

La Crosse School District
Social Studies Curriculum

Fourth Grade	Essential Questions	Learning Targets and WI State Model Standards	I Can Statements
<p>4-1 Location of Wisconsin</p> <p>Quarter 1 (2-3 Weeks)</p>	<p>Where in the World/ Universe is Wisconsin?</p>	<p>Students can map the continents and oceans, identify lines of latitude and longitude, and will be able to use them to find an absolute coordinate on a map. A.4.1, A.4.2, A.4.5</p>	<p>I can identify and locate the prime meridian and the equator.</p> <p>I can create a mental map of the world that includes 7 continents and 4 oceans on a map.</p> <p>I can discuss distance on a map using a map scale.</p> <p>I can find specific points on a map using a map key and cardinal and intermediate directions.</p>
		<p>Students can place Wisconsin on a political map along with Wisconsin's neighboring states, Wisconsin's major cities and Ontario, Canada. A.4.1, A.4.2, A.4.5</p>	<p>I can create a mental map of Wisconsin that includes Wisconsin's neighboring states.</p> <p>I can label Wisconsin, Iowa, Minnesota, Michigan, Illinois and Montreal and Ontario, Canada on a blank political map.</p> <p>I can identify and locate Superior, Eau Claire, Wausau, Green Bay, La Crosse, Madison, Milwaukee on a blank political map.</p>

La Crosse School District
Social Studies Curriculum

Fourth Grade	Essential Questions	Learning Targets	I Can Statements
4-1 Location of Wisconsin (cont'd)		Students can identify the geographical regions of Wisconsin, major landforms and major bodies of water near Wisconsin. A.4.1, A.4.2, A.4.5	<p>I can identify Wisconsin's Geographical regions: Lake Superior Lowland, Northern Highland, Central Plain, Western Upland, Eastern Ridges and Lowlands on a map.</p> <p>I can explain how the environment has changed from prehistoric times to the present and how people have influence these changes; i.e. ice age.</p> <p>I can describe landforms; for example: mountain, river, lake, harbor, peninsula, plateau, marsh, bay, bluff, island, and kettle moraine.</p> <p>I can identify and locate the following rivers and lakes; Black, Fox, Wisconsin, Mississippi, Wolf and the Great Lakes on a map.</p>

La Crosse School District
Social Studies Curriculum

Fourth Grade	Essential Questions	Learning Targets	I Can Statements
<p>4-2 People of Wisconsin (Native Americans, Explorers, Immigrants)</p> <p>Quarter 1 and 2 (5-6 Weeks)</p>	<p>Who has lived in Wisconsin throughout history?</p>	<p>Students understand the history, culture and tribal sovereignty of the Native American tribes located in Wisconsin. A.4.4, B.4.1, B.4.2, B.4.3, B.4.10, E.4.4</p>	<p>I know there are 6 federally recognized tribes and 5 bands of the Chippewa/Ojibwe in Wisconsin and can give examples. (Bad River, Ho-Chunk, Menominee, Oneida, Potawatomi, Stockbridge Munsee, Chippewa/Ojibwe: Bad River, Lac Courte Oreilles, Red Cliff, St. Croix, Lac du Flambeau)</p> <p>I can give descriptions of how life changed for Native Americans in different types of weather (seasons) as climate warmed. (including shelter, foods, clothing, etc.)</p> <p>I can share examples of positive interactions as well as conflict among Wisconsin's ethnic groups with different cultural backgrounds</p> <ul style="list-style-type: none"> i. Black Hawk War ii. Issues with land (Chippewa Treaty Rights) moving Native American Tribes from their land to reservations. <p>I can explain US Government interactions related to the Chippewa Treaty Rights and Native Americans.</p>

La Crosse School District
Social Studies Curriculum

Fourth Grade	Essential Questions	Learning Targets	I Can Statements
<p>4-2 People of Wisconsin (Native Americans, Explorers, Immigrants) (cont'd)</p>	<p>Who were the earliest explorers of Wisconsin?</p>	<p>Students can identify Explorers and Immigrants (European & Hmong) of Wisconsin. B.4.4</p>	<p>I can give examples of reasons why explorers came to Wisconsin for example; fur trade, land exploration and claiming land for their homeland.</p> <p>I can identify famous explorers of Wisconsin; for example: Brule, Marquette, Allouez, Nicolet, La Salle, Menard, Perrot, Joliet.</p> <p>I can identify different ethnic groups (European & Hmong) that immigrated to Wisconsin, describe what life was like for them and give reasons why they came here to live.</p> <p>I can give examples of how different ethnic groups have made contributions to Wisconsin's culture.</p> <p>I can infer how exploration and exchange are still a part of life in Wisconsin today.</p>
		<p>Students can construct a timeline that shows important events that helped shaped Wisconsin cultures from ancient to modern explorers and immigrants. B.4.2</p>	<p>I can label segments of time when Wisconsin's First Native Americans: Paleo People, Archaic People, The Old Copper Culture, Oneota, Hopewell/Mississippian People lived.</p> <p>I can use historical timelines to sequence and organize information.</p>

La Crosse School District
Social Studies Curriculum

Fourth Grade	Essential Questions	Learning Targets	I Can Statements
4-2 People of Wisconsin (Native Americans, Explorers, Immigrants) (cont'd)		Students can compare and contrast changes in contemporary life with life in the past. B.4.4, B.4.8	<p>I can discuss social, economic, cultural and political roles played by individuals and groups.</p> <p>I can discuss the changing of resources over time.</p> <p>I can compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, beneficial or harmful, on people and the environment. (Native Americans, Pioneers, and Immigrants to Present Day)</p>
		Students can identify the historical background and meaning of important political values such as freedom, democracy, and justice. B.4.5	<p>I can use history and facts to explain freedom.</p> <p>I can use history and facts to explain democracy.</p> <p>I can use history and facts to explain justice.</p>

La Crosse School District
Social Studies Curriculum

Fourth Grade	Essential Questions	Learning Targets	I Can Statements
<p>4-3 Wisconsin's Resources, Industries and Economies</p> <p>Quarter 3 (3-4 Weeks)</p>	<p>What are some resources and industries that are important in Wisconsin and how they relate to our economy?</p>	<p>Students can identify some ways that people in Wisconsin make a living, name some of Wisconsin's specialized products. D.4.3, D.4.4, D.4.5, D.4.6, D.4.7</p>	<p>I can discuss business, industry, agriculture and labor and how they contribute to Wisconsin's development.</p> <p>I can define and give examples of producer and consumer roles.</p> <p>I can explain the way goods, services and ideas are moved to and from Wisconsin.</p> <p>I can give examples of where various products come from in our state. (energy, manufacturing, wood products, frac sand)</p> <p>I understand the importance of mining, lumbering/paper mills, farming (dairy, fish, cranberries, corn, apples, etc.) as Wisconsin founded businesses.</p> <p>I can give examples of service industries that are important in Wisconsin. (food, public, health care)</p>
		<p>Students can discuss Wisconsin tourism and how it connects to Wisconsin's economy.</p>	<p>I can describe some of the major state tourist attractions in our state.</p> <p>I can explain the importance of preserving our history and historical places. (Frank Lloyd Wright's house, Villa Louis in Prairie Du Chien, Capital Building in Madison, The Ice Age Trail) (Natural Spaces; prairies, bluffs, Chequamegon National Forest)</p>

La Crosse School District
Social Studies Curriculum

Fourth Grade	Essential Questions	Learning Targets	I Can Statements
4-3 Wisconsin's Resources, Industries and Economies (cont'd)		Students can discuss Wisconsin tourism and how it connects to Wisconsin's economy.	<p>I can describe some of the major state tourist attractions in our state.</p> <p>I can explain the importance of preserving our history and historical places. (Frank Lloyd Wright's house, Villa Louis in Prairie Du Chien, Capital Building in Madison, The Ice Age Trail) (Natural Spaces; prairies, bluffs, Chequamegon National Forest)</p>
		Students can compare and contrast the transportation of a variety of goods throughout Wisconsin.	I can explain how transportation is used to move goods and products.

La Crosse School District
Social Studies Curriculum

Fourth Grade	Essential Questions	Learning Targets	I Can Statements
<p>4-4 Political Regions of Wisconsin</p> <p>Quarter 4 (2-3 Weeks)</p>	<p>How does the government of Wisconsin affect you as a citizen?</p>	<p>Students can understand the significance of national and state holidays as well as state symbols and state flag. B.4.6</p>	<p>I am aware of national and state holidays.</p> <p>I understand the history of Wisconsin's Independence Day. May 29, 1848</p> <p>I can recall some of our of State Symbols.</p> <p>I can explain parts of the Coat of Arms on our State Flag and how they represent Wisconsin culture and history.</p>
		<p>Students can understand the history of Wisconsin's government and describe how the government of Wisconsin functions today. C.4.4</p>	<p>I can explain the purpose of government.</p> <p>I can name the three branches of government.</p> <p>I can name the positions of government and their responsibilities.</p> <p>I can discuss current events in government as they relate to foundations of democracy.</p>
		<p>Students can understand the process of making a bill a law.</p>	<p>I can discuss how legislators create laws.</p>
		<p>Students can list ways that citizens can be involved in government. (For example; running for political office, voting, speaking at hearings, being an active citizen) C.4.5</p>	<p>I can define the term citizen and the responsibilities of a good citizen.</p> <p>I can explain how to become a citizen of the United States.</p> <p>I am aware of voting rights and voting requirements.</p>

La Crosse School District
Social Studies Curriculum

Fourth Grade	Essential Questions	Learning Targets	I Can Statements
4-4 Political Regions of Wisconsin (cont'd) Quarter 4 (2-3 Weeks)		Students can 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.4.2	I can give examples of discrimination and liberty.