

**Stratford Public Schools
Social Studies Curriculum,
Written By: Heather Ruden
Grade Level 2
Unit Name: Environment
BOE Approved August, 2022**

Content Statements and Rationale: Interactions between humans and the environment occur constantly throughout the world. These interactions influence how and where people live. Students are ready to learn about how the environment of where they live impacts their daily lives and how people's actions impact the environment.	NJSLS: 6.1.2.GeoPP.1 6.1.2.GeoHE.1 - 3 6.1.2.GeoG1.2
Unit Essential Questions: How does weather/climate impact where people choose to live? What are natural resources and how do people use them? How do the types of available natural resources impact where people choose to live? How do people impact the environment through their actions?	Unit Enduring Understandings: The types of communities and activities in a region differ depending on the climate. A natural resource is something that is found in nature and can be used by people. People use natural resources to stay alive and to make their lives better. Different areas of the world have different natural resources. The types of natural resources and the ease of accessing them impact where people choose to live. People can make choices to use, misuse, or preserve natural resources.

<p>Benchmarks and Assessments:</p> <p>Formative: Quick Checks Lesson Follow-Ups (Drawing, Writing, Q&A) Making Connections (Drawing, Writing, Q&A) Topical Projects Guided Reading Role Playing</p> <p>Contrast and compare the climate/weather in New Jersey with a different region in the United States.</p> <p>Explain how people use natural resources in various environments for food, shelter, and clothing.</p> <p>Compare and contrast the natural resources available in NJ with those in a different area of the world.</p> <p>Identify ways that people use, misuse, and protect the natural resources in their environment.</p> <p>Summative: Vocabulary Definitions Rubric Based Tasks</p>	<p>Unit Student Learning and Activities Overview</p> <p>Engagement during small group discussions, independent work, and collaborative activities.</p> <p>Capacity to answer both targeted and open-ended questions.</p> <p>Capacity to present information to others through written work, presentations, and oral reports.</p> <p>Capacity to locate and use information in order to answer the essential questions.</p> <p>Capacity to use online tools</p>
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<p>Key Terms (Essential Vocabulary):</p> <p>seasons climate weather natural resource</p>	
<p>Resources:</p> <p>Scholastic News socialstudiesforkids.com brainpop.com climatekids.nasa.gov Leveled trade books/ informational text/ library books Internet sites Audio Cds</p>	

Suggested Activities for Inclusion in Lesson Planning & Interdisciplinary Connections:

- Identify the four seasons we experience in NJ and discuss activities specific to each season. (English Language Arts)
- Research an area in the United States with a different climate than NJ (such as Florida or Alaska). Compare and contrast the climates and seasonal activities in each area. (English Language Arts)
- Define natural resources and discuss ways they might be used by people for food, shelter, and clothing. (English Language Arts)
- Compare and contrast natural vs manmade resources. (English Language Arts)
- Identify some natural resources found in New Jersey. Compare and contrast these with the natural resources found in different areas of the world. Make observations about the availability of natural resources (English Language Arts)
- Explain how the Earth has been changed by people. (English Language Arts)
- Identify ways people use, misuse, and protect natural resources. (English Language Arts)

Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):

Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.

ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.

Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars

Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar

Suggested Timeline:

2 weeks