Unit 1 - Communities/Geography

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 1**
Length: **Alternates with Science**
Status: **Published**

NCS 3rd grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Communities, Maps & Globes

5 themes of geography - location, place, human environment interactions, movement, religions

Geographic features, map of Earth, countries of North America, states of Southeastern United States and the role of explorers

Roles of traditions, symbols and values unifying the United States

Physical features, climate and natural resources of our local community

Use map, key, scale, symbols, title and compass rose

Enduring Understanding

Describe information that can be found on different types of maps 6.1.4.B.1

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 6.1.4.B.2

Describe landforms, climate and weather, and availability of resources in different regions of New Jersey and the United States 6.1.4.B.5

Divide natural resources 6.1.4.B.8

Identify major cities in New Jersey, the United States and major world regions, and explain how maps, globes and demographic tools can be used to understand tangible and intangible cultural differences 6.1.4.B.10

Essential Questions

What is a community?
Where in the world is our community?
Where in the United States is our community?
What is the geography of our community?
How can we see our classroom as a community?
How do maps and globes give us a better understanding of the world?
What are natural resources?

Skills

Utilize historical thinking, problem-solving and research skills to maximize their understanding of civics, history, geography and economics

Know, understand and appreciate the values and principles of American democracy and the rights, responsibilities and roles of a citizen in the nation and the world

How to compare and contrast information that can be found on different types of maps, and determine when the information may be useful. Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places and environments of Earth

How to 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. Places are jointly characterized by their physical and human properties

Describe how the physical environment can both accommodate and be endangered by human activities

How to compare ways people choose to use and divide natural resources. Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time

How to identify urban areas, worldwide, and how they share common characteristics, but may also cultural differences

Identify and explain the five themes of geography, understand that a globe is a model of Earth and that it is made up of continents, bodies of water, hemispheres and the equator

Expalin the functions of different map features

Recognize different kinds of land and bodies of water

Create a map, including: symbols, keys, scale and compass rose

Apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment

<u>Learning Targets include limited to:</u>

Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. Spatial thinking and geographic tools can be used to describe and analyze the

spatial patterns and organization of people, places and environments on Earth

How to 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. Places are jointly characterized by their physical and human properties

Describe how the physical environment can both accommodate and be endangered by human activities

How to compare ways people choose to use and divide natural resources. Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time

How to identify urban areas, worldwide, and how they share common physical characteristics, but may also have cultural differences

Performance Tasks include but not limited to:

Create a poster showing a map of school

Create a travel brochure showing natural resources, physical geography and climate of Northfield, NJ

Standards

Include 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.4	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.
SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

Assessments

Pre-Assessment:

Pretests

KWL Charts

Discussions

Surveys, Questionnaires

Questioning

Predictions

Self-evaluation

Ongoing:

Performance Tasks

Questioning & Discussion

Teacher Observation

Student Participation

Quizzes & Tests

Use of charts, tables, graphs & maps

Projects

Presentations

Completing blank maps

Homework

Practice Workbook

Resources/Instructional Materials

Our Community and Beyond text & workbook

art materials

television

computers

Internet sites

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.