

# GIPS 4<sup>th</sup> Grade Social Studies Design Map

## Unit 1: Regions of Our Country

## 1<sup>st</sup> Semester

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
<b>Unit 1:</b> <b>Lesson 1</b> <b>What are the Social Sciences?</b>	3-5 days	<u>Process</u> <b>1.1 Researching, Analyzing, and Synthesizing</b>	<u>Process</u> Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis, and interpretation	<u>Process</u> How do I find what I am looking for?	Processing Piece- ISN, p. 6  Chapter 1 Test p. 6-8	Agriculture Cultural Groups Louisiana Purchase Native Americans Nebraska Pioneers Specialty maps Unicameral U.S. regions Westward Movement
<b>Unit 1:</b> <b>Lesson 2</b> <b>Exploring Regions of the U.S.</b>	3-5 days	<u>Process</u> <b>1.5 Using Tools to Develop Geographic Awareness</b> Apply geographic tools to interpret maps.	<u>Process</u> Maps provide access to information that otherwise would be impossible to see	<u>Process</u> How do I find the place I am looking for?  What does this place look like?	Chapter 2 Test p. 20-23	
<b>Unit 1:</b> <b>Lesson 3</b> <b>The Peopling of the U.S.</b>	3-5 days	<u>Content</u> <b>4.0 Groups and Institutions</b> Describe the contributions from the cultural and ethnic groups that made up our national heritage.	<u>Content</u> Group identity gives individuals a sense of belonging and empowerment  Group identity shapes ideas, choices, and actions of the individual	<u>Content</u> How do groups shape who we are?  What makes a group of people tick?	Chapter 3 Test p. 34-37	

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<b>Unit 1:</b> <b>Lessons 4-13</b> <b>Tours and</b> <b>Regions</b> <b>Characteristics</b>	30-35 days 5 days/tour	<p style="text-align: center;"><u>Content</u></p> <p><b>8.0 Environmental Influences</b> Compare/contrast other U.S. regions to the Midwest.</p> <p><b>6.0 Impact of Economic Systems</b> Recognize how geography and natural resources of NE and other U.S. regions relate to their economic activities.</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>Geographic location affects identity, events, and decisions</p> <p>Economic systems provide ways to produce and distribute good and services</p>	<p style="text-align: center;"><u>Content</u></p> <p>How does where you live affect how you live?</p> <p>What are the boundaries of this space/community/nation? How does that shape the identity of the people who lives there?</p> <p>Who should get what? Who should make what? How does that impact who we are?</p>	<p>Chapter 8 Test p. 109-112</p> <p>Chapter 9 Test p. 134-136</p> <p>Chapter 4 Test p. 44-47</p> <p>Chapter 6 Test p. 74-76</p> <p>p. 81 - Letter Writing</p> <p>Chapter 10 Test p. 157-160</p> <p>Chapter 12 Test p. 208-211</p> <p>Performance Task: See UBD Unit 1: Stage 1</p>	<p>Agriculture</p> <p>Cultural Groups</p> <p>Louisiana</p> <p>Purchase</p> <p>Native Americans</p> <p>Nebraska</p> <p>Pioneers</p> <p>Specialty maps</p> <p>Unicameral</p> <p>U.S. regions</p> <p>Westward Movement</p>

# GIPS 4<sup>th</sup> Grade Social Studies Design Map

## Unit 2: Settlement of Nebraska

2<sup>nd</sup> Semester

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
<b>Unit 2: Lesson 1 Early Nebraska</b>	3-5 Days	<p style="text-align: center;"><u>Content</u></p> <p><b>8.0 Environmental Influences</b> Compare/Contrast the evolution of the land changes from prehistoric through present day.</p> <p style="text-align: center;"><u>Process</u></p> <p><b>1.4 Distinguishing Relationships Between and Among Events</b></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>A timeline/chronology is a specific interpretation of what was most significant</p> <p>One event has a ripple effect on other events</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 is the cause and what is the effect of this historical event?</p>	<p>See Optional Performance Tasks in UbD Unit 2: Stage 2</p> <p>See UbD Unit 2: Stage 2 Performance Tasks, Timeline/Scrapbook</p>	
<b>Unit 2: Lesson 2 Native Americans</b>	12-14 Days	<p style="text-align: center;"><u>Content</u></p> <p><b>4.0 Groups and Institutions</b> Recognize the Native American tribes of NE and their interaction with the environment.</p> <p><b>8.0 Environmental Influences</b> Recognize the Native American tribes of NE and their interaction with the environment.</p> <p style="text-align: center;"><u>Process</u></p> <p><b>1.4 Distinguishing Relationships Between and Among Events</b></p>	<p style="text-align: center;"><u>Content</u></p> <p>Group identity shapes ideas, choices, and actions of individuals.</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>A timeline/chronology is a specific interpretation of what was most significant</p> <p>One event has a ripple effect on other events</p>	<p style="text-align: center;"><u>Content</u></p> <p>What makes a group of people tick?</p> <p>How does where you live affect how you live?</p> <p style="text-align: center;"><u>Process</u></p> <p>What is the cause and what is the effect of this historical event?</p>	<p>See Optional UbD Unit 2: Stage 2 Performance Tasks</p> <p>Chapter 4 Test p. 83-85, #1-20</p>	<p>Agriculture</p> <p>Cultural Groups</p> <p>Louisiana Purchase</p> <p>Native Americans</p> <p>Nebraska Pioneers</p> <p>Specialty maps</p> <p>Unicameral</p> <p>U.S. regions</p> <p>Westward Movement</p>
<b>Unit 2: Lesson 3 Explorers</b>	5-7 Days	<p style="text-align: center;"><u>Content</u></p> <p><b>2.0 Potential of the Individual</b> Relate the exploration of the Great Plains with the impact of expansion.</p> <p>Recognize the importance of the Louisiana Purchase and the Lewis and Clark expedition.</p> <p style="text-align: center;"><u>Process</u></p> <p><b>1.4 Distinguishing Relationships Between and Among Events</b></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 style="text-align: center;"><u>Process</u></p> <p>A timeline/chronology is a specific interpretation of what was most significant</p> <p>One event has a ripple effect on other events</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>What is the cause and what is the effect of this historical event?</p>	<p>See Optional UbD Unit 2: Stage 2 Performance Tasks</p>	

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<p><u>Unit 2:</u> Lesson 4 <b>Pioneers and Settlers</b></p>	<p>14-18 Days</p>	<p style="text-align: center;"><u>Content</u></p> <p><b>4.0 Groups and Institutions</b> Analyze the cultural groups that have impacted the settlement of NE.</p> <p><b>6.0 Impact of Economic Systems</b> Recognize how geography and natural resources of NE and other U.S. regions relate to their economic activities.</p> <p><b>5.0 Reform and Change</b> Analyze the cultural groups that have impacted the settlement of NE.</p> <p style="text-align: center;"><u>Process</u></p> <p><b>1.4 Distinguishing Relationships Between and Among Events</b></p>	<p style="text-align: center;"><u>Content</u></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>All consumers must make economic choices because of limited resources</p> <p>Removing a deep-rooted problem/injustice requires strategic planning, perseverance, and relentless pressure</p> <p style="text-align: center;"><u>Process</u></p> <p>A timeline/chronology is a specific interpretation of what was most significant</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>What makes a group of people tick?</p> <p>How do I work to get what I want?</p> <p>Who has access to opportunities?</p> <p>What does it take to plan for change?</p> <p>What does it take to make it happen?</p> <p style="text-align: center;"><u>Process</u></p> <p>What is the cause and what is the effect of this historical event?</p>	<p>See Optional UbD Unit 2: Stage 2 Performance Tasks</p> <p>Chapter 8 Test p. 161-163, #1-4, 11-13</p>	<p>Agriculture</p> <p>Cultural Groups</p> <p>Louisiana</p> <p>Purchase</p> <p>Native</p> <p>Americans</p> <p>Nebraska</p> <p>Pioneers</p> <p>Specialty maps</p> <p>Unicameral</p> <p>U.S. regions</p> <p>Westward Movement</p>

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## Unit 3: Building to the 21<sup>st</sup> Century

2<sup>nd</sup> Semester

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
<p><b>Unit 3:</b> <b>Lesson 1</b> <b>Territory to State - Government</b></p>	<p>10 days 60 min Daily</p>	<p style="text-align: center;"><u>Content</u> <b>3.0 Power and Governance</b> Explain how the NE form of government allocates power and responsibility.</p>	<p style="text-align: center;"><u>Content</u> Government establishes rules that people are expected to live by</p>	<p style="text-align: center;"><u>Content</u> Who has the power in this government?</p>	<p>See UbD Unit 3: Stage 2 Performance Tasks</p>	<p>Agriculture Cultural Groups Louisiana Purchase Native Americans Nebraska Pioneers Specialty maps Unicameral U.S. regions Westward Movement</p>
<p><b>Unit 3:</b> <b>Lesson 2</b> <b>Notable Nebraskans</b></p> <p>*(This will go with Speaking Task)</p>	<p>5-10 days</p>	<p style="text-align: center;"><u>Content</u> <b>2.0 Potential of the Individual</b> Evaluate the people, places, and events that shape(d) NE in the 20<sup>th</sup> and 21<sup>st</sup> century. (e.g. famous and notable Nebraskans, state capitol, unicameral system, state symbols)</p> <p style="text-align: center;"><u>Process</u> <b>1.1 Researching, Analyzing, &amp; Synthesizing</b></p> <p><b>1.2 Communicating</b></p>	<p style="text-align: center;"><u>Content</u> The ideas, choices, and actions of a person can have significant ripple effects</p> <p style="text-align: center;"><u>Process</u> Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis, and interpretation</p> <p>A historian/social scientist effectively explains events while making their interpretation transparent to the audience.</p> <p>Successful communication is measured by the degree by which it is understood by the audience</p>	<p style="text-align: center;"><u>Content</u> How can one person make a difference?  How does someone else's life story affect me?</p> <p style="text-align: center;"><u>Process</u> When do I have enough information to draw conclusions?  What am I trying to say? Who is my audience? How does that affect what I say and how I say it?</p>	<p>Language Arts Speaking Task</p>	