

4th Grade Social Studies UbD

Curriculum/Content Area: Social Studies	Course Length: Academic Year
Course Title: 4th Grade Social Studies	Date last reviewed:
Prerequisites: Not Applicable	Board approval date:
Primary Resource: TBD	K-5 Progression of Content & Skills

Desired Results

Course description and purpose: Social Studies standards are integrated within our literacy curriculum where there are logical opportunities to make these connections. In fourth grade, there is one unit that does not naturally lend itself to integration. As a result, this unit is taught independently: Wisconsin which includes components of Geography, History, Political Science, Economics, and Behavioral Science.

<p>Enduring Understandings Students will understand...</p> <ol style="list-style-type: none"> 1. <i>that geography influences needs, culture, opportunities, choices, interests, and skills.</i> 2. <i>that over time, global societies are diverse creating varied perspectives, contributions, and challenges.</i> 3. <i>that knowledge of the past helps one understand the present and make decisions about the future.</i> 4. <i>that information can be acquired from a variety of sources.</i> 5. <i>that text and organizational tools communicate different kinds of information.</i> 6. <i>that there are multiple ways to communicate their understanding of our world today.</i> 7. <i>that human interaction influences behavioral, economic, and political activities.</i> 8. <i>that individuals, groups, societies and cultures address human needs and concerns.</i> 	<p>Essential Questions:</p> <p>A. Geography</p> <ol style="list-style-type: none"> 1. How do maps, globes, and other geographic representation tools reflect history, culture, politics, and economics? 2. How does where I live influence how I live? 3. How do geography, climate, and natural resources affect the way people live and work? 4. What are the cultural factors of civilizations, and what functions do they serve? <p>B. History</p> <ol style="list-style-type: none"> 1. What should we do if primary sources disagree? 2. How does the past influence the present? 3. What are the historical factors of civilizations, and what functions do they serve? 4. How do competing interests influence how power is gained, distributed, and
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<p>9. <i>that conflict resolution can involve aggression, compromise, cooperation, and change.</i></p> <p>10. <i>that democratic societies must balance the rights and responsibilities of individuals with the common good.</i></p>	<p>exercised?</p> <p>C. Political Science</p> <ol style="list-style-type: none"> 1. What knowledge and skills are needed to participate effectively in our political system? 2. How are governments created, structured, maintained, and changed? 3. What is the role of the citizen in the community, nation, and world? <p>D. Economics</p> <ol style="list-style-type: none"> 1. How do scarcity and competition influence decision-making at the personal, business, and government levels? 2. What causes change in the U.S. economy? 3. How do different economic systems and trade policies impact a person's way of life/standard of living? 4. What role should government play in the potential regulation of an economy? <p>E. Behavioral Science</p> <ol style="list-style-type: none"> 1. How do others, the media, and society influence our identity and the choices we make? 2. What are the characteristics, benefits, and challenges of a diverse society?
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<p>Unit Title: Wisconsin</p>
<p>Topics:</p> <ol style="list-style-type: none"> A. Environment and Communities B. American Indian tribes and bands in Wisconsin C. Rights and Responsibilities of a Citizen D. Functions of an Economy within WI, the USA, and Globally E. Ethnic cultures F. Influential institutions and people
<p>Standards Wisconsin Model Academic Standards</p>

Geography EQ1:

A.4.3 Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges

Geography EQ2:

A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world

Geography EQ3:

A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes

History EQ2:

B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups

B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags

B.4.7 Identify and describe important events and famous people in Wisconsin and United States history

B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment

History EQ3:

B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

Political Science EQ2:

C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed

C.4.4 Explain the basic purpose of government in American society, recognizing the three levels of government

Political Science EQ3:

C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community

Economics EQ2:

D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient

D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world

Economics EQ3:

D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin

Economics EQ4:

D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)

D.4.6 Identify the economic roles of various institutions, including households, businesses,

and government

Behavioral Science EQ2:

E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people

E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens

Learning Targets Addressed

- I can construct a map of WI indicating major landmarks and how this connects to other locations in the US and the world.
- I can give examples of how the climate and unpredictable changes can affect the society and economy.
- I can compare and contrast life in the past to life in the present.
- I can describe historical and current factors related to American Indian tribes and bands in Wisconsin.
- I can identify how the 3 branches of government work together.
- I can explain the rights and responsibilities of a citizen.
- I can identify the fundamentals of an economy and how it impacts people.
- I can explain how cultures vary in their values and beliefs, and explain how those differences influence society.
- I can identify and explain the significance of contributions made by influential institutions and people.

Assessment Results

Wisconsin Unit Learning Model

Integrated Social Studies - Literacy Units

Integrated Unit(s):

Reading Unit 1 - Following Characters Into Meaning

Writing Unit 1 - The Arc of the Story: Writing Realistic Fiction

Standards

Wisconsin Model Academic Standards

Behavioral Science EQ1:

E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning

E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture

E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior

Behavioral Science EQ2:

E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living

E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions

E.4.9 Explain how people learn about others who are different from themselves

Political Science EQ1:

C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity

Learning Targets Addressed

Reading Unit 1 - Following Characters Into Meaning

Integrated Targets

- I can make reading resolutions by recalling best and worst reading experiences so that they can set themselves up for success (Bend 1-E.4.1.)
- I can predict well and remember what I know about the characters by envisioning what will happen next and also showing how it will happen so that I have a sense of my character (Bend 1-E.4.6, E.4.7)
- I can use strategies to think deeply about times when a character acts out of character by gathering text evidence, so that I can grow complex and nuanced ideas about my character (Bend 2-E.4.6, E.4.7)
- I can notice the characters in my stories by paying attention to their words and actions so that I can identify traits about my characters (Bend 3-E.4.6, E.4.7)
- I can build theories about characters by considering; the character's wants, some of the obstacles that have been getting in the way, how the character responds to those obstacles and what resources does the character draws upon, from deep inside, to meet the challenges and reach goals (Bend 4-E.4.6, E.4.7)
- I can set reading goals for myself by thinking of the work I have done by asking; who am I as a reader, what kind of thinking work do I tend to do, how can I use the goal I created to help me think deeply about what I am reading (Bend 4-E.4.1)

Literacy Unit 1 - The Arc of the Story: Writing Realistic Fiction

Integrated Targets

- I can collect story ideas (*describe families, different groups and institutions*) by paying attention to small moments in my life so I can write fictional stories (Bend 1-E.4.3, E.4.8)
- I can collect story ideas by paying attention to the stories I wish existed in the world so I can write fictional stories (Bend 1- E.4.3, E.4.8, E.4.9)
- I can develop characters by creating their struggles and motivations so I can bring life to the people in my stories (Bend 1-E.4.9, C.4.1)
- I can plan my story by developing characters so I can bring life to the people in my stories (Bend 1-C.4.1)

Integrated Unit(s):

Writing Unit 2 - Boxes and Bullets: Personal and Persuasive Essays

Standards

Wisconsin Model Academic Standards

Behavioral Science EQ1:

E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions

Political Science EQ1:

C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior, and explain how various behaviors promote or hinder cooperation

Political Science EQ3:

C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals

Learning Targets Addressed

Writing Unit 2 - Boxes and Bullets: Personal and Persuasive Essays

Integrated Targets

- I can write essays about my opinions by using a thesis statement with ideas and reasons so that I can communicate my opinions (Bend 1-E.4.10, C.4.3, C.4.6)
- I can create a clear plan by supporting my thesis with reasons using boxes and bullets so that they can support their claim (Bend 1-E.4.10, C.4.3, C.4.6)
- I can revise my persuasive essay by drawing on evidence from a variety of sources (*media*) so it is more convincing (Bend 3-E.4.10)

Integrated Unit(s):

Reading Unit 3 - Learning Through Reading: Westward Expansion

Reading Unit 4- Historical Fiction Book Clubs

Standards

Wisconsin Model Academic Standards

History EQ1:

B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts

B.4.2 Use a timeline to select, organize, and sequence information describing eras in history

B.4.3 Examine biographies, stories, narratives, and folktales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events

History EQ2:

B.4.7 Identify and describe important events and famous people in Wisconsin and United States history

B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations

History EQ3:

B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice

Behavioral Science EQ2:

E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs

E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people

E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters

Learning Targets Addressed

Reading Unit 3 - Learning Through Reading: Historical Time Period (*Westward Expansion*)

Integrated Targets

- I can read across multiple texts, studying an aspect of a historical time period from multiple perspectives (Bend 2-B.4.1, B.4.3, B.4.5, E.4.14)
- I can figure out how a text (or part of a text) is structured can help you figure out the most important ideas and information (*important events, people, historical background, political values*) (Bend 1-B.4.7, B.4.9, B.4.5)
- I can build theories from studying multiple perspectives on a topic (Bend 3-E.4.14)

Reading Unit 4 - Historical Fiction Book Clubs

Integrated Targets

- I can analyze the relationships between the main character (*real people*) and real events by using a timeline (Bend 1-B.4.2)
- I can study images- photographs and illustrations- from the time period, synthesizing them into relevant parts of their novels, to understand the time period better (Bend 3-B.4.1)
- I can read texts alongside my novel- texts that add background knowledge (Bend 3-B.4.3, B.4.5, E.4.13, E.4.14)
- I can look at my books to investigate who has power, what form power takes and how power changes or shifts (Bend 3-B.4.9, E.4.13, E.4.14, E.4.15)