exit slips
- KWL chart

Alternative:

- Brainstorm a list of local issues and survey people to find out which are most important in the school and/ or community.
- Select one of the problems and in small groups gather information and data to become better informed about the causes and effects.

Summative Assessments

Students create a map with 3-5 statements describing the relative location of objects (e.g., playground, bedroom, classroom, school):

- Students identify coordinates on a map and answer questions using the coordinates.
- Students answer questions about when and why to use a map versus a globe.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

- Scholastic News
- Map Resources (USA maps, World maps, globes, etc.)

Mural: Linked to animal research and Ecosystems. Have students choose a good location for their animal. As you teach about community, add community buildings and areas to the Mural. Discuss the community needs and the effect on the animals.

Read Alouds:

Map It (Newbridge Big Book)

Community (Big Book – Social Studies Alive)

Supplemental:

Videos

BrainPOP Jr., Rural, Suburban and Urban Communities

- Brain Pop Jr.
 - SS: Geography
 - SS: Communities/Rural, Suburban and Urban Communities
- Brain Pop
 - SS: Map Skills
- School Library
- EPIC books

INTERDISCIPLINARY CONNECTIONS

ELA

Reading- Nonfiction reading

Writing- Persuasive letter about fixing a school/community problem

Phonics- Save the Animal spelling activities and end-of-unit culmination activity (Save the Animal posters/letters to Congress)

Science- Habitat Murals in Animal Unit & Study of River Maps in Water Unit

Math- Measurement Cities

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| 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. |
| LA.RI.2.10 | Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. |
| MA.2.MD.A.1 | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. |
| MA.2.MD.A.3 | Estimate lengths using units of inches, feet, centimeters, and meters. |
| MA.2.MD.A.4 | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. |
| SCI.2.ESS2.A | Earth Materials and Systems |
| SCI.2.ESS2.B | Plate Tectonics and Large-Scale System Interactions |

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

- Allow verbal responses
- Cooperative learning opportunities
- Utilize illustrations to reflect understanding
- Use of songs and technology
- Provide opportunities to collaborate with peers
- Word wall with vocabulary
- Sentence starters
- Shared and Interactive Writing
- Wait time