Unit 2- Geography, People, and Environment

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

Unit Overview

In this unit, students begin to explore and understand maps. Students will understand that everyone is part of a larger world community. Students will compare lifestyles to people who live in different climates.

Enduring Understandings

A map is a symbolic representation of selected characteristics of a place. Global interconnections occur between human and physical systems across different regions of the world.

Essential Questions

Why are maps important?
What do the symbols mean on a map?
What kind of information do maps tell us?
What are resources? Natural resources?
What resources do people need to live and where do they get those resources?
How do the natural resources available affect where people choose to live?

Learning Objectives

Identity countries on the North American continent.
Identify oceans and other bodies of water on the North American continent.
Identify landforms and physical features on a map.
Compare the representation of North America on a map to a globe and a satellite image.
Determine the difference between weather and climate.
Describe the different types of climate in North America.
Identify different regions.
Describe how human activities affect the culture and environmental characteristics of regions.
Define natural resources.
Explain why it is important to conserve natural resources.
Collect data and consider sources from multiple perspectives to become informed about environmental issues.
People in American History Article-A-Day (Diversity, Equity & Inclusion/Amistad Law)
American Heroes, Second Grade Reading Passage (Diversity, Equity & Inclusion/Amistad Law)
Important Figures of Asian/Pacific Islander Descent Article-A-Day (AAPI)
Empathy | An ARTHUR Interactive Comic | PBS LearningMedia (Holocaust Law)
Climate Change - Investigate a global issue such as climate change and share information about how it

impacts different regions around the world.
The Father of Surfing (reading) - AAPI & DEI
Patsy Paves the Way! (reading) - AAPI & DEI
Yaso Kuniyoshi (reading) - AAPI
David Cheng's Creative Cooking (reading) - AAPI
Fred Korematsu (reading) - AAPI
Yo-Yo Ma (reading) - AAPI & DEI

Standards: Content

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).
6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
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).
6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
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).
6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.
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.
6.3.2.GeoGI.2	Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Standards: Interdisciplinary

8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph

	informational text, focusing on specific paragraphs).
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
W.AW.2.1	With prompts and support, write opinion pieces to present an idea with reasons or information.
W.AW.2.1.B	Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
W.IW.2.2.B	Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
SL	Speaking and Listening
SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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 Benchmark – Teacher generated unit assessments, Unit assessments, LinkIt, Reading Assessments , Unit assessments, LinkIt, Reading Assessments
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, We Live Together Mcmillan/McGraw-Hill, Microsoft 365, Primary and Secondary

Source Documents.
People in American History Article-A-Day (Diversity, Equity & Inclusion/Amistad Law)
American Heroes, Second Grade Reading Passage (Diversity, Equity & Inclusion/Amistad Law)
Important Figures of Asian/Pacific Islander Descent Article-A-Day (AAPI)
Empathy | An ARTHUR Interactive Comic | PBS LearningMedia (Holocaust Law
The Father of Surfing (reading) - AAPI & DEI, Patsy Paves the Way! (reading) - AAPI & DEI, Yaso Kuniyoshi (reading) - AAPI, David Cheng's Creative Cooking (reading) - AAPI, Fred Korematsu (reading) - AAPI, Yo-Yo Ma (reading) - AAPI & DEI

Social Studies Primary Source List

Instructional Resource List

Curricular Mandates

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

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

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	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		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		