

GIPS 2nd 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 and Process)	K-12 Program Level Essential Questions (for Content and Process)	Assessments (note if optional)	C/GL Key Vocabulary Concepts
Lesson 1 What is a Community?	5 days	<p style="text-align: center;"><u>Content</u></p> <p>Compare the relative location of people, places, and things in their neighborhood and community.</p> <p>Realize a community is a place to live, work, and play.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.5 Using Tools to Develop Geographic Awareness Compare the relative location of people, places, and things in their neighborhood and community.</p>	<p style="text-align: center;"><u>Content</u></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>Maps provide access to information that otherwise would be impossible to see.</p>	<p style="text-align: center;"><u>Content</u></p> <p>How does where you live affect how you live?</p> <p style="text-align: center;"><u>Process</u></p> <p>What are the boundaries of this space/ community/ nation? How does that shape the identity of the people who live there?</p>		community rural suburban urban leaders goods services needs wants consumer
Lesson 2 How are Communities Different?	6 days	<p style="text-align: center;"><u>Content</u></p> <p>6.0 Impact of Economic Systems</p> <p>8.0 Environmental Influences Compare rural, urban, and suburban communities.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.3 Generalizing to Create Connections Compare rural, urban, and suburban communities.</p>	<p style="text-align: center;"><u>Content</u></p> <p>Economic systems provide ways to produce and distribute goods and services.</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 articulate the lessons learned from a particular set of circumstances so that we can make meaning of other sets of circumstances.</p>	<p style="text-align: center;"><u>Content</u></p> <p>How do I work to get what I want? How does where you live affect how you live?</p> <p style="text-align: center;"><u>Process</u></p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate, and further draw conclusions?</p>	2.6 ISN: pages 5-6	

GIPS 2nd 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 and Process)	K-12 Program Level Essential Questions (for Content and Process)	Assessments (note if optional)	C/GL Key Vocabulary Concepts
Lessons 3 & 4 What Does a Map Show? What is Geography?	12 days	<p style="text-align: center;"><u>Content</u></p> <p>8.0 Environmental Influences Demonstrate usage of map grids..</p> <p>Create and use essential map features to locate key places in communities.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.5 Using Tools to Develop Geographic Awareness. Demonstrate usage of map grids.</p>	<p style="text-align: center;"><u>Content</u></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>Maps provide access to information that otherwise would be impossible to see.</p>	<p style="text-align: center;"><u>Content</u></p> <p>How does where you live affect how you live?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do I find the place I am looking for? What does this place look like?</p>	3.8 ISN: pages 12 & 13	community rural suburban urban leaders goods services needs wants consumers
Lesson 5 How Do People Use the Environment?	6 days	<p style="text-align: center;"><u>Content</u></p> <p>8.0 Environmental Influences Recognize how people use and misuse the environment.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.1 Researching, Synthesizing, and Analyzing Recognize how people use and misuse the environment.</p>	<p style="text-align: center;"><u>Content</u></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 style="text-align: center;"><u>Content</u></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>	Handout 5.6: Complete independently	
Lesson 6 How Are Goods Made and Brought to Us?	8 days	<p style="text-align: center;"><u>Content</u></p> <p>7.0 Scientific and Technological Innovation Explain how goods are produced, distributed, and provided.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.3 Generalizing to Create Connections Explain how goods are produced, distributed, and provided.</p>	<p style="text-align: center;"><u>Content</u></p> <p>Scientific and technological advancements lead to positive and negative consequences.</p> <p style="text-align: center;"><u>Process</u></p> <p>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.</p>	<p style="text-align: center;"><u>Content</u></p> <p>How did this "thing" (invention/ new system/ discovery) change people's lives?</p> <p style="text-align: center;"><u>Process</u></p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate, and further draw conclusions?</p>	6.5 ISN: pages 26 & 27 with a partner. Independently write an explanation of each box.	

GIPS 2nd 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 and Process)	K-12 Program Level Essential Questions (for Content and Process)	Assessments (note if optional)	C/GL Key Vocabulary Concepts
Lesson 7 Who Provides Services in a Community?	5 days	<p style="text-align: center;"><u>Content</u></p> <p>2.0 Potential of the Individual</p> <p>6.0 Impact on Economic Systems</p> <p>7.0 Scientific and Technological Innovation Explain how goods are produced, distributed, and provided.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.3 Generalizing to Create Connections Explain how goods are produced, distributed, and provided.</p>	<p style="text-align: center;"><u>Content</u></p> <p>The ideas, choices, and actions of a person have significant ripple effects.</p> <p>Economic systems provide ways to produce and distribute goods and services.</p> <p>Scientific and technological advancements lead to positive and negative consequences.</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians and 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 style="text-align: center;"><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>Who should get what? Who should make what?</p> <p>How did this "thing" change people's lives?</p> <p style="text-align: center;"><u>Process</u></p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate, and further draw conclusions?</p>		<p>community</p> <p>rural</p> <p>suburban</p> <p>urban</p> <p>leaders</p> <p>goods</p> <p>services</p> <p>needs</p> <p>wants</p> <p>consumer</p>
Lesson 8 How Can I Be a Good Shopper?	4 days	<p style="text-align: center;"><u>Content</u></p> <p>6.0 Impact of Economic Systems Use the basic economic principles and practices that help consumers spend money wisely.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.3 Generalizing to Create Connections Use the basic economic principles and practices that help consumers spend more wisely.</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 it.</p> <p>Everyone (from individuals to governments) must make economic choices because of limited resources.</p> <p style="text-align: center;"><u>Process</u></p> <p>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.</p>	<p style="text-align: center;"><u>Content</u></p> <p>How do I work to get what I want?</p> <p>Who should get what?</p> <p style="text-align: center;"><u>Process</u></p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate, and further draw conclusions?</p>		<p>community</p> <p>rural</p> <p>suburban</p> <p>urban</p> <p>leaders</p> <p>goods</p> <p>services</p> <p>needs</p> <p>wants</p> <p>consumer</p>

GIPS 2nd 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 and Process)	K-12 Program Level Essential Questions (for Content and Process)	Assessments (note if optional)	C/GL Key Vocabulary Concepts
<p>Lessons 9 & 10 How Do Communities Change?</p> <p>How Did My Community Change?</p>	11 days	<p style="text-align: center;"><u>Content</u></p> <p>5.0 Reform and Change Create a plan to make a neighborhood better.</p> <p>Recognize and describe changes in daily life, past and present, observed in a community.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.4 Distinguishing Relationships Between & Among Events Recognize and describe changes in daily life, past and present, observed in a community.</p>	<p style="text-align: center;"><u>Content</u></p> <p>Eradicating a deep-rooted problem/ injustice requires strategic planning, perseverance, and relentless pressure.</p> <p style="text-align: center;"><u>Process:</u></p> <p>One event has a ripple effect on other events.</p> <p>A timeline/ chronology is a specific interpretation of what was most significant.</p>	<p style="text-align: center;"><u>Content</u></p> <p>What does it take to plan for change? What does it take to make it happen?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do we figure out what happened and when?</p>	After 10.5: page 131	community rural suburban urban leaders goods services needs wants consumer
<p>Lessons 11 & 12 How Can One Person Make a Difference in a Community?</p> <p>How Do Leaders Help Their Communities?</p>	9 days	<p style="text-align: center;"><u>Content</u></p> <p>2.0 Potential of the Individual</p> <p>3.0 Power and Governance Recognize and describe changes in daily life, past and present, observed in a community.</p> <p>Assume the role of a culture or ethnic group and describe how they make a difference in communities.</p> <p>Identify and describe the responsibility of group leaders and conduct a class election.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.3 Generalizing to Create Connections Recognize and describe changes in daily life, past and present, observed in a community.</p> <p>1.2 Communicating Identify and describe the responsibility of group leaders and conduct a class election.</p> <p>Assume the role of a culture or ethnic group and describe how they make differences in communities.</p>	<p style="text-align: center;"><u>Content</u></p> <p>The ideas, choices, and actions of a person can have a significant ripple effect.</p> <p>Government establishes rules that people are expected to live by.</p> <p style="text-align: center;"><u>Process</u></p> <p>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.</p> <p>Language and images have the power to inspire action. A historian/ social scientist effectively explains events while making their interpretation transparent to the audience.</p>	<p style="text-align: center;"><u>Content</u></p> <p>How can one person make a difference?</p> <p>Why do people follow the rules/laws?</p> <p style="text-align: center;"><u>Process</u></p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate and further draw conclusions?</p>	12.4 ISN: page 52	

GIPS 2nd 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 and Process)	K-12 Program Level Essential Questions (for Content and Process)	Assessments (note if optional)	C/GL Key Vocabulary Concepts
<p>Lesson 13 What Does a Good Citizen Do?</p>	<p>2 days (can compact this lesson)</p>	<p style="text-align: center;"><u>Content</u></p> <p>2.0 Potential of the Individual Practice the roles of citizenship.</p> <p>Demonstrate age-appropriate social skills.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.1 Researching, Analyzing, and Synthesizing Practice the roles of citizenship.</p> <p>1.2 Communicating Demonstrate age-appropriate social skills.</p>	<p style="text-align: center;"><u>Content</u></p> <p>The ideas, choices, and actions of a person can have a significant ripple effect.</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 can one person make a difference?</p> <p>How does someone else's life story affect me?</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>community</p> <p>rural</p> <p>suburban</p> <p>urban</p> <p>leaders</p> <p>goods</p> <p>services</p> <p>needs</p> <p>wants</p> <p>consumer</p>
<p>Lesson 14 What Do Communities Share?</p>	<p>4 days</p>	<p style="text-align: center;"><u>Content</u></p> <p>4.0 Groups and Institutions Identify reasons for social and economic interaction among people in various communities.</p> <p>Recognize unique features of their community that can be shared with other communities.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.5 Using Tools to Develop Geographic Awareness Recognize unique features of their community that can be shared with other communities.</p> <p>1.3 Generalizing to Create Connections</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>Maps provide access to information that otherwise would be impossible to see.</p> <p>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.</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>What are the boundaries of this space/ community/ nation?</p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate, & further draw conclusions?</p>		