

## 5<sup>th</sup> Grade GIPS 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 Essential Questions (for Content and Process)	Assessments (note if optional)	C/GL Key Vocabulary Concepts
<b>Unit 1</b> <b>Native</b> <b>Americans</b>  <b>Chapters</b> <b>2-3</b>	2-3 weeks	<p style="text-align: center;"><u>Content</u></p> <p><b>8.0 Environmental Influences</b> Consider the perspective of Early Native Americans and explain how their environment and culture affected how they lived.</p> <p><b>7.0 Scientific and Technological Innovation</b> Consider the perspective of Early Native Americans and explain how their environment and culture affected how they lived.</p> <p><b>4.0 Groups and Institutions</b> Consider the perspective of Early Native Americans and explain how their environment and culture affected how they lived</p> <p style="text-align: center;"><u>Process</u></p> <p><b>1.5 Using Tools to Develop Geographic Awareness</b> Explain the impact of human modifications to the physical environment. Applies basic map skills for geographical analysis (i.e., scale, directional indicators, symbols, legend, latitude, longitude)</p> <p><b>1.2 Communicating</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>Scientific and technological advancements lead to positive and negative consequences.</p> <p>Group identity shapes, ideas, choices, and actions of individuals.</p> <p style="text-align: center;"><u>Process</u></p> <p>Geographic location affects identity, events, and decisions.</p> <p>The integrity of communication is dependent on both the way information is interpreted for and presented to an audience.</p>	<p style="text-align: center;"><u>Content</u></p> <p>How does where you live affect how you live?</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 these Native American communities? How does that shape the identity of the people who live there?</p> <p>What is the author trying to say? Who is the intended audience? How did that affect the way information and ideas were presented?</p>	<p>TCI processing assignments given at the end of lessons/chapters - ISN pp. 10 &amp; 14</p> <p>Unit Assessment: See C &amp; A Guide</p>	<p>adopt</p> <p>colonies</p> <p>culture</p> <p>dilemma</p> <p>environment</p> <p>exploration</p> <p>immigration</p> <p>migration</p> <p>interdependence</p> <p>perspective</p>

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<p style="text-align: center;">Unit 2 Explorers</p> <p style="text-align: center;">Chapters 4-5</p>	<p style="text-align: center;">2 - 3 days</p>	<p style="text-align: center;"><u>Content</u></p> <p><b>2.0 Potential of Individuals</b></p> <p><b>7.0 Scientific and Technological Innovation</b> Analyze the reasons for European exploration of America and the importance of these settlements to America</p> <p><b>6.0 Impact of Economic Systems</b> Explain the structure and operation of the U.S. economy and role of citizens.</p> <p style="text-align: center;"><u>Process</u></p> <p><b>1.5 Using Tools to Develop Geographic Awareness</b></p> <p><b>1.4 Distinguishing Relationships between and Among Events.</b></p> <p><b>1.3 Generalizing to Create Connections</b></p> <p><b>1.2 Communicating</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>Scientific and technological advancements lead to positive and negative consequences.</p> <p>Economics shape the ideas, choices, and actions of individuals and groups.</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>One event has a ripple effect on other events. Knowing the context of an event (what triggered it and what it triggers) deepens the understanding of that event.</p> <p>Historians &amp; 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>Successful communication is measured by the degree by which it is understood by the audience.</p> <p>A historian/ social scientist effectively clarifies events while making their interpretations transparent to the audience.</p>	<p style="text-align: center;"><u>Content</u></p> <p>How can one person make a difference? How does someone else's life story affect me?</p> <p>How do I work to get what I want? Who has access to opportunities?</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> <p>What is the cause and what is the effect of this historical event? What are the lessons learned from this event?</p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate further and draw conclusions?</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 style="text-align: center;">See C &amp; A Guide for modified processing assignments to be given at the end of each lesson/chapter</p> <p style="text-align: center;">Unit Assessment: See C&amp;A Guide</p>	<p style="text-align: center;">adapt</p> <p style="text-align: center;">colonies</p> <p style="text-align: center;">culture</p> <p style="text-align: center;">dilemma</p> <p style="text-align: center;">environment</p> <p style="text-align: center;">exploration</p> <p style="text-align: center;">immigration</p> <p style="text-align: center;">migration</p> <p style="text-align: center;">interdependence</p> <p style="text-align: center;">perspective</p>

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<p style="text-align: center;"><b>Unit 3 Colonization</b></p> <p>Chapters 6-9</p>	4-6 weeks	<p style="text-align: center;"><u>Content</u></p> <p><b>3.0 Power and Governance</b> Explain the rights, privileges, and responsibilities of United States citizens.</p> <p><b>4.0 Groups and Institutions</b> Explain how the United States was colonized by European countries.</p> <p><b>6.0 Impact of Economic Systems</b> Explain the structure and operation of the U.S. economy and role of citizens.</p> <p><b>8.0 Environmental Influences</b> Explain the impact of human modifications to the physical environment.</p> <p style="text-align: center;"><u>Process</u></p> <p><b>1.5 Using Tools to Develop Geographic Awareness</b> Applies basic map skills for geographical analysis (i.e., scale, directional indicators, symbols, legend, latitude, longitude)</p> <p><b>1.4 Distinguishing Relationships Between and Among Events</b> Explain how the United States was colonized by European countries.</p> <p><b>1.2 Communicating</b></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>Economics shape the ideas, choices and actions of individuals and groups.</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>Geographic location affects identity, events, and decisions.</p> <p>One event has a ripple effect on other events.</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></p> <p>Who has the power in this government?</p> <p>What is the reason behind the law?</p> <p>What makes a group of people tick?</p> <p>Who should get what? Who should make what? How does that impact 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 are the boundaries of this community? How does that shape the identity of the people who live there?</p> <p>What is the cause and what is the effect of this event?</p> <p>What am I trying to say? Who is my audience? How does that affect what I am trying to say and how I say it?</p>	<p>Processing sheets given at the end of lessons/ chapters - ISN p. 27, 32, &amp; 37 and student handout #9</p> <p>Unit assessment: See C &amp; A Guide</p>	<p>adopt</p> <p>colonies</p> <p>dilemma</p> <p>environment</p> <p>exploration</p> <p>immigration</p> <p>migration</p> <p>interdependence</p> <p>perspective</p>

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<p style="text-align: center;">Unit 4 <b>Revolutionary War</b></p> <p style="text-align: center;">Chapters 10-13</p>	<p style="text-align: center;">4-6 days</p>	<p style="text-align: center;"><u>Content</u></p> <p><b>2.0 Potential of Individual</b> Describe the sources of dissatisfaction that led to the American Revolution.</p> <p><b>3.0 Power and Governance</b> (5.3.2 here??)</p> <p><b>5.0 Reform and Change</b> Describe the sources of dissatisfaction that led to the American Revolution.</p> <p><b>6.0 Impact of Economic Systems</b> Explain how the United States was colonized by European countries.</p> <p style="text-align: center;"><u>Process</u></p> <p><b>1.4 Distinguishing Relationships Between and Among Events</b></p> <p><b>1.3 Generalizing to Create Connections</b></p> <p><b>1.1 Researching, Analyzing, and Synthesizing</b> Consider the perspective of Early native Americans and explain how their environment and culture affected how they lived.</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>The way government enforces the laws reflects who and what they value.</p> <p>Eradicating a deep-rooted problem/injustice requires strategic planning, perseverance, and relentless pressure.</p> <p>Every economic system punishes some and rewards others.</p> <p style="text-align: center;"><u>Process</u></p> <p>One event has an effect on other events.</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>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis, and interpretations.</p>	<p style="text-align: center;"><u>Content:</u></p> <p>How can one person make a difference? How does some else's life story affect me?</p> <p>Who has the power in this government? Why do people follow the laws? What is the reason behind the law? Does the intent of the law have the desired effect?</p> <p>How do we work together to overcome injustice?</p> <p>What does it take to plan for change? What does it take to make it happen?</p> <p>How do we make sense of the unfairness of the system?</p> <p style="text-align: center;"><u>Process</u></p> <p>What is the cause and what is the effect of this historical event? What are the lessons learned from these events?</p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate further, and draw conclusions?</p> <p>How do I find what I am looking for? How do historians and social scientists handle different points of view? When do I have enough information to draw a conclusion?</p>	<p style="text-align: center;">TCI Processing sheets given at the end of lessons/chapters- ISN pp. 42, 46, 50, &amp; 54.</p> <p style="text-align: center;">Unit assessment: See C &amp; A Guide</p>	<p style="text-align: center;">adapt</p> <p style="text-align: center;">colonies</p> <p style="text-align: center;">culture</p> <p style="text-align: center;">dilemma</p> <p style="text-align: center;">environment</p> <p style="text-align: center;">exploration</p> <p style="text-align: center;">immigration</p> <p style="text-align: center;">migration</p> <p style="text-align: center;">interdependence</p> <p style="text-align: center;">perspective</p>