# Unit 2 - Geography, People and the Environment

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

## Unit Overview

This unit allows the students to explore aspects of New Jersey, including the geography & climate. Types of maps will be discussed. 9/11 Remembrance will be observed & discussed. Concepts of human rights & responsibilities will be discussed in conjunction with Constitution Day. Human Rights will be discussed during school wide week of Respect. Lessons in this unit satisfy Climate Change curricular requirements.

## Enduring Understandings

New Jersey, like each state, is unique in terms of its physical and cultural geography.

## Essential Questions

What interesting features & landforms are found in NJ?
How does weather & climate effect NJ's environments?
How do the different regions in NJ impact the economy of New Jersey?

## Learning Objectives

Compare the different regions of NJ. Examine culture, economics, and physical geography of NJ.
Identify the capital of NJ.
Explain how the county system works in NJ.
Identify the county capital of Passaic.
Use maps to explore the different regions of NJ.
Use maps to extrapolate information.
Define landforms
Explain how different regions of the United States have different resources.
Define urban, suburban and rural communities.
Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
Explain how technology has impacted NJ.
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.
Describe how the development of different transportation systems impacted the economies of New Jersey and

the United States.
Use data to describe how the availability of resources in NJ and other regions in the United States have impacted economic opportunities.
Define the major tenets of democracy.
Identify different regions of the United States and of NJ.
Virtual Field Trip: Northeast Region of the U.S. (Diversity, Equity and Inclusion)
Virtual Field Trip: Southeast Region of the U.S. (Diversity, Equity and Inclusion)
Living with the Land (Diversity, Equity and Inclusion)
This is What Democracy Looks Like (Diversity, Equity and Inclusion)
Examine how climate change has impacted NJ and the United States. (Climate Change)

## Standards: Content

## Standards: Interdisciplinary

| | |
|---|---|
| 8.1.5.DA.1 | Collect, organize, and display data in order to highlight relationships or support a claim. |
| 8.1.5.DA.3 | Organize and present collected data visually to communicate insights gained from different views of the data. |
| 8.1.5.DA.4 | Organize and present climate change data visually to highlight relationships or support a claim. |
| 9.4.5.IML.1 | Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). |
| 9.4.5.IML.2 | Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). |
| RI.CR.4.1 | Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text. |
| RI.CI.4.2 | Summarize an informational text and interpret the author's purpose or main idea citing key details from the text. |
| RI.TS.4.4 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| RI.CT.4.8 | Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures. |
| W.AW.4.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| W.IW.4.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| W.IW.4.2.A | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension. |
| W.IW.4.2.B | Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. |
| W.IW.4.2.C | Link ideas within paragraphs and sections of information using words and phrases (e.g., |

| | |
|---|---|
| | another, for example, also, because). |
| W.IW.4.2.E | Provide a conclusion related to the information or explanation presented. |
| W.SE.4.6 | Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources. |
| SL.PE.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| SL.PE.4.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. |
| SL.PE.4.1.C | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| SL.II.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |

## Assessment Evidence

| | |
|---|---|
| Formative | Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions |
| Summative | Tests, Quizzes, Projects, Written and Oral Responses |
| Alternative & Benchmark | Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments<br>Benchmark – Teacher generated unit assessments. |
| Assessment Evidence Resource | |

## Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, New Jersey Adventures in Time & Place, McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents, crayons, markers, tape, maps, colored pencils, scissors
Virtual Field Trip: Northeast Region of the U.S. (DEI)
Virtual Field Trip: Southeast Region of the U.S. (DEI)
Living with the Land (Diversity, Equity and Inclusion)
This is What Democracy Looks Like (Diversity, Equity and Inclusion)
Regions of the United States
Social Studies Primary Source List

Instructional Resource List

## Curricular Mandates

*Below are the curricular requirements as defined in NJ Administrative Code and Statute*

| | | | |
|---|---|---|---|
| | Amistad | X | Diversity, Equity, and Inclusion |
| | Holocaust | | LGBT and Disabilities (Grades 6-12) |
| | Climate Change | | Asian American & Pacific Islander |

## Social Emotional Learning (SEL) Competencies

*NJ Social and Emotional Learning Competencies & Sub-Competencies*

| | | | |
|---|---|---|---|
| X | Self-Awareness | | Relationship Skills |
| | Responsible Decision-Making | X | Social Awareness |
| | Self-Management | | |

## 21st Century Skills & Themes

| | | | | | |
|---|---|---|---|---|---|
| X | Global and Cultural Awareness | X | Technology Literacy | | Planning and Budgeting |
| X | Creativity and Innovation | | Financial Institutions | | Risk Management and Insurance |
| X | Information and Media Literacy | X | Digital Citizenship | | Economic and Government Influences |
| X | Critical Thinking and Problem Solving | | Credit Profile | | Career Awareness and Planning |
| | Civic Financial Responsibility | | Financial Psychology | | |