Geography and Mapping Skills: People, Places, and Environments

Content Area: **Social Studies**
Course(s): **Social Studies 1**
Time Period: **September**
Length: **12 weeks**
Status: **Published**

Unit Overview

In this unit, students will set the tone for their classroom environment. They will review how their classroom setting is within a school, the school is within a neighborhood, and the neighborhood is part of a larger community. Students will learn how geography affects people and cultures. Students will gain a growing understanding of how to use maps and globes and the vocabulary we use to talk about geography. They will also become familiar with the needs for rules and governance in the classroom and community. They will discuss what it means to act with character, how they will be responsible for their actions, and how their actions can effect others in the classroom and school. as well as why it is important to accept all members of a community and the different beliefs shared.

Core Content Vocabulary: fairness, equality, law, community, respect, rights, segregation, justice, acceptance, north, south, east, west, cardinal directions, countries, continents, culture

Social Studies Disciplinary Concepts Included in this Unit:

- Civic and Political Institutions (PI)
- Participation and Deliberation (PD)
- Democratic Principles (DP)
- Processes, Rules and Laws (PR)
- Civic Mindfulness (CM)

Standards

6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
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.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Essential Questions

- How can we describe our environment?
- How do we use maps to find places?
- How does geography affect the way people use land?
- How does geography help us understand our world?
- How have events from the past impacted rules in communities/schools or thoughts of people today?
- Why is it important to have rules in our schools, homes, and communities?
- Why is it important to understand that people come from various backgrounds but should each be treated with respect?

Learning Targets

- I can define the words respect, tolerance, and acceptance.
- I can describe different people and the different places they live.
- I can determine the geographic area where I live in the United States.
- I can engage in conversations about my school and local community.

- I can explain how communities have changed over time.
- I can explain how events of the past and their connection to events of the present.
- I can explain how historical symbols, monuments, and holidays are recognized in America.
- I can explain the kind of community I live in and how it affects the life of my family.
- I can explain various roles that people in our local community and government have.
- I can locate a map key.
- I can recognize and identify cardinal directions.
- I can state the purpose of a map and locate places on a map.
- I can understand aspects of the geographic area of where I live -- landscape, daily life, resources, and climate.
- I can use geography to understand more about where I live.

Learning Plan

Pacing Guide

	Activities and Resources	Special Recognitions	Targets/Resources	Standards
September 10 days	• Various ARC Read Alouds & Poems • School Opening Routines and Classroom Culture Building (Examples are: My Class Is a Family, Letter From My Teacher, The Day You Begin, All Are Welcome, School Days Then and Now) • 7 Habits Lessons (Character	• Labor Day • 9/11 Recognition • Rosh Hashanah • Yom Kippur • National Hispanic Month • Fire Prevention Month • Veterans Day • Election Day	• I can explain how diversity and fairness can contribute to individuals feeling accepted. • I can define segregation, justice, fair/unfair and acceptance. • Resources: • Read Alouds: My Name is Yoon, Separate is Never Equal, Catching The Moon, The Great Kapok Tree, Wangari's Trees of Peace • Scholastic News	CM.1,CM.3, PR.3, PI.4,PR.4,PI.5,D.20,SV.2, UP.3

	Ed.) • Mystery Science (Plant Adaptations)		• Pebble Go: All About Being a Good Citizen, Cultural Awareness, Countries, Continents	
October 5 days	• Various ARC Read Alouds & Poems • Week of Respect • 7 Habits Lessons (Character Ed.) • Mystery Science (Plant Adaptations) • School Boosterthon Character Ed. Lessons	• Indigenous Peoples' and Columbus Day • German-American Heritage and Italian-American Heritage Month • Fire Prevention Month • Grandparents Day • Constitution Day • World Financial Planning Day • United Nations Day	• I can listen to the ideas of others and share my own opinions respectfully. • I can explain what it means to give and show respect. • Resources: • Read Alouds: The Recess Queen, Do Unto Otters, Spaghetti in a Hot Dog Bun, My Mouth is a Volcano, The Bad Seed, Armando and The Blue Tarp School • Scholastic News • Pebble Go: Being a Good Citizen	PD.1,CM.3, PR.4, PI.5, D.20
Novembe r 4 days	• Various ARC Read Alouds & Poems • American Education Week • 7 Habits Lessons (Character Ed.)	• American Indian & Alaska Native Heritage Month • Day of the Dead • Diwali (Different months depending on the lunar calendar) • Veteran's Day	• I can determine what makes a good rule or law. • I can explain how all people play an important part of our community	PR.1, PD.1, CM.3, PI.4, PR.4, PI.5, D.20

	• Mystery Science (Plant Adaptations)	• Election Day • Geography Awareness Week American Thanksgiving	and not just our leaders. • Resources: • Read Alouds: Grace For President, Duck for President,We Are Grateful: Otsaliheliga, Binny's Diwali, It's Diwali! • Scholastic News • Pebble Go: Holidays, Government, Branches of the Military, Being a Good Citizen	
December 6 days	• Various ARC Read Alouds & Poems • Holidays Around the World • 7 Habits Lessons (Character Ed.) • Mystery Science (Plant Adaptations)	• Christmas • Hanukkah • Kwanzaa	• I can describe the importance of respecting all cultures. • I can use a map to find different countries. • Resources: • Read Alouds: The Legend of the Poinsettia, Too Many Tamales, What Do You Celebrate? The Trees of the Dancing Goats, Hanukkah Bear, Binny's Diwali, It's Diwali! • Scholastic News • Pebble Go: Holidays,	PD.1, CM.3,D.20, GI.1, PP.1, SV.3

			Continents, Countries, Culture and Awareness	

Unit Assessments

- ARC Graphic Oranizers
- Class Discussions
- Collaborative Class Projects
- Student Portfolios
- Teacher/Student Observation
- Writing Responses

Materials and Resources

Climate Change	Amistad Law	Holocaust Law	LGBT Law	Disabilities Law
• Climate Change Lesson Ideas • NASA's Climate Kids • EPA: A Student's Guide to Global Climate Change • Climate Change Activities	• Character Ed: 7 Habits of Healthy Kids Lessons • The Amistad Commission's Book List • The Other Side: Literature Guide • Little Leaders-Book Series Lessons	• Character Ed: 7 Habits of Healthy Kids Lessons • Caring Makes a Difference • Week of Respect (schoolwide activities)	• Character Ed: 7 Habits of Healthy Kids Lessons • School Wide Women's History Projects • Little Leaders-Book Series Lessons	• Character Ed: 7 Habits of Healthy Kids Lessons • Education.com Activity: You Are Not Alone

- ARC Journal
- ARC Online Resources -- ARC Bookshelf
- ARC Read Aloud Library (Including: My Name is Yoon, Separate is Never Equal, Catching The Moon, The Great Kapok Tree, Wangari's Trees of Peace, Armando and The Blue Tarp School, Teammates)
- ARC Reading/Writing Workshop
- Character Ed/Seven Habits Resource Folder
- Character Education - 7 Habits and PBSIS/guidance lessons
- Day of the Dead Presentation
- Mystery Science - lessons including geography
- National Hispanic Month Presentation
- Pebble Go Branches of the Government
- Pebble Go Continents and Countries
- Pebble Go Cultural Awareness
- Pebble Go Government
- Pebble Go Holdays
- Raz-Kids Long Ago and Now
- Raz-Kids The Story of the Statue
- Raz-Kids The Washington Monument
- Scholastic News

Supports for At-Risk, Special Ed., 504, and ELL Students

- Allow oral responses
- Chunk larger assignments into more managable 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

Supports for Gifted

- Extension activities -- Including researching topics of interests and assembling a report
- Higher-level cooperative learning activities
- Pairing with students who need assistance (be a mentor)
- Provide challenging texts and ask for written response using text evidence