A. Geography

Students know the location of places, geographic features, and patterns of the environment.

A.4.1. Locate and apply knowledge of latitude and longitude by identifying places on a map/globe by degrees

A.4.1. Define terminology for the compass rose by correctly identifying cardinal and intermediate directions and locating them on a map

A.4.2. Correctly identify and locate mountain ranges (Rocky and Appalachian) within the continental United States and the national borders that it has

A.4.3. Identify and label the Great Lakes, rivers, and major bodies of water within the state (team discussion of which ones) of Wisconsin and how they impact the state

A.4.5. Use a variety of resources including atlases, the internet, charts, graphs, and maps to infer information about Wisconsin and the United States

A.4.7. Identify connections between products grown locally and within Wisconsin and understand how they connect us globally (Agriculture)
B. History

Students will understand the history of the local community and Wisconsin and how communities in North America varied long ago

B.4.2. Read, understand, and create a timeline with factual information in Wisconsin history (suggested areas: Immigration, Inventions, Fur Trade, Settlement of Wisconsin, or Government)

B.4.3. Examine biographies and stories of important people and/or historical events including Laura Ingalls Wilder and explain their relationship in history
   - Incorporate stories from Imagine It! Book as well (Abraham Lincoln, Benjamin Banneker, and Benjamin Franklin)

B.4.4. Compare and contrast changes in Wisconsin contemporary life with life in the past socially, economically, politically, or culturally (suggested areas: Pioneers, Immigration, Native Americans, and Government)

B.4.5. Compare and contrast democracy with other forms of government found in the world (monarchy and oligarchy)

B.4.6. Recognize what the symbols on the Wisconsin state flag represent

B.4.7. Identify and describe important events and famous people and how they influence Wisconsin history (suggested areas: Laura Ingalls Wilder, Missionaries/Fur Traders, and Entrepreneurs)

B.4.8. Compare past and present technology related to energy, transportation, and communication and how it has influenced and changed Wisconsin over time and if they are beneficial or harmful (suggested areas: Inventions, Railroads, and Settlement of Wisconsin)
B.4.9. Understand interdependence and how Immigrants depended on each other for survival (suggested area: Immigrants)

B.4.10. Analyze how each historic Wisconsin Indian tribe met the basic needs of the tribe using maps of Wisconsin

C. Government

Students will understand the Purpose and principles of government.

C.4.2. Explore and recognize important historical documents such as the Declaration of Independence, the Constitution, and the Bill of Rights

C.4.4. Correctly identify who can vote in the United States, regulations for voting, and the impact it has on democracy

C.4.4. Identify and understand the three branches of government including the basic roles of each branch, where they are located (Madison, WI and Washington, D.C.), who is in each branch, and the current state representatives within each position

- Follow up with a visit to the state capitol in Madison, WI to see government in action

D. Economics

Students will understand economical concepts.

D.4.3. Identify and understand how goods and services made in Wisconsin are part of the larger global economy (suggested areas: Manufacturing and Agriculture)

D.4.5. Explain, compare and contrast the differences between private good and services and public goods and services

D.4.6. Identify the economic role of local, state, and national government (suggested areas: Taxes and Services)
E. Citizenship

Students will recognize and understand individual, cultural, and institutional forces that define and affect human behavior.

E.4.4. Understand and describe ways in which ethnic cultures of the past influence the Wisconsin we know today (suggested areas: Immigration, Demonstration Speech, food from specific country of student’s heritage)

E.4.8. Understand the differences in values and beliefs of various groups and institutions specifically those of Native Americans, Immigrants, and Missionaries in Wisconsin

E.4.10. Demonstrate and model how the media and technology today persuade/influence public opinion, choices, and decisions in government

E.4.11. Give examples and explain how culture influences the language, stories, and folk tales we know today (suggested areas: Lumberjacks and Paul Bunyan, Immigration – language)

E.4.12. Create a project that demonstrates knowledge and understanding of important contributions of Wisconsin/American citizens (suggested areas: Invention poster, Microsoft PowerPoint, or Google Docs presentation)

F. Technology/Society

Students understand how new ideas and tools change the way people live.

F.4.1. Understand how technology in Wisconsin has changed over time and the direct impact it has had on our state and student lives (suggested areas: Turn of Century Inventions and Agriculture)

G. Social Studies Skills

Students will blend reading, writing, and study skills into social studies content.
G.4.1. Identify the author’s main idea or purpose within a given text and supporting details within the passage

G.4.2. Recognize and understand the meaning of unfamiliar words in text by using context clues from sentences or paragraphs

G.4.3. Identify and explain, in writing, the cause and effect of an event that has had direct impact on Wisconsin or its citizens; past or present (suggested areas: Inventions, Settlement of Wisconsin, Industry, War, and Government)

G.4.4. Research, organize, and prepare a speech that focuses on change in technology within a particular time or place and determine its impact on people’s lives (suggested areas: Inventions and Agriculture)
Grade Level: 4th Grade  
Content Areas: Social Studies

Quarter: 1

<table>
<thead>
<tr>
<th>Topic-Unit</th>
<th>Learning Targets</th>
<th>Materials</th>
<th>Days</th>
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</table>
| Map Skills              | • Locate/ apply knowledge of latitude and longitude by identifying places on a map/globe by degrees  
                         | • Define terminology for the compass rose—cardinal and intermediate directions  
                         | • Identify/ locate mountain ranges within the continental U.S.  
                         | • Identify/ label the Great Lakes, rivers, and major bodies of water in WI and how they impact the state  
                         | • Use a variety of resources to infer information about WI and the U.S.  | Wisconsin Journey  
                         | • Ch. 1: WI Our Home  
                         | • Ch. 2 Our Beautiful State  | Wisconsin and U.S. maps (via textbook / atlas/ internet) | 32 days |
| Wisconsin’s First People | • Compare/ Contrast changes in WI contemporary life with life on the past socially, economically, politically, or culturally  
                         | • Analyze how historic WI Indian tribes met the basic needs of the tribe using maps of WI  
                         | • Understand differences in values and beliefs of different groups and institutions specifically those of Native Americans  | Wisconsin Journey  
<pre><code>                     | • Ch. 3 The First People  | 8 days |
</code></pre>
<p>| Social Studies Skills   | • Identify the author’s main idea or purpose within a given text and locate supporting details within the passage  | Integrate into reading; Quarter 1  | Daily   |</p>
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| Missionaries/ Fur Traders/ Indians in Wisconsin | • Identify and describe important events and famous people and how they influence WI history  
• Understand the differences in values and beliefs of different groups and institutions specifically those of missionaries/ Native Americans | Wisconsin Journey        | 10 days    |
| Settlement of Wisconsin                | • Read, understand, and create a timeline with factual information in WI history  
• Examine biographies/ stories of important people/ historical events including Laura Ingalls Wilder and explain the relationship in history  
Compare/ contrast changes in WI contemporary life with life in the past socially, economically, politically, or culturally  
• Identify and describe important events and famous people and how they influence WI history | Wisconsin Journey        | 9 days plus Comm. Arts time |
| Immigration                            | • Compare and contrast changes in WI life with life in the past socially, economically, politically, | Wisconsin Journey        | 21 (15)   |
| Immigration (cont’d) | or culturally  
- Understand interdependence and how immigrants depended on each other for survival  
- Understand and describe ways in which ethnic of the past influence the WI we know today  
- Understand the differences in values and beliefs of different groups and institutions specifically those of immigrants  
- Give examples and explain how culture influences the language, stories, and folk tales we know today | Growth, and Statehood  
- Narrative Writing (possible theme for Quarter 2)  
- Paul Bunyan Stories (discuss at PLC meetings to determine best resource)  
- Imagine It! Series: Lesson 5-3: “Immigrant Children” | days for chapter plus 6 writing days |
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<tr>
<td>Social Studies Skills</td>
<td>Recognize and understand the meaning of unfamiliar words in text by using context clues from sentences or paragraphs</td>
<td>Integrate into reading; Quarter 2</td>
<td>Daily</td>
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Grade Level: 4th Grade  
Content Areas: Social Studies
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<th>Topic-Unit</th>
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<tbody>
<tr>
<td>A Nation Divided</td>
<td>• Examine biographies/stories of important people/historical events and explain the relationships to WI history</td>
<td>Wisconsin Journey</td>
<td>8 days</td>
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<td>• Ch. 7 Slavery and the Civil War</td>
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<td>• Imagine It! Series: Lesson 1-2: “Two Tickets to Freedom” Lesson 3-5: “Abraham Lincoln”</td>
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<tr>
<td>A New Century</td>
<td>• Read, understand, and create timelines with factual information in Wisconsin history</td>
<td>Wisconsin Journey</td>
<td>32 days</td>
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<td>• Compare past and present technology related to energy, transportation, and communication, how it has influenced and changed Wisconsin over time and if they are beneficial or harmful</td>
<td>• Ch. 8 A New Century of Progress</td>
<td>(includes some days for expository writing project)</td>
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<td>• Identify and understand how goods and services made in Wisconsin are part of the larger global economy</td>
<td>• Possible topic area for expository writing project (inventions)</td>
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<td>• Create a project that demonstrates knowledge and understanding of important contributions of Wisconsin/American citizens</td>
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<td>• Understand how technology in Wisconsin has changed over time</td>
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<tr>
<td>Social Studies Skills</td>
<td>• Identify and explain in writing the cause and effect of an event that has a direct impact on</td>
<td>Integrate into reading; Quarter 3</td>
<td>Daily</td>
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Grade Level: 4th Grade

Content Areas: Social Studies

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| Good Times and Bad Times in Wisconsin history | - Examine historical events and explain the relationship they have to Wisconsin history  
- Identify and describe important events and famous people and how they influence Wisconsin history | Wisconsin Journey  
- Ch. 9 Good Times and Bad Times | 5 days |
| Wisconsin Government                | - Compare and contrast democracy with other forms of government in the world (monarchy and oligarchy)  
- Recognize what the symbols on the Wisconsin state flag represent  
- Explore and recognize important historical documents such as the Declaration of Independence, the Constitution, and the Bill of Rights  
- Correctly identify who can vote in the United States, the regulations for voting and the impact this has on democracy  
- Identify and understand the three branches of government including the basic roles of each branch, where the government is located (Madison, WI and Washington, D.C), who is in | Wisconsin Journey  
- Ch. 10 Government for All of Us  
- Internet for current search of state representatives  
- Wisconsin State Capitol Field Trip (to experience government in action) | 20 days |
| Wisconsin Government (cont’d)                                                                 | each branch, and the current state representatives within each position.  
|                                                                                           | • Identity the economic role of local, state, and national government  
|                                                                                           | • Explain, compare and contrast the differences between **private** goods and services and **public** goods and services (taxes)  
|                                                                                           | • Demonstrate and model how the media and technology today persuade/influence public opinion, choices, and decisions in government  |
| Economics and Agriculture in Wisconsin                                                    | • Identify connections between products grown locally and within Wisconsin and understand how they connect us globally  
|                                                                                           | • Identify and understand how goods and services made in Wisconsin are part of the larger global economy  
|                                                                                           | • Understand how technology in Wisconsin has changed over time (Agriculture)  |
| Wisconsin Journey                                                                         | **Wisconsin Journey**  
|                                                                                           | • Ch. 11 Making A Living in Wisconsin  
|                                                                                           | • Junior Achievement-Our Region (optional)  
|                                                                                           | • Other teacher materials for agriculture to be discussed with PLC team  
|                                                                                           | (cranberries/local farming resources)  
|                                                                                           | • Imagine It! Series: *Lesson 6-5: “Business is Looking Up”  |
| Social Studies Skills                                                                      | • Research, organize, and prepare a speech focusing on changes in technology within a particular time or place and determine its  
|                                                                                           | Integrate into communication arts with demonstration speeches for  
|                                                                                           | Varies  |
| impact on people’s lives | quarter 4. Possible area of focus: food from country of student’s heritage, agriculture, or inventions. |