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.

Enduring Understandings

Maps help us to find and display places in our homes, schools and neighborhoods.
Maps use symbols to represent things.
Everyone in our neighborhood is important and has a role to perform.

Essential Questions

How are maps and globes different?

Learning Objectives

Students will know:
Career Exploration - Roles of community helpers (police officer, firefighter, mail carrier, grocer, mechanic, plumber, miner, farmer, doctor).
How to use a map
Understand the different features found on a map and globe.
Think It Through: Alma's Way (Diversity, Equity & Inclusion)
Meet the Helpers: Teachers are Helpers (Diversity, Equity & Inclusion)
Meet the Helpers: Counselors Are Helpers (Amistad Law)
Amazing and Important Women Article-A-Day (Diversity, Equity & Inclusion/Amistad Law)
Starting Habits for Conservation Early | PBS LearningMedia (Climate Change)
Kids Go Green: Waste Less (Climate Change)

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.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
W.IW.K.2.B	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.II.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.ES.K.3	Ask and answer questions in order to seek help, get 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
Think It Through: Alma's Way (Diversity, Equity & Inclusion)
Meet the Helpers: Teachers are Helpers (Diversity, Equity & Inclusion)
Meet the Helpers: Counselors Are Helpers (Amistad Law)
Amazing and Important Women Article-A-Day (Diversity, Equity & Inclusion/Amistad Law)
Starting Habits for Conservation Early | PBS LearningMedia (Climate Change)
Kids Go Green: Waste Less (Climate Change)
Jobs
Building Relationships | Cultivating Good Neighbor Skills | PBS LearningMedia

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 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		