

GIPS 1st Grade Social Studies Design Map

Units (in sequence)	Estimated Time Frame (days)	K-12 Program Strands With Corresponding Course/Grade Level Standards	K-12 Program Enduring Understandings (for Content & Process)	K-12 Program Essential Questions (for Content & Process)	Assessments (note if optional)	C/GL Key Vocabulary Concepts
Unit 1: Lesson 1 How Do We Get Along in School?	3 days (30 minutes each)	<u>Content</u> 2.0 Potential of the Individual Exhibit good citizenship and realize its importance within schools 4.0 Groups and Institutions Demonstrate age-appropriate social skills at school (sharing, cooperation, responsibility, teamwork, respect, good manners, caring, following rules) <u>Process</u> 1.3 Generalizing to Create Connections	<u>Content</u> The ideas, choices, and actions of a person can have significant ripple effects Group identity shapes ideas, choices, and actions of individuals <u>Process</u> Historians and social scientists work to articulate the lessons learned from a particular set of circumstances so that we can make meaning of other sets of circumstances.	<u>Content</u> How can one person make a difference? How do groups shape who we are? <u>Process</u> How can I use this connection to make predictions and draw conclusions?		cooperation respect communication group
Unit 1: Lesson 2 Why is it Important to Learn from Each Other?	5 days (30-45 minutes each)	<u>Content</u> 2.0 Potential of the Individual Exhibit good citizenship and realize its importance within schools <u>Process</u> 1.3 Generalizing to Create Connections Demonstrate age-appropriate social skills at school (sharing, cooperation, responsibility, teamwork, respect, good manners, caring, following rules) 1.2 Communicating	<u>Content</u> The ideas, choices, and actions of a person can have significant ripple effects <u>Process</u> Historians and social scientists work to articulate the lessons learned from a particular set of circumstances so that we can make meaning of other sets of circumstances Good communication must evolve through experience feedback and adjustment	<u>Content</u> How does someone else's life story affect me? <u>Process</u> How can I use this connection to make predictions and draw conclusions? What am I trying to say? Who is my audience? How does that affect what I say and how I say it??		cooperation differences communication group
Unit 1: Lesson 3 Why Do Schools Have Rules?	3 days (30 minutes each)	<u>Content</u> 3.0 Power and Governance Demonstrate age-appropriate social skills at school (sharing, cooperation, responsibility, teamwork, respect, good manners, caring, following rules) <u>Process</u> 1.3 Generalizing to Create Connections	<u>Content</u> Government (schools) establishes rules that people are expected to live by The way government (school) enforces the laws (rules) reflects who and what they value. <u>Process</u> Historians and social scientists work to articulate the lessons learned from a particular set of circumstances so that we can make meaning of other sets of circumstances.	<u>Content</u> Why do people follow the rules? What is the reason behind the law (rule)? <u>Process</u> Where have I seen this before? How can I use this connection to make predictions and draw conclusions?		cooperation rules fairness safety

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<p><u>Unit 1:</u> Lesson 4 Who Helps Us at School?</p>	<p>5 days (30-40 minutes each)</p> <p>combined activities (4.1-4.2) (4.4-4.5)</p>	<p><u>Content</u></p> <p>2.0 Potential of the Individual Exhibit good citizenship and realize its importance within schools</p> <p>7.0 Scientific & Technological Innovation Discover that technology and inventions have changed over time and how they impact the present</p> <p><u>Process</u></p> <p>1.2 Communicating</p>	<p><u>Content</u></p> <p>The ideas, choices, and actions of a person can have significant ripple effects</p> <p>Scientific and technological advancements lead to positive and negative consequences</p> <p><u>Process</u></p> <p>Good communication must evolve through experience feedback and adjustment.</p>	<p><u>Content</u></p> <p>How can one person make a difference?</p> <p>How does someone else's life story affect me?</p> <p>How did this "thing" change people's lives?</p> <p><u>Process</u></p> <p>What am I trying to say? Who is my audience? How does that affect what I say and how I say it?</p>		<p>cooperation</p> <p>communication</p> <p>respect</p> <p>group</p>
<p><u>Unit 1:</u> Lesson 5 How Are We Good Helpers at School?</p>	<p>4 days (30-45 minutes each)</p> <p>combined activities (5.1-5.2)</p>	<p><u>Content</u></p> <p>2.0 Potential of the Individual Exhibit good citizenship and realize its importance within schools</p> <p><u>Process</u></p> <p>1.2 Communicating</p>	<p><u>Content</u></p> <p>The ideas, choices, and actions of a person can have significant ripple effects</p> <p><u>Process</u></p> <p>Good communication must evolve through experience feedback & adjustment</p>	<p><u>Content</u></p> <p>How can one person make a difference?</p> <p><u>Process</u></p> <p>What am I trying to say? Who is my audience? How does that affect what I say and how I say it?</p>		<p>cooperation</p> <p>respect</p> <p>group</p> <p>communication</p>
<p><u>Unit 1:</u> Lesson 7 What Was School Like Long Ago?</p>	<p>4 days (30-50 minutes each)</p> <p>combined activities (7.1-7.2) (7.3-7.5)</p>	<p><u>Content</u></p> <p>7.0 Scientific & Technological Innovation Discover that technology and inventions have changed over time and how they impact the present</p> <p><u>Process</u></p> <p>1.3 Generalizing to Create Connections Compare/contrast cultural influences of the past and present to school Relates past times, places, cultures, and family contributions to the present</p> <p>1.1 Researching, Analyzing, and Synthesizing</p>	<p><u>Content</u></p> <p>Scientific and technological advancements lead to positive and negative consequences</p> <p><u>Process</u></p> <p>Social scientist work to articulate the lessons learned from a particular set of circumstances so that we can make meaning of other sets of circumstances</p> <p>Historians and Social Scientists work to explain what happened through a continuous process of questioning, research, analysis, and interpretation</p>	<p><u>Content</u></p> <p>How did this "thing" change people's lives?</p> <p><u>Process</u></p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate further and draw conclusions?</p> <p>When do I have enough information to draw a conclusion?</p>		<p>differences</p> <p>group</p> <p>communication</p> <p>cooperation</p>

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<p>Unit 2: Lesson 9 How Are Families Special?</p>	<p>5 days (30-50 minutes each)</p> <p>combined activities (9.1-9.2) (9.4-9.5) (9.6-9.7)</p>	<p style="text-align: center;"><u>Content</u></p> <p>2.0 Potential of the Individual Exhibit good citizenship and realize its importance within families.</p> <p>4.0 Groups and Institutions Demonstrate age-appropriate social skills at home (sharing, cooperation, responsibility, teamwork, respect, good manners, caring, following rules)</p> <p>8.0 Environmental Influences Recognize how climate, location, and physical surroundings affect families.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.2 Communicating</p>	<p style="text-align: center;"><u>Content</u></p> <p>The ideas, choices, and actions of a person can have significant ripple effects.</p> <p>Group identity gives individuals a sense of belonging and empowerment.</p> <p>The natural resources and location of a place significantly affect the livelihood, politics, and opportunities of the people living there.</p> <p style="text-align: center;"><u>Process</u></p> <p>Good communication must evolve through experience feedback and adjustment.</p>	<p style="text-align: center;"><u>Content</u></p> <p>How can one person make a difference?</p> <p>How do groups shape who we are?</p> <p>How does where you live affect how you live?</p> <p style="text-align: center;"><u>Process</u></p> <p>What am I trying to say? Who is my audience? How does that affect what I say and how I say it?</p>		<p>differences</p> <p>group</p> <p>cooperation</p>
<p>Unit 2: Lesson 10 What Do Families Need and Want?</p>	<p>7 days (20-40 minutes each)</p>	<p style="text-align: center;"><u>Content</u></p> <p>6.0 Impact of Economic Systems Identify basic economic concepts and how families earn, spend, and save.</p> <p>8.0 Environmental Influences Recognize how climate, location, and physical surroundings affect families.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.1 Researching, Analyzing, and Synthesizing</p> <p>1.2 Communicating</p>	<p style="text-align: center;"><u>Content</u></p> <p>Just because you want to buy or pursue something does not mean you can afford to do it.</p> <p>The natural resources and location of a place significantly affect the livelihood, politics, and opportunities of the people living there.</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis, and interpretation.</p> <p>Good communication must evolve through experience, feedback, and adjustment.</p>	<p style="text-align: center;"><u>Content</u></p> <p>How do I work to get what I want?</p> <p>How does where you live affect how you live?</p> <p style="text-align: center;"><u>Process</u></p> <p>When do I have enough information to draw a conclusion?</p> <p>What am I trying to say? Who is my audience? How does that affect what I say and how I say it?</p>		<p>differences</p> <p>fairness</p> <p>group</p> <p>communication</p>

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Unit 2: Lesson 11 How Do Family Members Care for Each Other?	4 days (20-50 minutes each) combined activities (11.2-11.3) (11.4-11.5)	<p style="text-align: center;"><u>Content</u></p> <p>3.0 Power and Governance Demonstrate age-appropriate social skills at home (sharing, cooperation, responsibility, teamwork, respect, good manners, caring, following rules)</p> <p>4.0 Groups and Institutions Exhibit good citizenship and realize its importance within families.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.2 Communicating</p> <p>1.1 Researching, Analyzing, & Synthesizing</p>	<p style="text-align: center;"><u>Content</u></p> <p>Government establishes rules that people are expected to live by.</p> <p>Group identity shapes ideas, choices, and actions of individuals.</p> <p style="text-align: center;"><u>Process</u></p> <p>Good communications must evolve through experience, feedback, and adjustment.</p>	<p style="text-align: center;"><u>Content</u></p> <p>Why do people follow the rules?</p> <p>How do groups shape who we are?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do historians and social scientists handle different points of view?</p>		group differences cooperation respect
Unit 2: Lesson 12 How Do Families Change?	2 days (35-40 minutes each) combined activities (12.1-12.2) (12.3-12.4)	<p style="text-align: center;"><u>Content</u></p> <p>4.0 Groups and Institutions Demonstrate age-appropriate social skills at home (sharing, cooperation, responsibility, teamwork, respect, good manners, caring, following rules)</p> <p style="text-align: center;"><u>Process</u></p> <p>1.2 Communicating</p> <p>1.4 Distinguishing Relationships Between and Among Events Compare/contrast cultural influences of the past and present to family. Relate past time, place, cultures, and family contributions to the present.</p> <p>Researching, Analyzing, & Synthesizing</p>	<p style="text-align: center;"><u>Content</u></p> <p>Group identity shapes ideas, choices, and actions of individuals.</p> <p style="text-align: center;"><u>Process</u></p> <p>Good communication must evolve through experience, feedback, and adjustment.</p> <p>One event has a ripple effect on other events.</p>	<p style="text-align: center;"><u>Content</u></p> <p>How do groups shape who we are?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do we figure out what happened and when?</p> <p>How do historians and social scientists handle different points of view?</p>		differences fairness group rules

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Lesson 13 What are Family Traditions?	4 days combined activities (13.1 and 13.4)	<p>Content:</p> <p>4.0 Groups and Institutions Demonstrate age-appropriate social skills at home (sharing, cooperation, responsibility, teamwork, respect, good manners, caring, following rules)</p> <p>8.0 Environmental Influences Compare/contrast cultural influences of the past and present to family. Relate past times, places, cultures, and family contributions to the present.</p> <p>Process:</p> <p>1.5 Using Tools to Develop Geographical awareness Compare/contrast cultural influences of the past and present to family. Relate past times, place, cultures, and family contributions to the present.</p>	<p>Group identity shapes ideas, choices, and actions of individuals.</p> <p>Group identity gives individuals a sense of belonging and empowerment.</p> <p>The natural resources and location of a place significantly affect the livelihood, politics, and opportunities of people living there.</p> <p>Geographic location affects identity, events, and decisions.</p>	<p>How do groups shape who we are?</p> <p>How does this place shape the identity of the people who live there?</p> <p>How does this place shape the identity of the people who live there?</p>		<p>differences</p> <p>symbol</p> <p>group</p>
Lesson 6 Maps	5 days (30-50 minutes each)	<p>Process:</p> <p>1.5 Using Tools to Develop Geographic Awareness Describe people, places and things in relationship to each other.</p>	<p>Process</p> <p>Maps provide access to information that otherwise would be impossible to see.</p>	<p>Process</p> <p>Where do I find the place and object I am looking for?</p>		<p>symbol</p> <p>differences</p> <p>communication</p>
UbD Unit: Patriotic Actions and National Symbols	Administered throughout the year with focus days of instruction during President's Day week in February. See patriotism pacing guide and UbD unit in C & A guide	<p>Content</p> <p>4.0 Groups and Institutions Exhibit good citizenship and realize its importance.</p> <p>Express patriotic actions and identify national symbols.</p> <p>Process</p> <p>1.2 Communicating</p>	<p>Content</p> <p>Group identity shapes ideas, choices, and actions of the individual..</p> <p>Group identity gives individuals a sense of belonging and empowerment.</p> <p>Process</p> <p>Language and images have the power to inspire action.</p>	<p>Content</p> <p>How do groups shape who we are?</p> <p>Process</p> <p>What makes some words/text and images instantly unforgettable?</p>		<p>respect</p> <p>symbol</p> <p>patriotism</p> <p>group</p> <p>communication</p>