

Swedesboro-Woolwich School District's Social Studies Curriculum Guidance Document

TCI "Social Studies Alive - Our Community and Beyond" Unit 1

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit 1 (Geography)/Module Overview

In Unit 1, students will learn to:

- In Unit1/lesson 1, students will be able to create a three-dimensional model of Earth. Then, they'll use it to answer a series of geography questions.
- In lesson 2, students will build a compass and use it to find the direction of eight landmarks across the United States. Next, they'll learn how to use map scales and estimate the distance from their community to famous U.S. landmarks.
- In lesson 3, students will create a brochure about the geography of their community. Next, they'll play a matching game to find out how people in different communities adapt to geography.
- In lesson 4, students will learn how Native American groups adapted to their environments by finding hidden objects and organisms in six different locations.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to

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determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

Unit 1/Geography Weekly Learning Activities and Pacing Guide Time Frame: 8 weeks

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Lesson 1: Understanding the Geography of the World (10 days)	6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).	Objective: We are learning: <ul style="list-style-type: none"> Locate key geographic features on a map of Earth: the equator, the prime meridian, the four hemispheres, the five oceans, and the seven continents. Identify countries on a map of North America. Identify states and communities on a map of the southeastern United States. 	Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> Handout: Access Points for Differentiation Handout: Mission Patches Spanish: Handout: Access Points for Differentiation

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	6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude	Suggested Formative Assessment(s): <ul style="list-style-type: none"> • Create a three-dimensional model of Earth. Then use it to answer a series of geography questions. • Summative Assessment: TCI Assessments: Lesson 1"Understanding the Geography of the World" 	<ul style="list-style-type: none"> • Spanish: Student Journal • Spanish: Teacher's Guide • Teacher's Guide • Geography Assessment (only numbers 1-9) • Understanding the Geography of the World Study Guide • Geography Vocabulary Sheet ~TCI Lesson 1
Lesson 2 - Finding Places in the United States (10 days)	6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.	Objective: We are learning to: <ul style="list-style-type: none"> • Identify cardinal and intermediate directions and use a compass rose. • Use map skills to locate communities on a map, determine directions, and measure distances between various locations. • Single out a landmark for which your community is known and commemorate it with a drawing. Suggested Formative Assessment(s): <ul style="list-style-type: none"> • Build a compass and use it to find the direction of eight landmarks across the United States. • Learn how to use map scales and estimate the distance from your community to famous U.S. landmarks. • Summative Assessment: TCI Assessments: Assessment: Lesson 2 - Finding Places in the United States 	Texts <ul style="list-style-type: none"> • Student Journal Materials <ul style="list-style-type: none"> • Activity Card A: Compasses • Activity Card B: Directions • Activity Card C: Location Cards • Audio Transcript: Compass Song • Handout: Access Points for Differentiation • Spanish: Activity Card A • Spanish: Activity Card B • Spanish: Activity Card C • Spanish: Handout: Access Points for Differentiation • Spanish: Student Journal • Spanish: Teacher's Guide • Student Journal • Teacher's Guide • Study Guide- Assessment: Lesson 2 - Finding Places in the United States • Kahoot review

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<p>Lesson 3 - Geography and the Way We Live</p> <p>(10 days)</p>	<p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Identify and describe the physical features, climate, and natural resources of various geographic areas, including the local community. Compare and contrast different regions in terms of their geographic characteristics. Use map tools: scale, grid, key (legend), symbols, title, and compass rose. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Create a brochure about the geography of your community. Play a matching game to find out how people in different communities adapt to geography. Summative Assessment: TCI Assessments: Lesson 3 	<p>Texts</p> <ul style="list-style-type: none"> TCI Student Journal Lesson 3 <u>Student Journal</u> (page 52-53) <p>Materials</p> <ul style="list-style-type: none"> Activity Card A-D: Locations Activity Card E: Adaptations Cards Handout: Access Points for Differentiation Spanish: Activity Card E Spanish: Activity Cards A-D Spanish: Handout: Access Points for Differentiation Spanish: Student Journal Spanish: Teacher's Guide Student Journal Teacher's Guide
<p>Lesson 4 - Native Americans and their Environments</p> <p>(10 days)</p>	<p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p>	<p>Objective: We are learning to:</p> <ul style="list-style-type: none"> Identify and describe the diverse environments of North America that were home to a variety of Native American groups. Discuss the ways in which physical geography, including climate, influenced how Native Americans adapted to their natural environment. Describe the identities, religious beliefs, customs, and various folklore traditions of Native 	<p>Texts</p> <ul style="list-style-type: none"> ~TCI Student Journal Lesson 4 Student Journal <p>Materials</p> <ul style="list-style-type: none"> Audio Transcripts Handout: Access Points for Differentiation

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		<p>American groups.</p> <p>Suggested Formative Assessment(s)</p> <ul style="list-style-type: none">• Learn how different Native American groups adapted to their environments by finding hidden objects and organisms in six different locations.• Summative Assessment: TCI Assessments: Lesson 4	<ul style="list-style-type: none">• Spanish: Handout: Access Points for Differentiation• Spanish: Student Journal• Spanish: Teacher's Guide• Teacher's Guide
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)