Unit 2 - Geography, People and the 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 neighborhood and community with various roles. Within the larger community, there are natural resources available. 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.
Physical and human characteristics affect where people live (settle).
Environmental characteristics influence how and where people live.
Global interconnections occur between human and physical systems across different regions of the world.

Essential Questions

How can I interpret the different features and symbols on a map?
What are the different purposes for maps?
Which physical and human characteristics make a location a good place to live?
What are resources and why is it important to conserve them?
How do seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region?
How can I use data to compare things?

Learning Objectives

Identify parts of an address.
Understand the difference between a map and a globe.
Locate NJ on a United States map.
Understand how to read a map legend.
Identify landforms and bodies of water on a map.
Use cardinal directions to find locations on a map.
Locate continents and oceans on a world map.
Locate and label NJ, the United States, continents and oceans on a map.
Understand different purposes for maps.
Using maps, identify different physical characteristics of places that make them good locations for people to live.

Explain how Totowa and Passaic County are good places to live in regard to landforms, climate, weather and resource availability.
Explain how the places people live affect their clothing, shelter, and transportation.
Identify resources and describe ways to conserve them.
Identify some examples of how people live in different climates and regions (e.g. Hawaii, the Mid-West, desert, rain forest, plains, etc.).
Collect data on the weather from different climates and regions.
Use the data to compare the weather in different regions and climates.
Examine people in different climate and parts of the world.
The importance of saving our environment.
America Responds | Classroom Resources: A Nation of Many Cultures | PBS LearningMedia (DEI)
Kids Go Green: Reducing Food Waste | PBS LearningMedia (Climate Change)
How Alaska Natives Live (Diversity, Equity & Inclusion)
A Different Pond (AAPI)

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

RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what,

	where, when, why, how).
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RI.CT.1.8	Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
W.AW.1.1	With prompts and support, write opinion pieces on a topic or texts.
W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.
W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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, Project Based Learning
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents.
America Responds | Classroom Resources: A Nation of Many Cultures | PBS LearningMedia (DEI)
Kids Go Green: Reducing Food Waste | PBS LearningMedia (Climate Change)
How Alaska Natives Live (Diversity, Equity & Inclusion)

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)
X	Climate Change		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
	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	X	Digital Citizenship		Economic and Government

	Literacy				Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		