

Course Name:	Fourth Grade Social Studies		
Description:	Students will learn about Wisconsin History, American Revolution, and the United States Regions.		
Academic Standards:	National Curriculum Standards for Social Studies (NCSS)		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Wisconsin	14 class periods	<p>I can explain key historical events.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can relate migration and settlement to cultural changes.</p> <p>I can explain civic concepts (common good, responsibility...).</p> <p>I can describe the roles of local, state, and national government.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p>	Throughout this unit, students will be exposed to how WI became a state and how the government functions in their lives. They will understand the contributions of Native Americans, explorers, and immigrants to the creation of Wisconsin. They will recognize the similarities and differences between the different levels of government and how each function in our citizen's lives.
American Revolution	20 class periods	<p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can explore how membership in more than one group may cause conflict or cooperation.</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can explain key historical events.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can analyze primary and secondary sources from history (point of view).</p>	Throughout this unit, students will develop an understanding of the American Revolution. They will identify and describe the causes of the War, what happened during the War, and the effects of the War.
States & Regions	40 class periods	<p>I can explain how natural resources and physical features affect societies.</p> <p>I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can identify global connections.</p> <p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can explain aspects of culture.</p> <p>I can describe how culture unifies its citizens.</p>	Throughout this unit, students will be exposed to the United States in a variety of ways. They will identify and describe the geographic features throughout the US. They will further explore how those geographic features affect the economy and way of life of the people in the US. Along with the geography, they will describe the different cultures found throughout the US and how they affect people's way of life.

Unit Name: Wisconsin	Length: 20 class periods
<p>Standards:</p> <p>I can explain key historical events.</p> <p>I can analyze primary and secondary sources from history (point of view).</p> <p>I can identify how groups of people and government can help or hurt the common good.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can relate migration and settlement to cultural changes.</p> <p>I can explain civic concepts (common good, responsibility...).</p> <p>I can describe the roles of local, state, and national government.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p>	<p>Outcomes:</p> <p>Throughout this unit, students will be exposed to how WI became a state and how the government functions in their lives. They will understand the contributions of Native Americans, explorers, and immigrants to the creation of Wisconsin. They will recognize the similarities and differences between the different levels of government and how each function in our citizen's lives.</p>
<p>Essential Questions:</p> <p>How did early groups of people contribute to the development of WI?</p> <p>How does government play a role in our lives?</p>	<p>Learning Targets:</p> <p>Students will identify the Native Americans and their contributions to WI becoming a state.</p> <p>Students will identify the explorers and their contributions to WI becoming a state.</p> <p>Students will identify the immigrant groups and their contributions to WI.</p> <p>Students will explain the key components to the branches of government.</p> <p>Students will describe how government works.</p>
Topic 1: WI History	Length: 14 class periods
<p>Standard(s):</p> <p>I can explain key historical events</p> <p>I can analyze primary and secondary sources from history (point of view)</p> <p>I can identify how groups of people and government can help or hurt the common good</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups</p> <p>I can relate migration and settlement to cultural changes</p>	<p>Academic Vocabulary:</p> <p>Paleo People</p> <p>Archaic People</p> <p>Mound Builders</p> <p>explorers</p> <p>voyageurs</p> <p>heritage</p>
Lesson Frame: Native Americans	<p>I can compare and contrast the Native American peoples.</p> <p>I can analyze primary and secondary sources.</p> <p>I can explain conflicts between the Native American peoples.</p>
Lesson Frame: Explorers	<p>I can explain key historical events (migration of explorers into Native American territory, French &amp; Indian War, etc).</p> <p>I can identify and describe the explorers who came to WI (Brule, Nicolet, Joliet, Marquette).</p> <p>I can explain the cause and effects of French and Indian War.</p> <p>I can analyze primary and secondary sources.</p> <p>I can explain conflicts between the Native American peoples and the explorers.</p>

Lesson Frame: Immigrants	<p>I can explain key historical events (Ellis Island, journey across the Atlantic, etc.).</p> <p>I can identify the groups of people who immigrated to WI (Norwegian, German, etc.).</p> <p>I can describe the contributions of immigrants (Norwegian, German, etc.).</p> <p>I can analyze primary and secondary sources.</p> <p>I can explain migration of immigrants from the East to WI.</p> <p>I can describe the cultural changes immigrants experienced.</p>
Performance Tasks: Written Assessment	Notes:
Topic 2: Government	Length: 6 class periods
<p>Standard(s):</p> <p>I can explain civic concepts (common good, responsibility...).</p> <p>I can describe the roles of local, state, and national government.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p>	<p>Academic Vocabulary:</p> <p>executive branch</p> <p>legislative branch</p> <p>judicial branch</p> <p>political parties</p> <p>representatives</p> <p>vetoes</p>
Lesson Frame: State and Local Government	<p>I can explain civic concepts (rules, laws, citizenship, etc.).</p> <p>I can describe the roles of the local government (mayor, council, etc.).</p> <p>I can describe the roles of the state government (governor, senator, representatives, etc.).</p> <p>I can differentiate between the branches of government.</p> <p>I can explain conflicts between/within groups.</p>
Lesson Frame: National Government	<p>I can explain civic concepts (rules, laws, citizenship, bills, etc.).</p> <p>I can describe the roles of the national government (president, vice president, legislators, Supreme Court, Senate).</p> <p>I can differentiate between the branches of government.</p> <p>I can explain conflicts between/within groups.</p>
Performance Tasks: Written Assessment	Notes:

Unit Name: American Revolution	Length: 20 class periods
Standards: I can identify and describe examples of tensions and conflict between and within individuals and groups. I can explore how membership in more than one group may cause conflict or cooperation. I can identify how groups of people and government can help or hurt the common good. I can explain key historical events. I can explain how historical events have influenced societies. I can analyze primary and secondary sources from history (point of view).	Outcomes: Throughout this unit, students will develop an understanding of the American Revolution. They will identify and describe the causes of the War, what happened during the War, and the effects of the War.
Essential Questions: What impact did the American Revolution have on the United States? How did the American Revolution shape our society?	Learning Targets: Students will explain the Acts that led to the American Revolution. Students will describe the Boston Massacre and Tea Party. Students will explain the purpose of the Continental Congress. Students will describe the battles that occurred throughout the American Revolution. Students will explain how the American Revolution ended and the after effects.
Topic 1: Pre American Revolution	Length: 6 class periods
Standard(s): I can identify and describe examples of tensions and conflict between and within individuals and groups. I can explore how membership in more than one group may cause conflict or cooperation. I can identify how groups of people and government can help or hurt the common good. I can explain key historical events. I can explain how historical events have influenced societies. I can analyze primary and secondary sources from history (point of view).	Academic Vocabulary: act intolerable proclamation massacre Sons of Liberty revolution
Lesson Frame: Acts	I can describe tensions and conflicts between individuals and groups. I can explain the different Acts (Stamp, Tea, Quartering, etc.). I can identify how groups of people and government can help/hurt the common good (conflict between the Patriots and the Loyalists). I can explain key historical events (passing of the different Acts). I can explain how historical events influenced society (changes in way of life for the people once Acts were passed). I can analyze primary and secondary sources.
Lesson Frame: Boston Massacre/Tea Party	I can describe tensions and conflicts between individuals and groups (Loyalists, Patriots). I can identify how groups of people and government can help/hurt the common good. I can explain how Loyalists and Patriots believed differently and what their beliefs are. I can explain key historical events (Boston Massacre, Boston Tea Party). I can explain why Boston Massacre and Tea Party were important to the start of the American Revolution. I can analyze primary and secondary sources.

Performance Tasks: Create poster/pamphlet	Notes:
Topic 2: American Revolution	Length: 10 class periods
Standard(s): I can identify and describe examples of tensions and conflict between and within individuals and groups. I can identify how groups of people and government can help or hurt the common good. I can explain key historical events. I can explain how historical events have influenced societies. I can analyze primary and secondary sources from history (point of view).	Academic Vocabulary: Continental Congress Loyalists Patriots
Lesson Frame: Congresses/Paul Revere	I can describe tensions and conflicts between individuals and groups (Continental Congresses, Loyalists, Patriots). I can identify how Paul Revere's Ride and Patrick Henry's speech ignited the conflict. I can explain key historical events (First Continental Congress, Paul Revere's Ride, etc). I can analyze primary and secondary sources.
Lesson Frame: Battles	I can describe tensions and conflicts between individuals and groups (battles - Lexington, Concord, Bunker Hill, Crossing the Delaware, etc.). I can identify how groups of people and government can help/hurt the common good (disagreements led to battles). I can explain key historical events (battles, congresses, etc.). I can explain how historical events/people influenced society (George Washington, Congresses, battles). I can analyze primary and secondary sources.
Performance Tasks: Create a Timeline Written Assessment	Notes:
Topic 3: Post American Revolution	Length: 4 class periods
Standard(s): I can identify how groups of people and government can help or hurt the common good. I can explain key historical events. I can explain how historical events have influenced societies. I can analyze primary and secondary sources from history (point of view).	Academic Vocabulary: Constitution Treaty
Lesson Frame: Treaties/Constitution	I can identify how groups of people and government can help/hurt the common good (effects of the American Revolution, changes in government, etc.). I can explain key historical events (writing of the Constitution, Paris Peace Treaty, etc. ). I can explain how historical events influenced society (Constitution, Paris Peace Treaty, etc. ). I can analyze primary and secondary sources.
Lesson Frame: Changes	I can explain how new government was created. I can describe the key aspects/changes of life after the American Revolution.

Performance Tasks: Written Assessment	Notes:
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Unit Name: States & Regions	Length: 40 class periods
<p>Standards:</p> <p>I can explain how natural resources and physical features affect societies.</p> <p>I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can identify global connections.</p> <p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can explain aspects of culture.</p> <p>I can describe how culture unifies its citizens.</p>	<p>Outcomes:</p> <p>Throughout this unit, students will be exposed to the United States in a variety of ways. They will identify and describe the geographic features throughout the US. They will further explore how those geographic features affect the economy and way of life of the people in the US. Along with the geography, they will describe the different cultures found throughout the US and how they affect people's way of life.</p>
<p>Essential Questions:</p> <p>How does the geography of the United States affect its economy?</p> <p>How does the geography of the United States affects its lifestyles?</p> <p>How do the cultures of the United States affect its lifestyles?</p>	<p>Learning Targets:</p> <p>Students will identify the five regions in the United States, including their states and capitals.</p> <p>Students will identify the major geographic features within the United States.</p> <p>Students will describe the major economies found in each region.</p> <p>Students will describe the different cultures found in each region.</p> <p>Students will explain how geography relates to the economy of each region.</p> <p>Students will explain how cultures influence people's lifestyles.</p>
Topic 1: The Northeast	Length: 8 class periods
<p>Standard(s):</p> <p>I can explain how natural resources and physical features affect societies.</p> <p>I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can identify global connections.</p> <p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can explain aspects of culture.</p> <p>I can describe how culture unifies its citizens.</p>	<p>Academic Vocabulary:</p> <p>map scale</p> <p>megalopolis</p>
Lesson Frame: Geography	<p>I can create/label a map of the NE.</p> <p>I can explain how physical features affect the NE.</p> <p>I can use graphic organizers to interpret data.</p>
Lesson Frame: Economy	<p>I can explain how natural resources affect the NE.</p> <p>I can use graphic organizers to interpret data.</p> <p>I can define economic language and its affects on people's behavior.</p>

Lesson Frame: People	<p>I can explain aspects of culture in the NE.</p> <p>I can explain how NE culture unifies its citizens.</p> <p>I can identify global connections to the NE.</p> <p>I can identify a historical event that influenced the NE.</p>
<p>Performance Tasks:</p> <p>Create a map</p> <p>Written assessment</p>	Notes:
Topic 2: The Southeast	Length: 8 class periods
<p>Standard(s):</p> <p>I can explain how natural resources and physical features affect societies.</p> <p>I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can identify global connections.</p> <p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can explain how historical events have influenced societies.</p> <p>I can explain aspects of culture.</p> <p>I can describe how culture unifies its citizens.</p>	<p>Academic Vocabulary:</p> <p>peninsula</p> <p>levee</p> <p>renewable resource</p> <p>nonrenewable resource</p> <p>refinery</p> <p>segregation</p>
Lesson Frame: Geography	<p>I can create/label a map of the SE.</p> <p>I can explain how physical features affect the SE.</p> <p>I can use graphic organizers to interpret data.</p>
Lesson Frame: Economy	<p>I can explain how natural resources affect the SE.</p> <p>I can use graphic organizers to interpret data.</p> <p>I can define economic language and its affects on people's behavior.</p>
Lesson Frame: People	<p>I can explain aspects of culture in the SE.</p> <p>I can explain how SE culture unifies its citizens.</p> <p>I can identify global connections to the SE.</p> <p>I can identify a historical event that influenced the SE.</p>
<p>Performance Tasks:</p> <p>Create a map</p> <p>Written assessment</p>	Notes:
Topic 3: The Midwest	Length: 8 class periods

<p>Standard(s):          I can explain how natural resources and physical features affect societies.          I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.          I can use charts, maps, and graphs to interpret data and answer questions.          I can identify global connections.          I can define economic language.          I can identify how economic activity affect people's behavior.          I can explain how historical events have influenced societies.          I can explain aspects of culture.          I can describe how culture unifies its citizens.</p>	<p>Academic Vocabulary:          agribusiness          assembly line          mass production          descendants          migration</p>
<p>Lesson Frame: Geography</p>	<p>I can create/label a map of the Midwest.          I can explain how physical features affect the Midwest.          I can use graphic organizers to interpret data.</p>
<p>Lesson Frame: Economy</p>	<p>I can explain how natural resources affect the Midwest.          I can use graphic organizers to interpret data.          I can define economic language and its affects on people's behavior.</p>
<p>Lesson Frame: People</p>	<p>I can explain aspects of culture in the Midwest.          I can explain how Midwest culture unifies its citizens.          I can identify global connections to the Midwest.          I can identify a historical event that influenced the Midwest.</p>
<p>Performance Tasks:          Create a map          Written assessment</p>	<p>Notes:</p>
<p>Topic 4: The Southwest</p>	<p>Length: 8 class periods</p>
<p>Standard(s):          I can explain how natural resources and physical features affect societies.          I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc.          I can use charts, maps, and graphs to interpret data and answer questions.          I can identify global connections.          I can define economic language.          I can identify how economic activity affect people's behavior.          I can explain how historical events have influenced societies.          I can explain aspects of culture.          I can describe how culture unifies its citizens.</p>	<p>Academic Vocabulary:          mesa          butte          aquifer          drought          irrigation          kerosene          adobe          pueblo</p>

Lesson Frame: Geography	I can create/label a map of the SW. I can explain how physical features affect the SW. I can use graphic organizers to interpret data.
Lesson Frame: Economy	I can explain how natural resources affect the SW. I can use graphic organizers to interpret data. I can define economic language and its affects on people's behavior.
Lesson Frame: People	I can explain aspects of culture in the SW. I can explain how SW culture unifies its citizens. I can identify global connections to the SW. I can identify a historical event that influenced the SW.
Performance Tasks: Create a map Written assessment	Notes:
Topic 5: The West	Length: 8 class periods
Standard(s): I can explain how natural resources and physical affect features societies. I can create/label a map of Wisconsin/a Region; identifying major cities, physical features, etc. I can use charts, maps, and graphs to interpret data and answer questions. I can identify global connections. I can define economic language. I can identify how economic activity affect people's behavior. I can explain how historical events have influenced societies. I can explain aspects of culture. I can describe how culture unifies its citizens.	Academic Vocabulary: geyser telecommunications conservationist
Lesson Frame: Geography	I can create/label a map of the W. I can explain how physical features affect the W. I can use graphic organizers to interpret data.
Lesson Frame: Economy	I can explain how natural resources affect the W. I can use graphic organizers to interpret data. I can define economic language and its affects on people's behavior.
Lesson Frame: People	I can explain aspects of culture in the W. I can explain how W culture unifies its citizens. I can identify global connections to the W. I can identify a historical event that influenced the W.
Performance Tasks: Create a map Written assessment	Notes: