

## 2009-10 GIPS Grade 4 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
<p><u>Unit 1:</u> Lesson 1 <b>What are the Social Sciences?</b></p>	3-5 days	<p style="text-align: center;"><u>Process</u></p> <p><b>1.1 Researching, Analyzing, and Synthesizing</b></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>Process</u></p> <p>How do I find what I am looking for?</p>	<p>Processing Piece</p> <p>Chapter 1 Assessment</p>	<p>agriculture</p> <p>Louisiana Purchase</p> <p>map interpretation</p> <p>Native Americans</p> <p>Nebraska</p> <p>pioneers</p> <p>state</p> <p>Unicameral</p> <p>U.S. regions</p> <p>westward movement</p>
<p><u>Unit 1:</u> Lesson 2 <b>Exploring Regions of the U.S.</b></p>	3-5 days	<p style="text-align: center;"><u>Process</u></p> <p><b>1.5 Using Tools to Develop Geographic Awareness</b></p> <p>Apply geographic tools to interpret maps.</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>Process</u></p> <p>How do I find the place I am looking for?</p> <p>What does this place look like?</p>	<p>Chapter 2 Assessment</p>	
<p><u>Unit 1:</u> Lesson 3 <b>The Peopling of the U.S.</b></p>	3-5 days	<p style="text-align: center;"><u>Content</u></p> <p><b>4.0 Groups and Institutions</b></p> <p>Describe the contributions from the cultural and ethnic groups that made up our national heritage.</p>	<p style="text-align: center;"><u>Content</u></p> <p>Group identity gives individuals a sense of belonging and empowerment</p> <p>Group identity shapes ideas, choices, and actions of the individual</p>	<p style="text-align: center;"><u>Content</u></p> <p>How do groups shape who we are?</p>	<p>Chapter 3 Assessment</p>	



## 2009-10 GIPS Grade 4 Social Studies Design Map

### Unit 1: Settlement of Nebraska

### 2nd 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 style="text-align: center;">See Optional Performance Tasks in UbD Unit 2: Stage 2</p> <p style="text-align: center;">See UbD Unit 2: Stage 2 Performance Tasks, Timeline/Scrapbook</p>	<p style="text-align: center;">agriculture</p> <p style="text-align: center;">Louisiana Purchase</p> <p style="text-align: center;">map interpretation</p> <p style="text-align: center;">Native Americans</p> <p style="text-align: center;">Nebraska</p> <p style="text-align: center;">pioneers</p> <p style="text-align: center;">state</p> <p style="text-align: center;">Unicameral</p> <p style="text-align: center;">U.S. regions</p> <p style="text-align: center;">westward movement</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 style="text-align: center;"><u>Content</u></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 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>Why is the need to belong so important?</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 style="text-align: center;">See Optional UbD Unit 2: Stage 2 Performance Tasks</p> <p style="text-align: center;">Chapter 4 Assessment p. 83 &amp; NE map in Formative Assessments folder in C&amp;A Guide</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 style="text-align: center;"><u>Process</u></p> <p>What is the cause and what is the effect of this historical event?</p>	<p style="text-align: center;">See Optional UbD Unit 2: Stage 2 Performance Tasks</p>	

## 2009-10 GIPS Grade 4 Social Studies Design Map

### Unit 2: Settlement of Nebraska      2nd 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 4 Pioneers and Settlers</b>	14-18 Days	<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>How do I work to get what I want?</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>What is the cause and what is the effect of this historical event?</p>	See Optional UbD Unit 2: Stage 2 Performance Tasks	agriculture Louisiana Purchase map interpretation Native Americans Nebraska pioneers state Unicameral U.S. regions westward movement

## 2009-10 GIPS Grade 4 Social Studies Design Map

### Unit 3: Building to the 21st Century      2nd 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><u>Unit 3:</u> Lesson 1 <b>Territory to State - Government</b></p>	<p>10 days 60 min Daily</p>	<p style="text-align: center;"><u>Content</u></p> <p><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></p> <p>Government establishes rules that people are expected to live by</p>	<p style="text-align: center;"><u>Content</u></p> <p>Who has the power in this government?</p>		
<p><u>Unit 3:</u> Lesson 2 <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></p> <p><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></p> <p><b>1.1 Researching, Analyzing, &amp; Synthesizing</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 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>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></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>How do I find what I'm looking for?</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>Language Arts Speaking Task</p>	<p>agriculture</p> <p>Louisiana Purchase</p> <p>map interpretation</p> <p>Native Americans</p> <p>Nebraska</p> <p>pioneers</p> <p>state</p> <p>Unicameral</p> <p>U.S. regions</p> <p>westward movement</p>