

# Unit 1: TCI Unit 1 Geography

Content Area: **Social Studies**  
Course(s): **Social Studies 3**  
Time Period: **September**  
Length: **26 days**  
Status: **Published**

## Unit 1 Overview

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### Unit 1--TCI Unit 1 Geography

(Length of Time: First half of 1st Trimester)

This unit includes:

- Lesson 1: Understanding the Geography of the World
- Lesson 2: Finding Places in the United States
- Lesson 3: Geography and the Way We Live
- Lesson 4: Native Americans and Their Environments

## Priority Standards

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- **Standard: 6.1.5.GeoSV - Geography, People, and the Environment: Spatial Views of the World**
  - (Standard 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).
  - (Standard 6.1.5.GeoSV.2): Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
  - (Standard 6.1.5.GeoSV.4): Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- **Standard: 6.1.5.GeoPP - Geography, People and the Environment: Human Population Patterns.**
  - (Standard 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.
  - (Standard 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.

- **Standard: 6.1.5.HistoryCC - History, Culture, and Perspectives: Continuity and Change**

- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

SOC.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.
SOC.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.
SOC.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).
SOC.6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
SOC.6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
SOC.6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

## Learning Targets

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Students will be able to:

- I can label the seven continents on a world map.
- I can define the term community.

- I can describe the geography of my community.
- I can explain how different Native American groups used their environment long ago to survive.
- I can explain how European colonists changed the way Native Americans lived.
- I can explain how geography affects the way people live.
- I can explain why people must adapt to the physical geography of their community.
- I can identify physical features on a map.
- I can identify six different environments that were home to diverse Native American cultures.
- I can identify states on a map of the United States.
- I can identify the differences and similarities in rural, urban, and suburban communities.
- I can label a compass rose and use it to identify direction on a map.
- I can label New Jersey on a map of the United States.
- I can label the equator and prime meridian on a map
- I can label the five oceans on a world map.
- I can label the four hemispheres on a map of the earth
- I can research famous United States landmarks and label them on a map.
- I can use a map key and scale to answer questions about a map.

## **Essential Questions**

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- How do we use maps to learn about the world around us?
- How does geography help us understand the earth and where we live?
- How does our environment affect the way we live?
- What factors shape and make communities different?
- Where in the world is our community?

## **Materials and Resources**

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History Lessons

Read Alouds

TCI Alive Website

Assessments

Maps and Globes

Compass

BrainPop

Flocabulary

Online Videos & Games

## Learning Goals

TCI Lesson	Content Focus	CCSS Priority Standard	Learning Goal	Learning Target
1	Lesson 1: Understanding the Geography of the World	<p><b>Standard:</b> <b>6.1.5.GeoSV -</b></p> <p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information</p>	<p><b>Students will be able to:</b></p> <p>-Create a three-dimensional model of Earth. Then use it to answer a series of geography questions.</p>	<p><b>I can:</b></p> <p>I can label the equator and prime meridian on a map</p> <p>I can label the four hemispheres on a map of the earth</p> <p>I can label the five oceans on a world map.</p> <p>I can label the seven continents on a world map.</p> <p>I can label New Jersey on a map of the United States.</p> <p>I can define the term community.</p> <p>I can identify the differences and similarities in rural, urban, and suburban</p>

				communities.
2	Lesson 2: Finding Places in the United States	<b>Standard:</b> <b>6.1.5.GeoSV -</b>  Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information	<b>Students will be able to:</b>  ~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.	<b>I can:</b>  I can label a compass rose and use it to identify direction on a map.  I can identify states on a map of the United States.  I can use a map key and scale to answer questions about a map..  I can research famous United States landmarks and label them on a map.

3	Lesson 3: Geography and the Way We Live	<p><b>Standard:</b> <b>6.1.5.GeoPP -</b></p> <p>Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.</p>	<p><b>Students will be able to:</b></p> <p>~Create a brochure about the geography of your community. Play a matching game to find out how people in different communities adapt to geography.</p>	<p><b>I can:</b></p> <p>I can identify physical features on a map.</p> <p>I can describe the geography of my community.</p> <p>I can explain why people must adapt to the physical geography of their community.</p> <p>I can explain how geography affects the way people live.</p>
4	Lesson 4: Native Americans and Their Environments	<p><b>Standard:</b> <b>6.1.5.HistoryCC -</b></p> <p>History, Culture, and Perspectives: Continuity and Change</p>	<p><b>Students will be able to:</b></p> <p>~Learn how different Native American groups adapted to their environments by finding hidden objects and organisms in six different locations.</p>	<p><b>I can:</b></p> <p>I can identify six different environments that were home to diverse Native American cultures.</p> <p>I can explain how different Native American groups used their environment long ago to survive.</p> <p>I can explain how European colonists changed the way</p>

				Native Americans lived.
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## Learning Plan and Pacing Guide

### Trimester 1 ~ TCI Social Studies Unit 1 (Geography)

Time Frame	Lesson	Standard(s)	Target
TCI Social Studies  Unit 1 ~ Geography  Lesson 1  (7 days)	<b>Lesson <a href="#">1</a> - Understanding the Geography of the World</b>  Section 1: Our Community is on Planet Earth (Student Journal pg. 12-13)	<b>Standard: 6.1.5.GeoSV</b>  Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<b>Target:</b> I can label the equator and prime meridian on a map  I can label the four hemispheres on a map of the earth
	<b>Lesson <a href="#">1</a> - Understanding the Geography of the World</b>  Section 2: Our Community is on a Continent (Student Journal pg. 14-15)	<b>Standard: 6.1.5.GeoSV</b>  Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information:	<b>Target:</b> I can label the five oceans on a world map.  I can label the seven continents on a world map.
	<b>Lesson <a href="#">1</a> - Understanding the Geography of the World</b>  Section 3: Our Community is a Country (Student Journal pg. 16-17)	<b>Standard: 6.1.5.GeoSV</b>  Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<b>Target:</b> I can label the five oceans on a world map.  I can label the seven continents on a world map.

	<b>Lesson <u>1</u> - Understanding the Geography of the World</b>  Section 4: Our Community is a State (Student Journal pg. 18-19)	<b>Standard: 6.1.5.GeoSV</b>  Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<b>Target:</b> I can label New Jersey on a map of the United States.
	<b>Lesson <u>1</u> - Understanding the Geography of the World</b>  Section 5: Finding Communities in a State (Student Journal pg. 20-21) (Day 1)	<b>Standard: 6.1.5.GeoSV</b>  Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<b>Target:</b> I can define the term community.
	<b>Lesson <u>1</u> - Understanding the Geography of the World</b>  Section 5: Finding Communities in a State (Student Journal pg. 20-21) (Day 2)	<b>Standard: 6.1.5.GeoSV</b>  Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<b>Target:</b> I can identify the differences and similarities in rural, urban, and suburban communities.
	<b>Lesson <u>1</u> - Understanding the Geography of the World</b>  Section Assessment/Project	<b>Standard: 6.1.5.GeoSV</b>  Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	
<b>TCI Social Studies</b>  <b>Unit 1 ~ Geography</b>  <b>Lesson 2</b>	<b>Lesson 2 - Finding Places in the United States</b>  Section Introduction (pg. 32)	<b>Standard: 6.1.5.GeoSV</b>  Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<b>Target:</b> I can label a compass rose and use it to identify direction on a map.



(7 days)			
	<b>Lesson 2 - Finding Places in the United States</b>  Section 1: The 50 States (pg. 37-38)	<b>Standard: 6.1.5.GeoSV</b>  Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<b>Target:</b> I can identify states on a map of the United States.
	<b>Lesson <u>2</u> - Finding Places in the United States</b>  Section 2: Mapping the United States (pg. 39-41)	<b>Standard: 6.1.5.GeoSV</b>  Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<b>Target:</b> I can use a map key and scale to answer questions about a map..
	<b>Lesson <u>2</u> - Finding Places in the United States</b>  Section 3-Section 8: (pg. 42-48)  (3 Days)	<b>Standard: 6.1.5.GeoSV</b>  Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<b>Target:</b> I can research famous United States landmarks and label them on a map.
	<b>Lesson 2 - Finding Places in the United States</b>  Section Assessment/Project	<b>Standard: 6.1.5.GeoSV</b>  Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	
<b>TCI Social Studies</b>  <b>Unit 1 ~</b>	<b>Lesson 3 - Geography and the Way We Live</b>  Section 1: What is Geography (pg. 56-61)	<b>Standard: 6.1.5.GeoPP -</b>  Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	<b>Target:</b> I can identify physical features on a map.

<b>Geography</b>			
<b>Lesson 3</b>			
<b>(6 days)</b>			
	<b>Lesson 3 - Geography and the Way We Live</b>  Section 1: What is Geography (pg. 56-61)  (Day 2)	<b>Standard: 6.1.5.GeoPP -</b>  Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	<b>Target:</b> I can describe the geography of my community.
	<b>Lesson 3 - Geography and the Way We Live</b>  Section 2: Adapting to Geography (pg. 62-63)	<b>Standard: 6.1.5.GeoPP -</b>  Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	<b>Target:</b> I can explain why people must adapt to the physical geography of their community.
	<b>Lesson 3 - Geography and the Way We Live</b>  Section 3- Section 6  (pg. 64-71)  (2 Days)	<b>Standard: 6.1.5.GeoPP -</b>  Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	<b>Target:</b> I can explain how geography affects the way people live.
	<b>Lesson 3 - Geography and the Way We Live</b>  Section Assessment	<b>Standard: 6.1.5.GeoPP -</b>  Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	
<b>TCI Social Studies</b>  <b>Unit 1 ~</b>	<b>Lesson 4 - Native Americans and Their Environments</b>  Section Introduction &	<b>Standard: 6.1.5.HistoryCC -</b>  History, Culture, and Perspectives: Continuity and Change	<b>Target:</b> I can identify six different environments that were home to diverse Native American cultures.

<b>Geography</b>  <b>Lesson 4</b>  <b>(6 days)</b>	Preview Activity Online (pg. 76-77)		
	<b>Lesson 4 - Native Americans and Their Environments</b>  Section 1 - Section 6 (pg. 80-85) (3 Days)	<b>Standard: 6.1.5.HistoryCC -</b>  History, Culture, and Perspectives: Continuity and Change	<b>Target:</b> I can explain how different Native American groups used their environment long ago to survive.
	<b>Lesson 4 - Native Americans and Their Environments</b>  Section 7: Native Americans and European Colonists (pg. 86-87)	<b>Standard: 6.1.5.HistoryCC -</b>  History, Culture, and Perspectives: Continuity and Change	<b>Target:</b> I can explain how European colonists changed the way Native Americans lived.
	<b>Lesson 4 - Native Americans and Their Environments</b>  Section Assessment	<b>Standard: 6.1.5.HistoryCC -</b>  History, Culture, and Perspectives: Continuity and Change	

## Unit Assessments (Required)

- Lesson 1 - Understanding the Geography of the World Section Assessment/ Project
- Lesson 2 - Finding Places in the United States Section Assessment/ Project
- Lesson 3 - Geography and the Way We Live Section Assessment
- Lesson 4 - Native Americans and Their Environments Section Assessment

## **Cross Curricular Connections**

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### **Language Arts & Reading:**

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur

### **Information and Media Literacy**

Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

### **Global and Cultural Awareness**

Culture and geography can shape an individual's experiences and perspectives.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

### **Engineering Design**

8.2.5.ED.3: Follow step by step directions to assemble a product or

solve a problem, using appropriate tools to accomplish the task

### **Interaction of Technology and Humans**

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

## **21st Century Career Life and Ready Practice**

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WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## **Career Readiness, Life Literacies, & Key Skills**

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TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.
TECH.9.4.2.TL.5	Describe the difference between real and virtual experiences.
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

## **Accommodations and Modifications for Interventions, Special Education, ELL**

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- Allow oral responses
- Audio Supports through Internet
- Chunk larger assignments into more manageable parts
- Extend pacing of lessons
- Follow all IEP & 504 modifications
- Incorporate centers that focus on skills that students are struggling with
- Project based learning
- Provide ELL students with multiple literacy strategies
- Provide opportunities for students to share their ideas and encourage work among various backgrounds and cultures
- Provide students with multiple choices for how they can represent their understanding (e.g. visuals/auditory; pictures/illustrations; graphs/chart, multimedia; etc)
- Provide word bank for vocabulary assessment
- Use interactive work text if available
- Use of Leveled Readers
- Utilize visual aids (Ex. Graphic organizers, pictures, timelines, etc)

## **Strategies for Enrichment (G & T)**

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- Collaborate with after school programs or clubs to extend learning opportunities
- Creative writing on topic
- Peer Modeling
- Project based learning within the unit to enrich
- Using A.I. platforms such as ChatGPT or Magic School to create work boards
- Using platforms such as Canva to create a digital design for assignments