

**Course Name : 4th Grade Social Studies/Science**

**Course Overview**

[Curriculum at a Glance](#)

**Course Materials/Resources/Technology**

Variety of online and print materials.

## UNIT 1: Birth of our Nation

**Duration of Unit: 8 Weeks**

**Description of Unit: Birth of our Nation**

**Essential Questions and/or Enduring Understandings:**

- American Revolution War
- Colonization (Interdependence on Great Britain/Colonists)
- French and Indian War
- Early National Period
- Republican Motherhood

**Academic Vocabulary:**

**Colonist, Parliament, Stamp Act, Patriot, Sons of Liberty, Militia, Tariff, Minutemen, Loyalist, Continental Army, Second Continental Congress, Intolerable Acts**

**Materials/Resources/Technology:**

**ESSENTIAL Standards**

**Learning Targets**

<p><b>SS.Econ 4.e.3</b> 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 style="text-align: center;"><b>I can describe how the colonists organize. I can describe the differences in the three regions of the original 13 colonies.</b></p>
<p><b>SS.Econ4.c.5</b> Discuss reasons a government taxes people.</p>	<p style="text-align: center;"><b>I can determine the causes of the American Revolutionary War.</b></p>
<p><b>SS.Hist1.a.i</b> Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p>	<p style="text-align: center;"><b>I can make a decision on whether or not the colonists had a right to rebel. I can formulate opinions about who won the various battles throughout the war.</b></p>
<p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.</p>	<p style="text-align: center;"><b>I can explain the impact George Washington had on the war. I can determine how the Continental Congress helped the Patriots.</b></p>
<p style="text-align: center;"><b>NICE TO KNOW Standards</b></p>	<p style="text-align: center;"><b>Learning Targets</b></p>
<p><b>SS.Geog3.b.4</b> Classify various ways that people and countries depend on one another</p>	<p style="text-align: center;"><b>The impact of the various acts (Stamp Act, Townshend Act, Intolerable Acts)</b></p>
<p><b>SS.PS2.c.4-5</b> Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances.</p>	<p style="text-align: center;"><b>The impact of no representation in parliament from the colonies</b></p>

**SS.PS2.a.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.

## The importance of the Declaration of Independence

### Common Formative and Summative Assessments

- KWLS Chart
- Sons of Liberty Advertisement
- Timeline of Significant events starting with events leading up to the war through the conclusion of the war
- Liberty Kids Lesson Quizzes
- American Revolutionary War Cause and Effect Chart
- The Rebellion (Boston Massacre, Boston Tea Party) debate

## UNIT 2: Waves of Sound

**Duration of Unit: 3 Weeks**

**Description of Unit: Mystery Science**

**Essential Questions and/or Enduring Understandings:**

How far can a whisper travel?

What would happen if you screamed in outer space?

Why are some sounds high and some sounds low?

ESSENTIAL Standards	Learning Targets
<b>4-PS4-1 Students can determine how wave patterns can send information and decode sound.</b>	Students investigate the science of sound. Students construct physical devices to feel the vibrations that allow us to communicate across distances. Students also use digital devices to visualize the characteristics of different sound waves that cause us to hear different things.
NICE TO KNOW Standards	Learning Targets
<b>4-PS4-3</b>	Engineering
<b>Common Formative and Summative Assessments</b>	
<ul style="list-style-type: none"> <li>● Paper Cup Telephone</li> <li>● Mystery Science Lesson Assessments</li> </ul>	

<b>Unit 3: Wisconsin as a Territory-Statehood</b>	
<b>Duration of Unit: 5 Weeks</b>	
<b>Description of Unit:</b> Wisconsin as a territory	
<b>Essential Questions and/or Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Jean Nicolet-French Fur Trade</li> <li>● Lead Mining</li> <li>● WI Statehood</li> </ul>	
ESSENTIAL Standards	Learning Targets
<b>SS.Geog1.c.4-5</b> Create and label a map (paper or digital) of the local community, state,	<b>Label important cities, waterways, and islands in Wisconsin.            Determine the importance of the waterways to our earliest ancestors.            Recognize the 3 industries that brought people to Wisconsin: The French Fur</b>

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.

**Trade, Lead Mining, and Lumbering and how these industries allowed Wisconsin to gain its statehood.**

### Common Formative and Summative Assessments

- Label a Wisconsin State Map
- Label the Wisconsin state seal
- Create a slideshow about a current Wisconsin city

## UNIT 4: Energizing Everything

**Duration of Unit: 6 Weeks**

**Description of Unit: Mystery Science**

**Essential Questions and/or Enduring Understandings:**

How is your body similar to a car?

What makes roller coasters go so fast?

Why is the first hill of a roller coaster always the highest?

Could you knock down a building using only dominoes?

Can you build a chain reaction machine?

What if there were no electricity?

Where does energy come from?

ESSENTIAL Standards	Learning Targets
<b>SCI-CCs5.3-5 Students understand energy can be transferred in various ways and between objects.</b>	Students explore energy! Students investigate how energy is stored, how it can make objects move, and how collisions transfer energy between objects. Students also construct devices that convert energy from one form into another, such as heat into motion and electricity into light.
NICE TO KNOW Standards	Learning Targets
<b>4-PS3-2</b>	Heat Energy and Energy Transfer
<b>4-PS3-4</b>	Heat Energy and Energy Transfer
<b>Common Formative and Summative Assessments</b>	
<ul style="list-style-type: none"> <li>● Creation of paper roller coaster</li> <li>● Creation of twist-o-matic device</li> <li>● Building a flashlight activity</li> <li>● Mystery Science Lesson Assessments</li> </ul>	

<b>UNIT 5: Native Americans</b>	
<b>Duration of Unit: 5 Weeks</b>	
<b>Description of Unit: Native Americans</b>	
<b>Essential Questions and/or Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Native Americans pushed further west/settlers move (Westward Expansion)</li> <li>● Oregon Trail</li> </ul>	
ESSENTIAL Standards	Learning Targets

<b>SS.Geog2.c.5</b> Describe population changes in their state and country over time.	<b>I can determine why pioneers traveled to the western frontier.</b>
<b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity	<b>I can describe how the pioneers traveled to the western frontier and what trails were used.</b>  <b>I can describe what the pioneers did after reaching their new homes.</b>  <b>I can determine what a pioneer would need in order to survive on their journey west.</b>
<b>NICE TO KNOW Standards</b>	<b>Learning Targets</b>
<b>Common Formative and Summative Assessments</b>	
Journal Writing Oregon Trail decision making throughout the unit Building a Supply List Picking a Family Identity based on livestock, occupations, and family makeup	

## UNIT 6: Adventures in Dairyland (Outagamie County Dairy Promotions)

**Duration of Unit: 3 Weeks**

**Description of Unit:** Program provided by Outagamie County Dairy Promotions

**Essential Questions and/or Enduring Understandings:**

Discovering Dairy

Types of Dairy Cows

Dairy at your home and how it impacts your health

Operations of a Dairy Farm  
Nutritional Value of Dairy Products

ESSENTIAL Standards	Learning Targets
<p><b>SS.Inq5.a.i Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</b></p>	<p>I can describe the average farm, dairy animal, and farmer.            I can identify the breeds of dairy cows based on their characteristics.            I can explain how milk gets from the cow to people.            I can explain where calves, heifers, and cows live, what they eat, and how they behave.            I can explain how milk is processed.            I can identify food labels and nutrition labeling and learn about dairy products.</p>
NICE TO KNOW Standards	Learning Targets

**Common Formative and Summative Assessments**

- End of Unit Post-Test
- Dairy Breeds Activity
- Milk From the Cow to You Activity

**UNIT 7: Birth of Rocks**

**Duration of Unit: 3 Weeks**

**Description of Unit: Mystery Science - Birth of Rocks**

**Essential Questions and/or Enduring Understandings:**



Could a volcano pop up where you live?  
 Why do volcanoes explode?  
 Will a mountain last forever?  
 What did your town look like 100 million years ago?

ESSENTIAL Standards	Learning Targets
<b>SCI- ESS2-B-4 Students can use maps to locate and determine patterns of Earth's physical features such as volcanoes.</b>	Students investigate features and processes of the Earth's surface. Students explore the rapid process of volcanic eruptions! In contrast, students also explore the gradual Earth processes of weathering and erosion. Students apply their knowledge and design solutions to mitigate the impacts of these processes on humans.
NICE TO KNOW Standards	Learning Targets
<b>4-ESS1-1</b>	Sedimentary Rocks and Fossils

### Common Formative and Summative Assessments

- Map the circle of fire (volcanoes found in the world)
- Mystery Science Lesson Assessments

## UNIT 8: Immigration to the US 1890-1910

**Duration of Unit: 4 Weeks**

**Description of Unit: Immigration to the US 1890-1910**

**Essential Questions and/or Enduring Understandings:**

- Push and Pull Factors

- Journey to America
- Ellis Island
- Life in America
- Sweatshops
- Tenements

ESSENTIAL Standards	Learning Targets
<p><b>SS.Geog2.b.5</b> Investigate push and pull factors of movement in their community, state, country, and world.</p>	<p><b>I can identify the push and pull factors of immigrants.</b>  <b>I can explain the factors that forced immigrants to leave Europe for the United States.</b>  <b>I can describe what it was like as an immigrant traveling to America.</b></p>
<p><b>SS.BH1.b.4</b> Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.</p>	<p><b>I can describe what life was like for an immigrant in America.</b>  <b>I can write about what it was like to be an immigrant.</b>  <b>I can explain how newcomers kept traditions they brought with them to the United States.</b></p>
<p><b>SS.Hist2.c.i</b> Analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.</p>	<p><b>I can describe the journey of an immigrant.</b>  <b>I can discover what Ellis Island was like for an immigrant.</b>  <b>I can describe the living conditions in the tenements for immigrants.</b>  <b>I can explore working conditions in the sweatshops and determine how this led to change for workers.</b></p>
<p><b>SS.Hist3.b.i</b> Identify different historical perspectives regarding people and events in the past.</p>	<p><b>I can analyze the differences in travel experiences for immigrants coming to America.</b>  <b>I can compare immigrants' experiences at Ellis Island.</b></p>
NICE TO KNOW Standards	Learning Targets

## Common Formative and Summative Assessments

- Immigration Presentation
- Push/Pull Multiple Features Map
- Ellis Island Interactive Tour Reflection