

People and Their Environment

Content Area: **Social Studies**
Course(s): **Social Studies 1**
Time Period: **March**
Length: **10 weeks**
Status: **Published**

Unit Overview

In this unit, students will investigate how our actions affect our community and environment. They will also learn how the service of community members impacts our daily lives. Throughout this unit, students will continue to engage in topics about inclusion within our communities. Habit 7 of The 7 Habits of a Happy Kid will be introduced.

Core Content Vocabulary: resources, inclusion, resources, sustainable

Social Studies Disciplinary Included:

- Human Environment Interaction (HE)
- Global Interconnections (GI)
- Understanding Perspectives (UP)
- Claims and Argumentation (CA)

Standards

SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.

Essential Questions

- How are wants and needs different?
- How can we take care of the environment?
- How has work changed?
- What kinds of jobs do people do?
- Why do people work?

Learning Targets

- I can describe different needs and wants that people have and how to choose between them.
- I can explain how historical symbols, monuments, and holidays are recognized in America.
- I can explain how our actions directly impacted our resources and environment.
- I can explain the ways diverse individuals are all part of the same community.
- I can explore reasons people work and the different kinds of jobs they do.
- I can identify community jobs that I find interesting and want to further explore.

Unit Assessments

- ARC Graphic Organizers
- Class Discussions
- Cooperative Group Projects
- Student Portfolios
- Teacher/Student Observation
- Writing Responses

Differentiation for Student Needs

- Allow oral responses
- Chunk larger assignments into more manageable parts.
- Extend pacing of weekly lessons to a week and a half to 2 weeks
- Incorporate centers that focus on skills that students are struggling with.
- Provide graphic organizers.
- Small group instruction based on levels/abilities
- Use Approaching Level Materials
- Utilize Visual Aids