

4th Grade Social Studies

CURRICULUM/CONTENT AREA	COURSE LENGTH
Social Studies	Full School Year
GRADE LEVEL	DATE LAST REVIEWED
4th Grade	2016
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
NA	December 14, 2021
PRIMARY RESOURCE if applicable	
To be Determined The use of primary and secondary sources are built in each unit to support the inquiry standards	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE
4th Grade Social Studies Natural Resources of the US, Our State's History, Economic Choices

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CULTURE: Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.	What is culture? What roles does culture play in human and societal development?
TIME, CONTINUITY, AND CHANGE: Studying the past makes it possible for us to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.	Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?
PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.	How do geography, climate, and resources affect the way people live and work?
INDIVIDUAL DEVELOPMENT AND IDENTITY: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.	How do individuals develop over time? How do external factors influence our identity and behavior?
INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.	How am I influenced by institutions? How do institutions change? What is my role in institutional change?
POWER, AUTHORITY, AND GOVERNANCE: The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.	How do different political and economic systems affect civic life?
PRODUCTION, DISTRIBUTION, AND CONSUMPTION: People have wants that often exceed the limited resources available to them.	What impacts a person's way of life or standard of living? How do scarcity and competition influence decision-making at the personal, business, and government levels? What is the relationship between decision-making and economic outcomes?
SCIENCE, TECHNOLOGY, AND SOCIETY: Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.	How do technology influence social and cultural change in a global society?
GLOBAL CONNECTIONS: Global connections have intensified and accelerated the changes faced at the local, national, and international levels.	How does diversity impact society?
CIVIC IDEALS AND PRACTICE: Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.	What knowledge and skills are needed to participate effectively in our political system? What is the role of the citizen in the community and the nation, and as a member of the world community?

PRIORITY CONTENT STANDARDS	PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS
Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)	Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources
Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.	Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.
Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)	Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .
Standard SS.PS2: Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)	

Standard SS.PS.4: Wisconsin students will *develop and employ* skills for civic literacy.

Unit 1: Natural Resources of the US	
ESSENTIAL QUESTIONS	
<p>Why is the past important to us today?</p> <p>How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?</p> <p>How do geography, climate, and resources affect the way people live and work?</p> <p>How do scarcity and competition influence decision-making at the personal, business, and government levels?</p> <p>What is the relationship between decision-making and economic outcomes?</p>	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Geog1 Wisconsin students will use geographic tools and ways of thinking to analyze the world.	SS.Geog1.a.Tools of geography I can construct maps, charts and graphs using a title, author, legend, date. SS.Geog1.b.Spatial thinking (map interpretation) I can identify the differences among maps, globes, aerial photographs, charts, and satellite images.
Standard SS.Econ1 Wisconsin students use economic reasoning to understand issues.	SS.Econ1.a.Choices and Decision Making I can compare and contrast the costs and benefits of a decision considering different limited resources.
Standard SS.Hist1 Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a.Cause I use evidence to draw conclusions about probable causes of historical events, issues, and problems. SS.Hist1.b.Effect I use evidence to draw conclusions about probable effects of historical events, issues, and problems.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(S)	
Standard SS.Inq.1 Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.a Develop questions based on a topic I develop list of open- and closed-ended questions on a topic or issue. SS.Inq1.b. Plan an inquiry I develop list of questions that support the research through discussion and investigation to guide inquiry.
Standard SS.Inq2: Wisconsin students will <i>gather and evaluate</i> sources.	SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry I gather a variety of resources into categories to guide the inquiry. SS.Inq2.b Evaluate sources. I evaluate resources to determine which best support the inquiry and supporting questions.
Standard SS.Inq3 Wisconsin students will develop claims using evidence to support reasoning.	SS.Inq3.a Develop claims to answer an inquiry question. I create a thesis statement based on an evidence found in sources to make a claim SS.Inq3.b Cite evidence from multiple sources to support a claim. I select appropriate evidence from sources to support a claim. SS.Inq3.c Elaborate how evidence supports a claim I assess how evidence supports a claim.
Standard SS.Inq4 Wisconsin students will communicate and critique conclusions	SS.Inq4.a Communicate conclusions I communicate conclusions from a variety of teacher-provided presentation options. SS.Inq4.b Critique conclusions I evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Resources and Interdependence of Regions of the United States	Regions (Midwest, Northeast, Southeast, Southwest, West) Natural Resources Major Landmarks Natural resources (renewable and nonrenewable energy) Dust Bowl
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Econ4 Wisconsin students will <i>evaluate</i> government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	SS.Econ4.d. Impact of government interventions I predict unintended costs and benefits (i.e., externalities) for a given current situation or event.
Standard SS.Hist3 Wisconsin students will <i>connect</i> past events, people, and ideas to the present; use different perspectives to <i>draw conclusions</i> ; and suggest current implications.	SS.Hist3.b.Perspective I identify different historical perspectives regarding people and events in the past. SS.Hist3.c.Current implications I explain how historical events have possible implications on the present.
Standard SS.Hist2 Wisconsin students will <i>analyze, recognize, and evaluate</i> patterns of continuity and change over time and contextualization of historical events.	SS.Hist2.a.Patterns stay the same over a period of time I describe patterns of continuity over time in the community, state, and the United States. SS.Hist2.b.Patterns change over a period of time I describe patterns of change over time in the community, state, and the United States. SS.Hist2.c.Contextualization I analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
Standard SS.Geog3 Wisconsin students will <i>examine</i> the impacts of global interconnections and relationships.	SS.Geog3.a.Distribution of resources I classify a provided set of resources as renewable or nonrenewable, and I analyze the implications of both at the local, national, and global level.
Standard SS.Geog5 Wisconsin students will <i>evaluate</i> the relationship between humans and the environment.	SS.Geog5.a.Human environment and interaction I compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time. SS.Geog5.b.Interdependence I examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).
Standard SS.BH4 Wisconsin students will <i>examine</i> the progression of specific forms of technology and their influence within various societies.	BH4.a: Progression of technology I classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).
COMPELLING UNIT QUESTION	
How should we use the natural resources of the United States?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2

How is each region of the US unique?	How can we use natural resources responsibly?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
<p>1) Implement informal pre-assessment to gauge prior knowledge and skills with analyzing relationship between use of resources and depletion of resources</p> <p>2) Assess content understanding; look for: -Accurately labels regions of the US on a map -Listed characteristics of assigned region are accurate -Identifies a notable characteristic from each region, such as a natural resource, a geographic feature, an agricultural product, its climate, or a major city</p>	<p>1) Assess claim making; look for: -Develops claim statement, advocating for a change in the use of a natural resource -Position is supported with at least 3 pieces of evidence</p> <p>2) Assess developing skills and understanding of concepts; look for: -Follows protocol: listens, takes turns, contributes -Gives examples of how humans use natural resources -Identifies connections between sustainability and use of natural resources</p>
FEATURED SOURCE(s) may include	FEATURED SOURCE(s) may include
<p>"Types of Maps" video from Studies Weekly</p> <p>"Regions of the USA" video from Studies Weekly</p> <p>"Tour the States" video from Marbles the Brain Store</p>	<p>"Natural Resource Facts for Kids" article</p> <p>"The Ecological Footprint Explained" video from Moovy</p> <p>"Natural Resources for Kids" video from Clarendon Learning: 2:32-5:54</p> <p>"Natural Resources for Kids" video from Clarendon Learning 7:28-9:30</p>
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
What happens when the pillars of sustainability are stressed?	What actions support sustainability?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
<p>1) Assess analysis of contemporary scenarios; look for: -Identifies evidence of social, economic, and environmental stress factors</p> <p>2) Assess developing skills and understanding of concepts; look for: -Provides a rationale for how a given source supports their investigation goals -Identifies evidence related to economic, social, and environmental factors</p>	<p>1) Assess content understanding; look for: -Describes actions that people can take to promote sustainability -Describes ways to address challenges and opportunities related to use of resources and sustainability -Provides rationales to connect actions to sustainability</p> <p>2) Assess discussions; look for: -Identifies actions that promote sustainability -Identifies challenges and opportunities related to use of resources and sustainability</p>
FEATURED SOURCE(s) may include	FEATURED SOURCE(s) may include
<p>"Farming and the Dust Bowl During the Great Depression" article from Newsela (Lexile 930 recommended), adapted from USHistory.org and the Library of Congress</p> <p>"Introducing the Dust Bowl" video from UNUM Ken Burns</p> <p>"Woody Guthrie: The Great Dust Storm" video from PBS</p> <p>"Soil Stories" video from USDA (to 4:11)</p> <p>"When a Town Runs Dry" video by Global Oneness Project</p>	<p>"From Film to Farm: Meet the Keepers of Apricot Lane Farms" video from OWN</p> <p>"Sustainable Cities: Nature Based Solutions in Urban Design" video from The Nature Conservancy</p>
SUMMATIVE ASSESSMENT TASK(s)	
<p>Students will reflect on the Inquiry Question: How should we use the natural resources of the United States? In response, students will construct an inquiry challenge statement and prepare a 2d or 3d product in response to their inquiry challenge statement. Inquiry Product Rubric Guide</p>	
CIVIC ENGAGEMENT	
<p>Students will reflect on the Inquiry Question: How should we use the natural resources of the United States? In response, students will construct an inquiry challenge statement and prepare a 2d or 3d product in response to their inquiry challenge statement. Inquiry Product Rubric Guide</p>	

Unit 2: Our State's History

ESSENTIAL QUESTIONS

Why is the past important to us today?
 How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?
 How do geography, climate, and resources affect the way people live and work?
 How do different political and economic systems affect civic life?

PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Geog1 Wisconsin students will use geographic tools and ways of thinking to analyze the world.	SS.Geog1.a.Tools of geography I can construct maps, charts and graphs using a title, author, legend, date.
	SS.Geog1.c.Mental mapping and maps from memory I can create and label a map of the state and tribal lands of Wisconsin including physical and human characteristics. I can identify and construct the regions of Wisconsin.
Standard SS.Hist1 Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a.Cause I use evidence to draw conclusions about probable causes of historical events, issues, and problems.
	SS.Hist1.b.Effect I use evidence to draw conclusions about probable effects of historical events, issues, and problems.
Standard SS.BH3 Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	BH3.a: Social interactions I investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings. I understand that my culture influences how I think about things and I may think differently than people from other cultures. When our thinking is different it can lead to a misunderstanding.
Standard SS.PS2 Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society.	SS.PS2.c.Asserting and reaffirming of human rights I critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. I summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
Standard SS.PS4 Wisconsin students will <i>develop and employ</i> skills for civic literacy.	SS.PS4.a.Argumentation I compile relevant information to form a political argument and taking other points of view into account. SS.PS4.b.Compromise, diplomacy, and consensus building I describe what influences different political attitudes and actions and how diverse groups can work towards consensus.

PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)

Standard SS.Inq1 Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.a Develop questions based on a topic I develop list of open- and closed-ended questions on a topic or issue.
	SS.Inq1.b. Plan an Inquiry I develop list of questions that support the research through discussion and investigation to guide inquiry.
Standard SS.Inq2 Wisconsin students will gather and evaluate resources	SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry I gather a variety of resources into categories to guide the inquiry.
	SS.Inq2.b Evaluate sources. I evaluate resources to determine which best support the inquiry and supporting questions.
Standard SS.Inq3 Wisconsin students will develop claims using evidence to support reasoning.	SS.Inq3.a Develop claims to answer an Inquiry question. I create a thesis statement based on evidence found in sources to make a claim
	SS.Inq3.b Cite evidence from multiple sources to support a claim. I select appropriate evidence from sources to support a claim.
	SS.Inq3.c Elaborate how evidence supports a claim I assess how evidence supports a claim.
Standard SS.Inq4 Wisconsin students will communicate and critique conclusions	SS.Inq4.a Communicate conclusions I communicate conclusions from a variety of teacher-provided presentation options.
	SS.Inq4.a Critique conclusions I evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.
Standard SS.Inq5 Wisconsin students will be civically engaged.	SS.Inq5.a. Civic engagement I explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

DISCIPLINARY CONCEPT

Historical Roots of State and Local History

KEY UNIT CONTENT

Historic Native American Cultures
 Timelines of WI History
 Preamble of the Declaration of Independence - Rights and Freedom
 US Policy and Native American Freedom

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Econ4 Wisconsin students will <i>evaluate</i> government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	SS.Econ4.d.Impact of government interventions I predict unintended costs and benefits (i.e., externalities) for a given current situation or event.
Standard SS.BH2 Wisconsin students will <i>investigate</i> and <i>interpret</i> interactions between individuals and groups (Sociology).	BH2.a: Relationship of people and groups I compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions. BH2.b: Cultural patterns I give examples of how peoples from different cultures develop different values and ways of interpreting experiences.
Standard SS.Geog2 Wisconsin students will <i>analyze</i> human movement and population patterns.	SS.Geog2.b.Reasons people move I investigate push and pull factors of movement in their community, state, country, and world. SS.Geog2.c.Impact of movement I describe population changes in their state, and country over time.

<p>Standard SS.Hist2 Wisconsin students will <i>analyze, recognize, and evaluate</i> patterns of continuity and change over time and contextualization of historical events.</p>	<p>SS.Hist2.a.Patterns stay the same over a period of time I describe patterns of continuity over time in the community, state, and the United States.</p> <p>SS.Hist2.b.Patterns change over a period of time I describe patterns of change over time in the community, state, and the United States.</p> <p>SS.Hist2.c.Contextualization I analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p>
<p>Standard SS.Hist3 Wisconsin students will <i>connect</i> past events, people, and ideas to the present; use different perspectives to <i>draw conclusions</i>; and suggest current implications.</p>	<p>SS.Hist3.b.Perspective I identify different historical perspectives regarding people and events in the past.</p> <p>SS.Hist3.c.Current Implications I explain how historical events have possible implications on the present.</p>
<p>Standard SS.Hist4 Wisconsin students will <i>evaluate</i> a variety of primary and secondary sources to <i>interpret</i> the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p>	<p>SS.Hist4.a.Historical context I describe the historical context (situation) of a primary or secondary source. I can tell whether a source is primary or secondary.</p> <p>SS.Hist4.b.Intended audience I describe the significance of the intended audience of a primary or secondary source I can explain who the intended audience is for a primary or secondary source. I can begin to consider the significance of the intended audience.</p> <p>SS.Hist4.c.Purpose I describe the intended purpose of a specific primary or secondary source. I can identify the intended purpose of a specific primary or secondary source (persuade, inform, entertain) and provide evidence to support my reasoning.</p> <p>SS.Hist4.d.Point of View I describe the impact that the POV of the author has on a primary or secondary source.</p>
<p>Standard SS.PS1 Wisconsin students will <i>identify and analyze</i> democratic principles and ideals.</p>	<p>SS.PS1.a.Values and principles of American constitutional democracy I differentiate between majority rule and minority rights (as a function of a democratic republic).</p> <p>I hypothesize why laws and constitutions exist</p> <p>SS.PS1.b.Origins and foundation of the government of the United States I summarize the contributions of historically significant people during the period of early United States history to the development of our political culture.</p>

COMPELLING UNIT QUESTION

How can we help tell the story of our state?

SUPPORT QUESTION 1	SUPPORT QUESTION 2
How do connections to the land shape ways of life?	How did European exploration and settlement shape the story of our state?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
<p>1) Implement informal pre-assessment to gauge prior knowledge and skills with recognizing that historical resources are impacted and limited by the perspectives of those that make them</p> <p>2) Assess understanding; look for: -Gives examples to describe geographic features of the region -Gives examples to describe Native American cultures of the region -Gives an example to describe a connection between people and the land</p>	<p>1) Assess understanding; look for: -Matches events and descriptions with accuracy</p> <p>2) Assess claim making ; look for: -Follows protocol: listens, takes turns, contributes -Uses evidence from source to support response -Generates observations, inferences, or questions about the maker's perspective in an historical source -Gives example to describe cause-and-effect relationships</p>
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
"Wisconsin History Timeline" article	"The Undiscovered Western United States, 1656" image from Iowa PBS
Wisconsin book by John Hamilton	"PBS Learning Media – Wisconsin" website
<i>B is for Badger: A Wisconsin Alphabet</i> by Kathy-Jo Wargin	<i>Exploring the States: Wisconsin</i> book by Amy Rechner
"America's First Settlers," article from ReadWorks	<i>Wisconsin</i> book by John Hamilton
"Wisconsin Pictures and Facts" article from National Geographic	<i>Western Great Lakes: Illinois, Minnesota, Wisconsin</i> book by John Hamilton
"Native People of the American Northeast" article from National Geographic	<i>Midwest and Great Lakes Regions</i> book by Nancy Allen
"Beringia Map," image from the National Park Service	"Wisconsin National Parks, Monuments, and Historic Trails" website from the National Park Service
	"Federal and State Recognized Tribes" website from National Conference of State Legislatures
	"Chronicling America" website from the Library of Congress: a searchable collection of historic United States newspapers between the years 1836–1922, including many pages from Wisconsin
	"Student Resources: Wisconsin Historical Society" website : a collection of student resources about amazing facts in Wisconsin history; also includes a search engine for more information on state symbols, inventors, and firsts
	"Wisconsin For Kids" website from Wisconsin.gov: a site dedicated to the many symbols that represent Wisconsin
SUPPORT QUESTION 3 <i>(if applicable)</i>	SUPPORT QUESTION 4 <i>(if applicable)</i>
How is the struggle for freedom a part of our story?	Why is it important to ask critical questions about historical sources?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK

<p>1) Assess understanding; look for:</p> <ul style="list-style-type: none"> -Gives accurate example to describe a struggle for rights or freedoms -Gives accurate example to describe differences in rights or freedoms -Gives example to describe how people worked for freedom and independence <p>2) Assess analytical and claim-making skills ; look for:</p> <ul style="list-style-type: none"> -Uses evidence from source to support response -Generates observations, inferences, or questions about the maker's perspective in an historical source 	<p>1) Assess analytical and claim-making skills ; look for:</p> <ul style="list-style-type: none"> -Uses example evidence to describe why a single source may not give us a complete picture of history -Explains why the question is relevant to the example -Gives example to describe how memorials or other historical resources reflect a perspective -Identifies a critical question people should ask about memorials or other historical sources -Describes how a critical question can help us understand historical events or sources
<p style="text-align: center;">FEATURED SOURCE(s) <i>may include</i></p>	<p style="text-align: center;">FEATURED SOURCE(s) <i>may include</i></p>
<p>"The United States Government's Relationship with Native Americans" article from National Geographic</p>	<p>"Majestic Mount Rushmore" video from the Travel Channel (to 0:45)</p>
<p>"Tribal Nations Map" image from Tribal Nations Maps</p>	
<p>"Immigration to the U.S. in the Late 1800s Map" image from National Geographic</p>	<p>"10 Questions to Ask at a Heritage Site" video from the History Diaries (0:55–3:33)</p>
<p>"Westward I Go Free: A Tale of Westward Migration" video from Ken Burns in the Classroom (to 1:29)</p>	
<p>Freedom Over Me: Eleven Slaves, Their Lives book by Ashley Bryan</p>	
<p>"Slavery in America: The US Commemorates the Arrival of the First African Slaves in 1619" video from France 24 English</p>	
<p>Discover America State by State</p>	
<p style="text-align: center;">SUMMATIVE ASSESSMENT TASK(S)</p>	
<p>Students will reflect on learning about our state's history to identify challenges and opportunities in the world around them. They will construct an inquiry challenge statement to guide them in taking informed action. Students will prepare and present a written product in response to this inquiry challenge statement.</p> <p>Written Product</p>	
<p style="text-align: center;">CIVIC ENGAGEMENT</p>	
<p>Students will reflect on learning about our state's history to identify challenges and opportunities in the world around them. They will construct an inquiry challenge statement to guide them in taking informed action. Students will prepare and present a written product in response to this inquiry challenge statement.</p> <p>Written Product</p>	

Unit 3: Economic Choices

ESSENTIAL QUESTIONS

How do different political and economic systems affect civic life?
 What impacts a person's way of life or standard of living?
 How do scarcity and competition influence decision-making at the personal, business, and government levels?
 What is the relationship between decision-making and economic outcomes?

PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Econ1 Wisconsin students use economic reasoning to understand issues.	SS.Econ1.a.Choices and Decision Making I can compare and contrast the costs and benefits of a decision considering different limited resources. SS.Econ1.b.Incentives I infer potential incentives in a real-world situation.
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PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)

Standard SS.Inq1 Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.a Develop questions based on a topic I develop list of open- and closed-ended questions on a topic or issue. SS.Inq1.b. Plan an Inquiry I develop list of questions that support the research through discussion and investigation to guide inquiry.
Standard SS.Inq3 Wisconsin students will develop claims using evidence to support reasoning.	SS.Inq3.a Develop claims to answer an inquiry question. I create a thesis statement based on evidence found in sources to make a claim SS.Inq3.b Cite evidence from multiple sources to support a claim. I select appropriate evidence from sources to support a claim. SS.Inq3.c Elaborate how evidence supports a claim I assess how evidence supports a claim.
Standard SS.Inq4 Wisconsin students will communicate and critique conclusions	SS.Inq4.a Communicate conclusions I communicate conclusions from a variety of teacher-provided presentation options. SS.Inq4.a Critique conclusions I evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.

DISCIPLINARY CONCEPT

The role of the economy

KEY UNIT CONTENT

Goods, services, producers, consumers
 Supply and Demand
 Market Economy
 Costs and Benefits
 The Role of Banks
 Financial Literacy

SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Econ2 Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	SS.Econ2.a.Consumers, Producers, and Markets I can differentiate between goods and services. SS.Econ2.b.Supply, Demand, and Competition I assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a bad item), and competition in the product market. SS.Econ2.c.Firm business behavior and cost of production I can provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.
Standard SS.Econ3 Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).	SS.Econ3.b.Money I describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.

DISCIPLINARY CONCEPT

How can we make economic choices that have positive impacts?

SUPPORT QUESTION 1

How do the parts of an economy work together?

FORMATIVE ASSESSMENT TASK

Students provide a description of interactions between the people and parts of the economy and give examples of how goods, services, producers and consumers impact a community.

FEATURED SOURCE(s) may include

[What is Economics?](#) video from Plain Prep
[Who's Buying? Who's Selling?: Understanding Consumers and Producers](#) by Jennifer S. Larson
["How Are Prices Set?"](#) article from Wonderopolis
["Edible Economics"](#) video from KET Education

SUPPORT QUESTION 2

How do producers both shape and reflect their communities?

FORMATIVE ASSESSMENT TASK

Students identify historical and contemporary regional industries, give examples to describe how available resources have impacted the economic development of the region, identify a need or want in the classroom or school community (Market demand), and give examples of available resources, including own human capital

FEATURED SOURCE(s) may include

[WI Industry File](#)
["Producers"](#) video from EconEdLinks (to 1:48)
[Artifacts of Industry](#)
["Producers"](#) video from EconEdLinks (to 1:48)

SUPPORT QUESTION 3

How can we make economic choices?

FORMATIVE ASSESSMENT TASK

Student creates a clear claim statement to represent an economic choice and supports the claim with evidence and reasoning of the benefits.

FEATURED SOURCE(s) may include

[Consumer Sense](#) book by Andrew Einspruch (pp. 14-21)
["Precious Time"](#) article from TIME for Kids

SUPPORT QUESTION 4

How do people work toward economic goals?

FORMATIVE ASSESSMENT TASK

Students will identify a goal, develop their human capital to reach their goal, determine one way they can spend, save, or give resources to help reach their goal, and identify challenges or opportunities related to making economic choices that positively impact self and community.

FEATURED SOURCE(s) may include

["Working Toward Goals"](#) article
["Kids Decide"](#) article from TIME for Kids

["Opportunity Cost"](#) video from the Council for Economic Education (to 2:22)

["Whistle Sports Feature I'm Dreaming BIG As #MyHustle Continues"](#) video from Jahkil Naeem (0:00-4:45, 7:45-10:46)

["Real Money, Real Power: Participatory Budgeting"](#) video from the Participatory Budgeting Project (to 3:07)

SUMMATIVE ASSESSMENT TASK(S)

Students will reflect on their understanding of Economic Choices to identify challenges and opportunities in the world around them, construct an inquiry challenge statement and select from a [menu of active inquiry products](#): written, presentation, 2D or 3D product in response to their inquiry challenge statement.
[Inquiry Product Rubric Guide](#)

CIVIC ENGAGEMENT

Students will reflect on their understanding of Economic Choices to identify challenges and opportunities in the world around them, construct an inquiry challenge statement and select from a [menu of active inquiry products](#): written, presentation, 2D or 3D product in response to their inquiry challenge statement.
[Inquiry Product Rubric Guide](#)