

Trimester	Unit 3	Recommended Instructional Days
2-3	Our City, Our State, Our Country, Our World: Geography, People, and the Environment	20 Teaching Periods
<p>NJSLS - United States History: America in the World 6.1 Disciplinary Strand: 6.1 U.S.History: American in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities</p> <p>Disciplinary Concept: The study of Geography includes concepts such as People and the Environment (Geo) Spatial Views of the World (SV) Human Population Patterns (PP) Human Environment Interaction (HE) Global Interconnections (GI)</p>		<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</p>
<p>Core Ideas:</p> <ul style="list-style-type: none"> Regions form and change as a result of unique physical characteristics conditions, economies, and cultures. Patterns of settlement differ markedly from 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> 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. 	

<p>region to region, place to place, and time to time.</p> <ul style="list-style-type: none">• Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.• Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.• Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	<ul style="list-style-type: none">• 6.1.5.GeoPP.2: 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.• 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.• 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 tha space.• 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	
--	--	--

	<p>town, to compare the number of people living at two or more locations).</p> <ul style="list-style-type: none">• 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). <p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</p> <ul style="list-style-type: none">• 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).• 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on	
--	--	--

	<p>human settlements and migration.</p> <ul style="list-style-type: none">• 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.• 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.• 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.• 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>		

<p>Disciplinary Concept:The study of Geography includes concepts such as</p> <p>People and the Environment (Geo) Spatial Views of the World (SV) Human Population Patterns (PP) Human Environment Interaction (HE) Global Interconnections (GI)</p>	
<p>Core Ideas:</p> <ul style="list-style-type: none"> Global interconnections occur between human and physical systems across different regions of the world. 	<p>Performance Expectation:</p> <ul style="list-style-type: none"> 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions
<p>Social Studies Practices</p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> How does where we are shape who we are? How do I affect the environment? How do maps and other geographic tools help me to understand my world? How are we alike and how are we different? What is climate and why is it changing? <p>Activities:</p> <ul style="list-style-type: none"> Small and large group discussions Identify and explain which communities they belong to Use maps and other geographic tools to locate and to compare communities Explain how geography affects how we live Solve problems related to the environment/geography Identify different types of maps and globes Use different types of maps and globes Explain the difference between maps and globes Locate my school, my home, my street, my town, and my State using geographic tools Use Googleearth and maps to view your school, community, state, nation and world View images of Bayonne, the State of New Jersey and the world Draw pictures of your school, your street and your community Conduct guided research about climate change
<ul style="list-style-type: none"> Developing Questions and Planning Inquiry Gathering and Evaluating Sources (sourcing; contextualization; corroboration) 	

<ul style="list-style-type: none"> ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		<ul style="list-style-type: none"> ● Propose solutions to climate change: what can I do? what can my school do? ● Create a map ● Select and/or draw pictures of natural resources and landforms ● Compare pictures of Bayonne from the past to the present ● Explain why Bayonne looks the same and different ● Label natural resources and landforms ● Give directions ● Read and color pages in Bayonne Activity Book ● view Brainpop Jr. on related topics ● Conduct research ● Create a map ● Mapping activities: climate, resource and physical maps ● Research different communities ● Jigsaw about the different communities ● Analyze travel brochures or websites about different communities and parts of the world ● Identify landforms and natural resources (for Bayonne, the State, and select parts of the Nation and the World) ● Compare Bayonne's geographic features to the rest of the State's geographic features ● Explain how geographic features affect how and where people live ● Explain how people impact their environment ● Provide examples of the Five Themes of Geography ● Identify the major cities in New Jersey, the United States, and major world regions ● Explain how we are alike and how we are different ● Problem solve ● Explain climate ● Describe how climate, landforms and natural resources affect where and how we live ● Use a Venn Diagram: different communities ● Write a letter to a pen pal describing Bayonne's geography
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Utilize positive communication and social 	

	<p>skills to interact effectively with others.</p> <ul style="list-style-type: none">• Develop, implement, and model effective problem solving and critical thinking skills.	<ul style="list-style-type: none">• View images of Bayonne, France• Discuss how the two Bayonne's are alike and different• Guided and/or interactive writing exercises about how communities are alike and how they are different• Shared or guided informative or narrative writing piece: about a different community, or how Bayonne is similar and different from ..., or where would they live and why, or the benefits of living in a particular community <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• Learn about animals and assorted natural resources in different communities/environments (SCI)• Research what crops people grow in different communities (SCI)• Draw a picture of a place you love (ART)• Visit Newark Bay or the Hudson River (PHYSED)• Visit Stephen R. Gregg Park and write or draw what you like about the park (ELA; ART)• Create a travel brochure (ELA, ART, SCI)• Write a letter to a pen pal describing Bayonne's geography (ELA; SCI) <p>Connections to ELA-NJSLS-Reading:</p> <ul style="list-style-type: none">• 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.• NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
--	--	--

		<ul style="list-style-type: none">● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.● 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● NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words● NJSLSA.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.● NJSLSA.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.● NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. <p>Connections to ELA-NJSLS-Writing:</p> <ul style="list-style-type: none">● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.● NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and
--	--	---

		<p>accurately through the effective selection, organization, and analysis of content</p> <ul style="list-style-type: none">● NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience● NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.● 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.● 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.● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.● 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.
--	--	--

Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> <ul style="list-style-type: none">● Class discussion & participation● Observations/Conferences● Classwork activities● Graphic Organizers● Group activities● Student journals/reflections● Exit tickets● Quizzes● Guided and/or interactive writing exercises● Readers Notebook● Anecdotal records● Graphic organizers● activities/assessments in read alouds		<u>Benchmarks:</u> <ul style="list-style-type: none">● Written or oral assessments● Read Aloud worksheets <u>Summative Assessments:</u> <ul style="list-style-type: none">● Projects:A Five Themes of Geography “Book” of Bayonne (this can be done using googledocs or googlepresentation)● Presentations● Read aloud worksheets/activities	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none">● Read aloud books; Picture books● Community Helper puppets	<ul style="list-style-type: none">● Skill building activity● NewsELA	<ul style="list-style-type: none">● Bilingual dictionary● Modified assessments and/or rubric● Wieser Educational History Shorts	<ul style="list-style-type: none">● Leveled readings● Novels; periodicals● Leveled Assessments● Enrichment activities & projects● Choice Boards

<ul style="list-style-type: none"> • Then & Now Cards • Desk Maps • Amistad Curriculum • Holocaust & Genocide Education Curriculum • NewsELA 	<ul style="list-style-type: none"> • Videos • Leveled Assessments • Choice Boards 	<ul style="list-style-type: none"> • Videos in their native language • Shorts • NewsELA • Read Alouds: 	<ul style="list-style-type: none"> • Inquiry projects
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, SeeSaw, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, Raz Plus Other: <ul style="list-style-type: none"> • Novels, periodicals, maps, artifacts 			
Differentiated Student Access to Content: Recommended <i>Strategies & 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"> • Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic 	<ul style="list-style-type: none"> • Skill building activities • Leveled Assessments • Choice Boards 	<ul style="list-style-type: none"> • Modified activities • Extend time requirements • Preferred seating 	<ul style="list-style-type: none"> • Curriculum compacting & acceleration • Leveled readings • Leveled Assessments • Enrichment activities & projects

<ul style="list-style-type: none">● Provide individual instruction as needed● Modify assessments and/or rubrics● Repeat instructions as needed	<ul style="list-style-type: none">● Multi-sensory (VAKT) approach during instruction● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)● Modify test content and/or format● Retakes● Additional time● Preferential seating● Review, restate and repeat directions; written directions● Study guides● Break assignments into segments of shorter tasks● Oral rather than written answers	<ul style="list-style-type: none">● Checks for understanding/review● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary● Modified assessments and/or rubric● Reading materials in the native language● Watching videos in the native language	<ul style="list-style-type: none">● Choice Boards● Inquiry projects
--	---	---	--

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> • Standard 9.1 Personal Financial Literacy • Standard 9.2 Career Awareness, Exploration, Preparation and Training • Standard 9.3: Career and Technical Education • Standard 9.4 Life Literacies and Key Skills 	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Financial health • Financial Landscape • Money Management • Career Awareness and Planning • Creativity and Innovation • Critical Thinking and Problem-solving • Digital Citizenship • Global and Cultural Awareness • Information and Media Literacy • Technology Literacy 	
	<p><i>Core Ideas:</i></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><i>Performance Expectation/s:</i></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) •</p>

		Information and Media Literacy (IML) • Technology Literacy (TL)
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee ● Demonstrate creativity and innovation ● Utilize critical thinking to make sense of problems and persevere in solving them ● Use technology to enhance productivity, increase collaboration, and communicate effectively ● Work productively in teams while using cultural/global competence 	

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>