

Curriculum Map - Social Studies - 4 Social Studies

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Whole Year						
The United States <i>(updated 6/3/20)</i>	3-5.SS.Inq3.a.i(A) Create a thesis statement based on evidence found in sources to make a claim. 3-5.SS.Inq3.b.i(A) Select appropriate evidence from sources to support a claim. 3-5.SS.BH3.a.5(A) Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings. 3-5.SS.Econ2.b.4-5(A) Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market. 3-5.SS.Econ4.a.3(A) Trace the chain of supply for a needed product (e.g., food, shelter). 3-5.SS.Econ4.c.5(A) Discuss reasons a government taxes people. 3-5.SS.Geog1.a.4-5(A) Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation) 3-5.SS.Geog1.c.4-5(A) Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States. 3-5.SS.Geog2.a.3(A) Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation). 3-5.SS.PS3.c.4-5(A) Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels. 3-5.SS.Inq1.a.i(l) Develop list of open and closed-ended questions on a topic or issue. 3-5.SS.Inq1.b.i(l) Develop list of questions that support the research through discussion and investigation to guide inquiry. 3-5.SS.Inq2.a.i(l) Gather a variety of resources into categories to guide the inquiry 3-5.SS.Inq2.b.i(l) Evaluate resources to determine which best support the inquiry and supporting questions. 3-5.SS.Inq4.b.i(l) Evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student. 3-5.SS.Inq5.a.i(l) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. 3-5.SS.BH1.a.4(l)		What are the physical features of the United States? How did the United States become a nation of many cultures? How do the government and the economy of the United States work? What are the major regions of the United States?	Chapter 1 Use a dictionary to define words. Organize information in a chart Locate and describe hemispheres, continents, countries and oceans. Describe the relative location of the United States. Use latitude and longitude to describe absolute locations. Use maps to identify and describe the locations of states and major cities in the United States. Compare and contrast major landform regions of the United States. Identify and describe major rivers, lakes, and coasts in the U.S. Use a map key and scale to identify elevations of places in the U.S. Compare and contrast elevations in the United States. Understand the factors that influence and define weather and climate. Compare and Contrast climates in the United States. Analyze and interpret data displayed on a line graph. Describe typical weather changes throughout the year. Identify natural resources and the ways people use them. Understand how people change their environment to meet their needs. Chapter 2 Understand cultural diversity in the United States. Describe ideals that unite Americans. Analyze settlement patterns and regions in which Americans live. Understand the origin	Chapter tests. Informal assessment utilizing practice worksheets. Chapter review.	Share how God created the varied land formations that make up the United States in such a perfect way that meets our needs. Share how the Great Flood shaped the continents. Remind students that cultural diversity is a gift from God.

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	<p>Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.</p> <p>3-5.SS.BH1.b.4(I) Describe how culture, ethnicity, race, age, religion, gender, and social class can help form selfimage and identity.</p> <p>3-5.SS.BH2.a.4-5(I) Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.</p> <p>3-5.SS.BH2.b.4(I) Give examples of how peoples from different cultures develop different values and ways of interpreting experiences</p> <p>3-5.SS.BH4.a.i(I) Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).</p> <p>3-5.SS.Econ1.a.3(I) Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable).</p> <p>3-5.SS.Econ1.b.4(I) Infer potential incentives in a real-world situation..</p> <p>3-5.SS.Econ2.a.3-4(I) Compare two product markets found in the local community. Differentiate between goods and services.</p> <p>3-5.SS.Econ2.c.3(I) Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.</p> <p>3-5.SS.Econ3.a.4(I) Investigate how the cost of things changes over time.</p> <p>3-5.SS.Econ3.b.5(I) Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.</p> <p>3-5.SS.Geog1.b.i(I) Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.</p> <p>3-5.SS.Geog2.b.5(I) Investigate push and pull factors of movement in their community, state, country, and world.</p> <p>3-5.SS.Geog2.c.5(I) Describe population changes in their state, and country over time.</p> <p>3-5.SS.PS2.b.5(I) Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).</p> <p>3-5.SS.PS3.d.5(I) Provide examples of how different governments solve problems.</p>			<p>and meaning in songs that express American ideals.</p> <p>Analyze symbols that represent important ideas, people and events in United States history.</p> <p>Understand rights and responsibilities of United States citizenship.</p> <p>Describe the 3 branches of the federal government.</p> <p>Locate and study important government, historic, cultural, and educational sites in Washington, D.C.</p> <p>Understand how and why Americans honor and remember the nation's past.</p> <p>Chapter 3</p> <p>Understand how and why people divide places into regions.</p> <p>Explain how transportation and communication connect regions</p> <p>Read and interpret geographic information given on maps.</p> <p>Identify land uses, natural resources and industries in the U.S.</p> <p>Compare and contrast the political regions in the U.S.</p> <p>Understand the 3 levels of government and the services that each level provides.</p>		
<p>The Northeast</p> <p><i>(updated 6/3/20)</i></p>	<p>3-5.SS.Inq3.b.i(A) Select appropriate evidence from sources to support a claim.</p> <p>3-5.SS.Inq3.c.i(A) Assess how evidence supports a claim.</p> <p>3-5.SS.Inq4.a.i(A) Communicate conclusions from a variety of teacherprovided presentation options.</p> <p>3-5.SS.Econ1.a.3(A) Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time,</p>		<p>What is the geography of the Northeast? What role did the Northeast have in the early history of the United States? What changes affected the growth of cities in the Northeast?</p>	<p>Chapter 4</p> <p>Describe the geography and climate of the Northeast.</p> <p>Explain how the people in the Northeast use natural resources.</p> <p>Examine the life of Katharine Lee Bates and her famous poem.</p> <p>Describe the early people</p>	<p>Chapter test</p> <p>States and capitals of the NE Region test</p> <p>Informal assessment</p>	<p>Share faith filled messages regarding the 9-11 attacks.</p> <p>Share that many immigrants came the NE because they wanted religious freedom.</p>

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labor/workers, land, natural resources, renewable or nonrenewable).

3-5.SS.Econ1.b.4(A)
Infer potential incentives in a real-world situation..

3-5.SS.Econ2.b.4-5(A)
Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.

3-5.SS.Econ2.c.3(A)
Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.

3-5.SS.Econ4.c.5(A)
Discuss reasons a government taxes people.

3-5.SS.Econ5.a.3(A)
Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.

3-5.SS.Geog1.b.i(A)
Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.

3-5.SS.Geog1.c.4-5(A)
Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.

3-5.SS.Geog2.a.3(A)
Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).

3-5.SS.Geog2.b.5(A)
Investigate push and pull factors of movement in their community, state, country, and world.

3-5.SS.Geog2.c.5(A)
Describe population changes in their state, and country over time.

3-5.SS.Geog2.d.4-5(A)
Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.

3-5.SS.Geog3.a.5(A)
Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.

3-5.SS.Geog3.b.4(A)
Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.

3-5.SS.Geog5.a.3-4(A)
Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time

3-5.SS.Geog5.b.5(A)
Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).

3-5.SS.Hist1.a.i(A)
Use evidence to draw conclusions about probable causes of historical events, issues, and problems.

3-5.SS.Hist1.b.i(A)
Use evidence to draw conclusions about probable effects of historical events, issues, and problems.

3-5.SS.Hist2.a.i(A)
Describe patterns of continuity over time in the

What is the Northeast like today?

of the Northeast.
Explain the Northeast's role in the American Revolution.
Identify the sequence of important events in the early history of the Northeast.
Analyze information given on a time line.
Analyze the history of the Declaration of Independence.
Explain the Declaration of Independence's role in American life today.
Explain how improved transportation and immigration helped Northeast cities grow.
Describe the Industrial Revolution.
Chapter 5
Explain how New England's history shapes life there today.
Explain how people in the Northeast use natural resources.
Examine the life of Theodore Geisel and his famous children's books.
Identify the major cities in the Middle Atlantic States.
Describe benefits and challenges of city life.
Identify population densities of different areas of the U.S.
Analyze information from maps.

community, state, and the United States.

3-5.SS.Hist2.b.i(A)

Describe patterns of change over time in the community, state, and the United States.

3-5.SS.Hist2.c.i(A)

Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity

3-5.SS.Hist4.d.i(A)

Describe the impact of the POV of the author has on a primary or secondary source.

3-5.SS.PS1.b.4-5(A)

Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.

3-5.SS.PS3.c.4-5(A)

Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.

3-5.SS.PS4.a.i(A)

Compile relevant information to form a political argument and taking other points of view into account.

3-5.SS.Econ2.a.3-4(I)

Compare two product markets found in the local community. Differentiate between goods and services.

3-5.SS.Geog1.a.4-5(I)

Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)

3-5.SS.Hist3.a.i(I)

Compare events in Wisconsin history to a current issue or event.

3-5.SS.Hist3.c.i(I)

Explain how historical events have possible implications on the present

3-5.SS.Hist4.a.i(I)

Describe the historical context (situation) of a primary or secondary source.

3-5.SS.Hist4.b.i(I)

Describe the significance of the intended audience of a primary or secondary source.

3-5.SS.Hist4.c.i(I)

Describe the intended purpose of a specific primary or secondary source.

3-5.SS.PS2.a.i(I)

Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).

3-5.SS.PS3.a.4-5(I)

Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.

3-5.SS.PS3.d.5(I)

Provide examples of how different governments solve problems.

<p>The Southeast</p> <p><i>(updated 8/28/19)</i></p>	<p>3-5.SS.BH4.a.i(A) Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).</p> <p>3-5.SS.Econ1.a.3(A) Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable).</p> <p>3-5.SS.Econ1.b.4(A) Infer potential incentives in a real-world situation..</p> <p>3-5.SS.Econ2.a.3-4(A) Compare two product markets found in the local community. Differentiate between goods and services.</p> <p>3-5.SS.Econ2.b.4-5(A) Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.</p> <p>3-5.SS.Econ2.c.3(A) Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.</p> <p>3-5.SS.Econ5.a.3(A) Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States;United States and Japan; Europe and South America).</p> <p>3-5.SS.Geog2.a.3(A) Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e.,rural, suburban, urban, or tribal), and different types of places on Earth (e.g.,community, state, region, country/nation).</p> <p>3-5.SS.Geog2.b.5(A) Investigate push and pull factors of movement in their community, state, country, and world.</p> <p>3-5.SS.Geog2.c.5(A) Describe population changes in their state, and country over time.</p> <p>3-5.SS.Geog2.d.4-5(A) Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.</p> <p>3-5.SS.Geog3.a.5(A) Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.</p> <p>3-5.SS.Geog3.b.4(A) Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.</p> <p>3-5.SS.Geog4.a.4(A) Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).</p> <p>3-5.SS.Geog5.a.3-4(A) Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time</p> <p>3-5.SS.Geog5.b.5(A)</p>	<p>What is the geography of the Southeast? What important events took place in the Southeast during our nation's early history? How do ports in the Southeast affect the region and the United States? What is the Southeast like today?</p>	<p>Chapter 6 Compare and contrast physical features of the Southeast. Understand how people in the region use natural resources. Locate and study recreation areas in the United States. Understand how and why Americans protect and preserve their environment, history, and culture. Understand how the geography of the Southeast affected settlement and early life in the region. Analyze the causes and effects of the Civil War. Understand Sequoyia's contributions to Cherokee history and culture. Understand rights and responsibilities of United States citizenship. Understand regional and global interdependence and trade. Analyze the economic effects of advances in transportation. Analyze data displayed on a double bar graph. Compare and contrast the computer and crop exports of three states on the Southeast. Chapter 7 Understand economic specialization in the Atlantic Coast States. Describe the three branches of state Government. Identify the contributions of important leaders in the United States government. Understand the cultural diversity of the Gulf Coast states. Explain why tourism, fishing, and farming are major industries in the region. Read and interpret geographic information given on maps. Use a map scale to find actual distances between</p>	<p>Southeast states and capitals test after chapter 6 and 7, chapter 6 doesn't count as a final grade, chapter 7 does. Informal assessment. Chapter tests.</p>	<p>Share the fact that the slaves were very filled with faith and they often sang gospel songs in the fields.</p>
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	<p>Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).</p> <p>3-5.SS.Hist1.a.i(A) Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p>3-5.SS.Hist1.b.i(A) Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p>3-5.SS.Hist2.a.i(A) Describe patterns of continuity over time in the community, state, and the United States.</p> <p>3-5.SS.Hist2.b.i(A) Describe patterns of change over time in the community, state, and the United States.</p> <p>3-5.SS.Hist2.c.i(A) Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity</p> <p>3-5.SS.Hist3.b.i(A) Identify different historical perspectives regarding people and events in the past</p> <p>3-5.SS.Hist3.c.i(A) Explain how historical events have possible implications on the present</p> <p>3-5.SS.PS2.a.i(A) Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).</p> <p>3-5.SS.PS2.b.5(A) Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).</p> <p>3-5.SS.Geog1.c.4-5(I) Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.</p> <p>3-5.SS.Hist4.a.i(I) Describe the historical context (situation) of a primary or secondary source.</p> <p>3-5.SS.Hist4.b.i(I) Describe the significance of the intended audience of a primary or secondary source.</p> <p>3-5.SS.Hist4.c.i(I) Describe the intended purpose of a specific primary or secondary source.</p>		<p>places on a map. Describe how mountains affect the culture and economy in the Inland South states. Understand ways that people can damage but also protect the environment. Understand the development of cultural traditions in the United States.</p>		
<p>The Midwest <i>(updated 6/3/20)</i></p>	<p>3-5.SS.Econ5.a.3(A) Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America).</p> <p>3-5.SS.Geog1.a.4-5(A) Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)</p> <p>3-5.SS.Geog1.c.4-5(A) Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both</p>	<p>What is the geography of the Midwest? How did the settlement of the Midwest change over time? How did changes in transportation affect the early economy of the Midwest? What is the Midwest</p>	<p>Chapter 8 Describe the geography and climate of the Midwest. Explain how people in the Midwest use the land. Organize and interpret information from charts. Create charts to show steps in a process. Describe Native Americans of the Midwest ways of life.</p>	<p>States and capitals test - following chapters 8 and 9 - the first one doesn't count, the second one does. Informal assessment utilizing practice pages. Chapter review. Chapter tests.</p>	<p>The history of Trinity Freistadt is shared during this unit.</p>

<p>physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.</p> <p>3-5.SS.Geog2.a.3(A) Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).</p> <p>3-5.SS.Geog2.b.5(A) Investigate push and pull factors of movement in their community, state, country, and world.</p> <p>3-5.SS.Geog2.c.5(A) Describe population changes in their state, and country over time.</p> <p>3-5.SS.Geog2.d.4-5(A) Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.</p> <p>3-5.SS.Geog3.a.5(A) Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.</p> <p>3-5.SS.Geog4.a.4(A) Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).</p> <p>3-5.SS.Geog5.a.3-4(A) Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time</p> <p>3-5.SS.Geog5.b.5(A) Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).</p> <p>3-5.SS.Hist1.a.i(A) Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p> <p>3-5.SS.Hist1.b.i(A) Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</p> <p>3-5.SS.Hist2.a.i(A) Describe patterns of continuity over time in the community, state, and the United States.</p> <p>3-5.SS.Hist2.b.i(A) Describe patterns of change over time in the community, state, and the United States.</p> <p>3-5.SS.Hist2.c.i(A) Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity</p> <p>3-5.SS.Hist3.b.i(A) Identify different historical perspectives regarding people and events in the past</p> <p>3-5.SS.Hist3.c.i(A) Explain how historical events have possible implications on the present</p> <p>3-5.SS.Hist4.b.i(A) Describe the significance of the intended audience of a primary or secondary source.</p> <p>3-5.SS.Hist4.c.i(A) Describe the intended purpose of a specific primary or secondary source.</p>	<p>like today?</p>	<p>Describe the exploration and settlement of the region. Identify states and territories of the United States by using maps. Collect, analyze, and compare information given on historical maps. Understand the lives of settlers on the frontier. Examine artifacts used by pioneers. Describe changes in transportation in the 1800's and early 1900's. Explain how improved transportation helped the Midwest grow. Explain the life of Samuel Clemens and his relationship with the Mississippi River. Chapter 9 Identify the ethnic groups and cultures of the Great Lakes States. Describe the economy of the Great Lakes States. Find out more about Benjamin S. Carson. Learn about the Carson Scholars Fund. Understand the steps in the problem-solving process. Identify a problem and implement a plan for solving it. Describe the cities and farms of the Plains states. Explain how the regions's urban and rural areas are linked. Analyze differing points of view about the Crazy House Memorial.</p>
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	<p>3-5.SS.PS1.b.4-5(A) Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.</p> <p>3-5.SS.PS2.a.i(A) Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).</p> <p>3-5.SS.Econ3.b.5(I) Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.</p> <p>3-5.SS.Econ4.a.3(I) Trace the chain of supply for a needed product (e.g., food, shelter).</p> <p>3-5.SS.Econ4.b.4-5(I) Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).</p> <p>3-5.SS.Hist4.a.i(I) Describe the historical context (situation) of a primary or secondary source.</p>					
<p>The Southwest <i>(updated 8/28/19)</i></p>	<p>3-5.SS.Econ1.a.3(A) Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable).</p> <p>3-5.SS.Econ2.a.3-4(A) Compare two product markets found in the local community. Differentiate between goods and services.</p> <p>3-5.SS.Econ2.b.4-5(A) Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.</p> <p>3-5.SS.Econ3.a.4(A) Investigate how the cost of things changes over time.</p> <p>3-5.SS.Geog1.a.4-5(A) Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)</p> <p>3-5.SS.Geog1.b.i(A) Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.</p> <p>3-5.SS.Geog1.c.4-5(A) Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.</p> <p>3-5.SS.Geog2.a.3(A) Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).</p>		<p>What is the geography of the Southwest? How did control of the Southwest's lands change over time? How have people in the Southwest developed its resources? What is the Southwest like today?</p>	<p>Chapter 10 Describe physical features of the Southwest. Understand how people in the region use natural resources. Understand the difference between factual and fictional sources. Analyze geographical and historical information expressed in literature. Analyze the historical basis of Southwest culture. Understand how and when the Southwest region became part of the United States. Locate and study important historic and cultural sites in the Southwest. Understand how people study and preserve historic and cultural sites. Identify multiple causes and effects of historical events. Understand causes and effects of the Mexican American War. Describe how and why</p>	<p>Chapter review. States and capitals test. Informal assessment utilizing practice pages. Chapter tests.</p>	<p>Discuss how many cities in the area were established as Missions.</p>

- 3-5.SS.Geog2.d.5(A)
Investigate push and pull factors of movement in their community, state, country, and world.
- 3-5.SS.Geog2.c.5(A)
Describe population changes in their state, and country over time.
- 3-5.SS.Geog2.d.4-5(A)
Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.
- 3-5.SS.Geog3.a.5(A)
Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.
- 3-5.SS.Geog3.b.4(A)
Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.
- 3-5.SS.Geog4.a.4(A)
Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).
- 3-5.SS.Geog5.a.3-4(A)
Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time
- 3-5.SS.Geog5.b.5(A)
Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).
- 3-5.SS.Hist1.a.i(A)
Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- 3-5.SS.Hist1.b.i(A)
Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- 3-5.SS.Hist2.b.i(A)
Describe patterns of change over time in the community, state, and the United States.
- 3-5.SS.Hist2.c.i(A)
Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity
- 3-5.SS.Hist3.b.i(A)
Identify different historical perspectives regarding people and events in the past
- 3-5.SS.Hist3.c.i(A)
Explain how historical events have possible implications on the present
- 3-5.SS.Hist4.a.i(A)
Describe the historical context (situation) of a primary or secondary source.
- 3-5.SS.Hist4.b.i(A)
Describe the significance of the intended audience of a primary or secondary source.
- 3-5.SS.Hist4.c.i(A)
Describe the intended purpose of a specific primary or secondary source.
- 3-5.SS.PS1.b.4-5(A)
Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities,

the ranching, farming, and oil industries grew in the Southwest.
Understand how people cooperate to share and protect natural resources.
Use a problem-solving process to resolve conflicts through compromise.
Analyze how people and governments resolve conflicts over scarce resources.
Chapter 11
Understand cultural diversity in Texas and Oklahoma.
Describe the leading industry that has developed in Texas and Oklahoma.
Identify the contributions of important cultural leaders.
Understand how American citizens and the United States government work for the common good in times of need.
Describe the growing economy of Arizona and New Mexico
Understand how and why people conserve water in desert regions.
Understand the accomplishments of explorers of the United States.
Read and interpret geographic information given on maps.
Use a map scale to find actual distances between places on a road map.

	<p>and citizenship. Apply key elements of the Wisconsin Constitution to the local community.</p> <p>3-5.SS.PS2.a.i(A) Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).</p> <p>3-5.SS.PS2.c.4-5(A) Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. 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.</p> <p>3-5.SS.PS3.c.4-5(A) Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.</p> <p>3-5.SS.PS3.d.5(A) Provide examples of how different governments solve problems.</p>					
<p>The West <i>(updated 8/28/19)</i></p>	<p>3-5.SS.BH1.a.4(A) Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.</p> <p>3-5.SS.BH1.b.4(A) Describe how culture, ethnicity, race, age, religion, gender, and social class can help form selfimage and identity.</p> <p>3-5.SS.BH2.a.4-5(A) Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.</p> <p>3-5.SS.BH2.b.4(A) Give examples of how peoples from different cultures develop different values and ways of interpreting experiences</p> <p>3-5.SS.Econ4.a.3(A) Trace the chain of supply for a needed product (e.g., food, shelter).</p> <p>3-5.SS.Econ5.a.3(A) Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America).</p> <p>3-5.SS.Geog1.a.4-5(A) Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)</p> <p>3-5.SS.Geog1.b.i(A) Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.</p> <p>3-5.SS.Geog1.c.4-5(A) Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.</p> <p>3-5.SS.Geog2.a.3(A) Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region,</p>		<p>What is the geography of the West? What events greatly increases the settlement of the West? How does control of much of the land in the West differ from other regions? What is the West like today?</p>	<p>Chapter 12 Describe the landforms and natural resources of the West. Analyze a time zone map. Compare time in different parts of the United States. Describe Native Americans of the West. Explain why settlers moved to the West. Understand the lives of miners during the gold rushes of the 1800's. Examine artifacts used by miners. Describe how people use the West's land and waterways today. Identify ways in which people in the West protect the environment. Examine the life of Margaret Murie and her work to protect the environment of the West. Analyze differing points of view about how public land should be used. Chapter 13 Describe life in the Mountain states today. Identify the biggest cities and main industries of the Mountain states. Examine the life of Eppie Archuleta and her weaving. Analyze statements to determine whether they</p>	<p>Informal assessment utilizing practice pages. Chapter review. States and capitals test of the West United States States and Capitals test (all 50). Chapter tests.</p>	<p>Discuss that some cities were established as mission cities.</p>

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<p>country/nation).</p> <p>3-5.SS.Geog2.b.5(A) Investigate push and pull factors of movement in their community, state, country, and world.</p> <p>3-5.SS.Geog2.c.5(A) Describe population changes in their state, and country over time.</p> <p>3-5.SS.Geog2.d.4-5(A) Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.</p> <p>3-5.SS.Geog3.a.5(A) Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.</p> <p>3-5.SS.Geog3.b.4(A) Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.</p> <p>3-5.SS.Geog4.a.4(A) Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).</p> <p>3-5.SS.Hist2.c.i(A) Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity</p> <p>3-5.SS.Hist3.b.i(A) Identify different historical perspectives regarding people and events in the past</p> <p>3-5.SS.PS1.b.4-5(A) Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.</p>			<p>are facts or opinions. Describe the diverse population of the Pacific states. Identify the main industries in the Pacific states. Apply the steps in the decision-making process to an environmental issue.</p>		
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