**Unit Plan: 2nd Grade People depending on and modifying their physical environments (3 weeks).**

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| **Stage 1 –Desired Results** | | |
| **Established Goals: Grade 2**  **NCSS Standards**   * **People, Places, and Environments**   **IOWA CORE-Social Studies**  **Understand how geographic process and human actions modify the environment and how the environment affects humans.**   * Understand ways in which people depend on the physical environment. * Understand humans impact the environment in positive and negative ways. * Understand the environment impacts humans in positive and negative ways. * Understand areas of a community have changed over time.   **Understand how human factors and the distribution of resources affect the development of communities and the movement of populations.**   * Understand why people choose to settle in different places. * Understand the role that resources play in human’s daily lives.   **IOWA CORE-Employability Skills**  **Develop initiative and demonstrate self-direction in activities.**   * Identify resources and how to access them. * Ask questions to clarify and accomplish a task.   **IOWA CORE-Health Literacy**  **Understand and use basic health concepts to enhance personal, family, and community health.**   * Describe how physical, emotional, social, and environmental factors influence personal health. | **Transfer** | |
| 1st Half: Students will be able to independently use their learning to…   * Understand why people choose to settle in different places. * Understand the role that resources play in human’s daily lives.   2nd Half: Students will be able to independently use their learning to…   * Understand ways in which people depend on the physical environment. * Understand humans impact the environment in positive and negative ways. * Understand the environment impacts humans in positive and negative ways. * Understand areas of a community have changed over time. | |
| **Meaning** | |
| **Understandings**  Students will understand that…   * Populations are impacted by the resources in a given region. * Throughout history, populations shifted from region to region due to resource availability. | **Essential Questions**  Students will keep considering…   * What defines a region? * How do the natural resources of a region influence settlement? * What are natural resources? * What part do natural resources play in human’s daily lives? |
| **Acquisition of Knowledge and Skill** | |
| Students will know…   * Necessary vocabulary for the unit. * Why people move for natural resources. * About farming and the resources needed. * How natural resource availability dictates living. | Students will be skilled at…   * Comparing and contrasting the impacts of events. * Predicting * Developing conclusions * Writing * Technology * Transportation * Weather * Timeline * Developing conclusions * Looking at the past & present. * Summarizing of events. * Searching for resources-IC Employability * Question development-IC Employability * Environmental factors on health-IC Health |

UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe