Unit 3 - Maps/Geography

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 3**
Length: **January - March**
Status: **Published**

NCS 2nd grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Geographic terms and tools are used to describe space and place

Enduring Understanding

Different parts of the country have different landforms

Maps and globes represent Earth in different ways and each are suited for providing different information

Essential Questions

What is a map?

How does one use a map?

What is a grid?

What is a compass rose used for?

How do you trace a route on a map?

What are landforms?

What are continents?

Skills

Skills & Activities include but not limited to:

Build/draw a community

Follow a map to a desired location

Create a map

Design a continent passport book

Label a compass rose

Explore items in classroom that are made "from nature"

Learning Targets include but not limited to:

Follow directions on a map

Determine locations and characteristics of landforms, including continents and bodies of water using maps and globes

Use maps and globes to find the poles, cardinal directions, the equator and hemispheres

Use symbols, colors, and labels to create a simple map

Distinguish between things that are from nature and those made by people

Describe how natural resources of different environments can be used for food, clothing and shelter

Explain the causes and effects of land, water and air pollution

Standards

Includes but not limited to:

SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.

Assessments

Performance Tasks

Quizzes & Tests

Classroom Participation

Teacher Observation

Anecdotal notes

Questioning strategies

Peer/Self reviews

Presentations

Group Discussions

Classwork

Projects

Resources/Instructional Materials

Social Studies Alive

BrainPop

Scholastic News

ABCya.com

Lorax by Dr. Seuss

Maps and Globes

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments,

	freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.

- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.