

Marking Period	Unit 3	Recommended Instructional Days
Trimester 2 & Trimester 3	Geographic Understanding: Why Where Matters	30 Teaching Periods
<b>NJSLS - United States History: America in the World 6.1</b> <b>Disciplinary Strand:</b> Geography, People, and the Environment <b>Disciplinary Concept:</b> Spatial Views of the World Human Environment Interactions Global Connections		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b>
<b>Core Ideas:</b>  A map is a symbolic representation of selected characteristics of a place.  Geographic data can be used to identify cultural and environmental characteristics of places.  Global interconnections occur between human and physical systems across different regions of the world.  Environmental characteristics influence the how and where people live.	<b>Performance Expectation:</b> <u>6.1.2.Geo.SV.1</u> Use maps to identify physical features (e.g. continents, oceans, rivers, lakes, and mountains)  <u>6.1.2.GeoSV.2:</u> 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).  <u>6.1.2.Geo.SV.3:</u> Identify and describe the properties of a variety of maps and globes (e.g. title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic)  <u>6.1.2.Geo.SV.4:</u> Identify examples of geospatial data (e.g. landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).	

	<p><u>6.1.2.Geo.GI.1</u>: Explain why and how people, goods, and ideas move from place to place.</p> <p>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b> Geography, People, and the Environment: Global Interconnections  <b>Disciplinary Concept:</b>  Participation and Deliberation  Democratic Principles</p>		
<p><b>Core Ideas:</b></p> <p>Global interconnections occur between human and physical systems across different regions of the world.</p>	<p><b>Performance Expectation:</b></p> <p><u>6.3.2.Geo.GI.1</u>- Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.</p> <p>6.3.2.Geo.GI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</p>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>1. Where am I in the world?</li> <li>2. What is a map and how is it used?</li> <li>3. What features on the map help me to use it?</li> <li>4. What tools can help me to find people and places?</li> <li>5. What are landforms and natural resources?</li> <li>6. How do I construct a map?</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>• View maps and globes</li> <li>• Compare maps and globes</li> <li>• Use Google Earth and maps to view your school, community, state, nation, and world</li> <li>• Identify natural resources and landforms</li> <li>• View different kinds of maps</li> </ul>

<p>NJSLS: ELA Anchor Standards</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene,</p>	<ul style="list-style-type: none"> <li>• View images of Bayonne, the State of New Jersey and the world</li> <li>• Create a map of your classroom; Label a map of your classroom</li> <li>• Draw pictures of your school, your street, and your community</li> <li>• Select and/or draw pictures of natural resources and landforms</li> <li>• Compare and contrast different environments around the world</li> <li>• Small and large group discussions</li> <li>• cooperative and large group discussions</li> <li>• cooperative learning</li> <li>• Turn and talk</li> <li>• Read-alouds</li> <li>• create word lists</li> <li>• Complete a graphic organizer</li> <li>• Listening center</li> <li>• Writing center</li> <li>• Reading center</li> <li>• Analyze images</li> </ul> <p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>• Compare maps and globes (TECH/ELA/MA)</li> <li>• Use Google Earth and maps to view your school, community, state, nation, and world (TECH/MA/ELA)</li> <li>• Identify natural resources and landforms (SCI/ELA)</li> <li>• View different kinds of maps (ART/TECH)</li> <li>• View images of Bayonne, the State of New Jersey and the world (ART/TECH/MA/ELA/SCI) <ul style="list-style-type: none"> <li>• Draw pictures of your school, your street, and your community (ART/TECH/MA/ELA)</li> <li>• Select and/or draw pictures of natural resources and landforms (ART/SCI/MATH/ELA)</li> </ul> </li> </ul>
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	<p>or stanza) relate to each other and the whole.</p> <p>NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text</p> <p>NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	
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	<p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	
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	<p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
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Social Studies Practices	
<ul style="list-style-type: none"><li>● Developing Questions and Planning Inquiry</li><li>● Gathering and Evaluating Sources (sourcing; contextualization; corroboration)</li><li>● Seeking Diverse Perspectives</li><li>● Developing Claims and Using Evidence</li><li>● Presenting Arguments and Explanations</li><li>● Engaging in Civil Discourse and Critiquing Conclusions</li><li>● Taking Informed Action</li></ul>	
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
<ul style="list-style-type: none"><li>● Self- awareness</li><li>● Social Awareness</li><li>● Self- Management</li><li>● Relationship Skills</li><li>● Responsible Decision- Making</li></ul>	<ul style="list-style-type: none"><li>● Recognizing the importance of self-confidence in handling daily tasks and challenges.</li><li>● Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li><li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li><li>● Recognize the skills needed to establish and achieve personal and educational goals.</li><li>● Utilize positive communication and social</li></ul>

	<p>skills to interact effectively with others.</p> <ul style="list-style-type: none"><li>● Develop, implement, and model effective problem solving and critical thinking skills.</li></ul>		
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Pictures of my school, my home, my street, and my town</li><li>● Venn Diagrams: maps and globes and landforms and natural resources</li><li>● Guided and/or interactive writing exercises about my school, my home, and my street, and my town</li><li>● Knowledge of address and phone number</li><li>● Anecdotal Records</li><li>● Graphic Organizers</li></ul>		<p><b><u>Benchmark Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Vocabulary Quiz</li><li>● Identify a map</li><li>● Identify or label parts of a map</li></ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● “A Map of My Own”</li></ul> <p>Located: Kindergarten Drive- Social Studies-Trimester 2</p>	
<p><b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>
<ul style="list-style-type: none"><li>● Read aloud books; Picture books</li><li>● Community Helper puppets</li><li>● Then &amp; Now Cards</li><li>● Desk Maps</li><li>● Amistad Curriculum</li><li>● Holocaust &amp; Genocide Education Curriculum</li></ul>	<ul style="list-style-type: none"><li>● Skill building activities</li><li>● Pearson’s Pacemaker Series</li><li>● DBQ Online</li><li>● Wieser Educational History Shorts</li></ul>	<ul style="list-style-type: none"><li>● Bilingual dictionary</li><li>● Modified assessments and/or rubric</li><li>● Wieser Educational History Shorts</li><li>● Videos in their native language</li></ul>	<ul style="list-style-type: none"><li>● Leveled readings</li><li>● Novels; periodicals</li><li>● Leveled Assessments</li><li>● Enrichment activities &amp; projects</li><li>● Choice Boards</li><li>● Inquiry projects</li></ul>



<ul style="list-style-type: none"> <li>• ArcGIS</li> </ul> <p>Read Alouds:</p> <p><u>How to Make a Cherry Pie and See the U.S.A.</u>, by: Marjorie Priceman</p> <p><u>Me on the Map</u>, by Joan Sweeney</p> <p><u>Wow! America!</u> by: Robert Neubecker</p>	<ul style="list-style-type: none"> <li>• NewsELA</li> <li>• Videos</li> <li>• Leveled Assessments</li> <li>• Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>• Pearson's Pacemaker Series</li> <li>• Shorts</li> <li>• NewsELA</li> </ul>	
Supplemental Resources			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Novels, periodicals, maps, artifacts</li> </ul>			
Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>• Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> </ul>	<ul style="list-style-type: none"> <li>• Skill building activities</li> <li>• Leveled Assessments</li> <li>• Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>• Modified activities</li> <li>• Extend time requirements</li> <li>• Preferred seating</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting &amp; acceleration</li> <li>• Leveled readings</li> <li>• Leveled Assessments</li> <li>• Enrichment activities &amp; projects</li> <li>• Choice Boards</li> </ul>

<ul style="list-style-type: none"> <li>● Provide individual instruction as needed</li> <li>● Modify assessments and/or rubrics</li> <li>● Repeat instructions as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Multi-sensory (VAKT) approach during instruction</li> <li>● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>● Modify test content and/or format</li> <li>● Retakes</li> <li>● Additional time</li> <li>● Preferential seating</li> <li>● Review, restate and repeat directions; written directions</li> <li>● Study guides</li> <li>● Break assignments into segments of shorter tasks</li> <li>● Oral rather than written answers</li> </ul>	<ul style="list-style-type: none"> <li>● Checks for understanding/review</li> <li>● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Reading materials in the native language</li> <li>● Watching videos in the native language</li> </ul>	<ul style="list-style-type: none"> <li>● Inquiry projects</li> </ul>
<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>● Standard 9.1 Personal Financial Literacy</li> <li>● Standard 9.2 Career</li> </ul>	<p><b>Disciplinary Concepts:</b></p> <ul style="list-style-type: none"> <li>● Financial health</li> <li>● Financial Landscape</li> <li>● Money Management</li> <li>● Career Awareness and Planning</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem-solving</li> </ul>		

<p>Awareness, Exploration, Preparation and Training</p> <ul style="list-style-type: none"> <li>Standard 9.3: Career and Technical Education</li> <li>Standard 9.4 Life Literacies and Key Skills</li> </ul>	<ul style="list-style-type: none"> <li>Digital Citizenship</li> <li>Global and Cultural Awareness</li> <li>Information and Media Literacy</li> <li>Technology Literacy</li> </ul>	
	<p><b>Core Ideas:</b></p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>
	<p><b>Performance Expectation/s:</b></p>	<p>Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)</p>
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>	
	<ul style="list-style-type: none"> <li>Act as a responsible and contributing community member and employee</li> <li>Demonstrate creativity and innovation</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them</li> <li>Use technology to enhance productivity, increase collaboration, and communicate effectively</li> <li>Work productively in teams while using cultural/global competence</li> </ul>	

Content Area: Social Studies (NJSLS-CHPE 6.1, 6.3) Grades K - 12  
Grade: K

Dev. Date:

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35- 4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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