



## Social Studies - Grade 4

### **Course Description:**

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Wisconsin Academic Standards for Social Studies](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, fourth grade students will learn about their place in the world through an inquiry process, especially focusing on topics related to Wisconsin. Students will learn about how citizens participate in government, our state and U.S. regions, state and regional resources, and continuity and change in our state over time.

### **Enduring Understandings:**

- By examining cultures, sociologists are able to compare our ways of life and those of other groups of people in the past and present.
- In a global economy, people must learn to be better consumers, producers, and economic citizens.
- Knowledge of geography helps citizens address the various cultural, economic, social, and civic implications of life in earth's many environments.
- Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future.
- Citizens understand their historical roots and the historical roots of others by understanding how past events have shaped their world.
- People become more effective problem solvers when they know how local, state, tribal, and national governments and international organizations function and interact.
- A person's own understandings, perceptions, and behaviors are affected by relationships and environments.
- Intellectual habits are developed through opportunities to work collaboratively and individually by answering significant questions within the context of historical events.

### **INQUIRY PRACTICES AND PROCESSES**

- I can develop a list of open and closed-ended questions on a topic or issue. (SS.Inq1.a.i)
- I can gather a variety of resources into categories to guide the inquiry. (SS.Inq2.a.i)
- I can evaluate resources to determine which best support the research and supporting questions. (SS.Inq2.b.i)
- I can create a thesis statement based on evidence found in sources to make a claim. (SS.Inq3.a.i)
- I can select appropriate evidence from sources to support a claim. (SS.Inq3.b.i)
- I can assess how evidence supports a claim. (SS.Inq3.c.i)
- I can evaluate the strength of claim, evidence, and communication using criteria. (SS.Inq4.b.i.)
- I can explore opportunities for civic engagement with community, school, state, tribal, national, and/or global implications. (SS.Inq5.a.i)



## BEHAVIORAL SCIENCES

- I can describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments. (SS.BH1.a.4)
- I can describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity. (SS.BH1.b.4)
- I can compare how people from different cultures solve common problems. (SS.BH2.a.4-5)
- I can give examples of how peoples from different cultures develop different values and ways of interpreting experiences. (SS.BH2.b.4)

## ECONOMICS

- I can predict possible rewards in real world situations. (SS.Econ1.b.4)
- I can compare two product markets found in the local community. (SS.Econ2.a.3-4)
- I can differentiate between goods and services. (SS.Econ2.a.3-4)
- I can assess the roles of consumers, producers, prices, non-price factors, and competition in the product market. (SS.Econ2.b.4-5)
- I can investigate how the cost of things change over time. (SS.Econ3.a.4)
- I can assess the role of economic institutions in helping individuals and society. (SS.Econ4.b.4-5)
- I can differentiate between private property and public property. (SS.Econ4.b.4-5)

## GEOGRAPHY

- I can summarize how location affects people, places, and environment. (SS.Geog1.a.4-5)
- I can construct maps, charts, and graphs using appropriate elements. (SS.Geog1.a.4-5)
- I can identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images. (SS.Geog1.b.i.)
- I can create and label a map of the local community, state, tribal lands, and country, including both physical and human characteristics. (SS.Geog1.c.4-5)
- I can identify and construct regions in Wisconsin and the United States. (SS.Geog1.c.4-5)
- I can summarize positive and negative factors of cities. (SS.Geog2.d.4-5)
- I can identify the location and patterns of cities within our state and country. (SS.Geog2.d.4-5)
- I can describe how certain places may have meanings that distinguish them from other places. (SS.Geog4.a.4)
- I can compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. (SS.Geog4.a.4)
- I can identify and describe how people may view places in the community differently. (SS.Geog4.a.4)
- I can compare the positive and negative effects of human actions on our physical environment over time. (SS.Geog.a.3-4)



## HISTORY

- I can use evidence to draw conclusions about probable causes and effects of historical events, issues, and problems. (SS.Hist1.a.i)
- I can use evidence to draw conclusions about probable effects of historical events, issues, and problems. (SS.Hist1.b.i)
- I can describe patterns of continuity over time in the community, state, and the United States. (SS.Hist2.a.i)
- I can describe patterns of change over time in the community, state, and the United States. (SS.Hist2.b.i)
- I can analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity. (SS.Hist2.c.i)
- I can compare events in Wisconsin history to a current issue or event. (SS.Hist3.a.i)
- I can identify different historical perspectives regarding people and events in the past. (SS.Hist3.b.i)
- I can explain how historical events have possible implications on the present. (SS.Hist3.c.i)
- I can describe the intended purpose of a specific primary or secondary source. (SS.Hist4.c.i)

## POLITICAL SCIENCE

- I can differentiate between majority rule and minority rights. (SS.PS1.a.i)
- I can hypothesize why laws and constitutions exist. (SS.PS1.a.1)
- I can differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. (SS.PS1.b.4-5)
- I can apply key elements of Wisconsin Constitution to the local community. (SS.PS1.b.4-5)
- I can investigate examples of the rights and responsibilities individuals possess within the state, country, and world. (SS.PS2.a.i)
- I can summarize the actions of people and groups that have advanced civil rights for individuals. (SS.PS2.a.i)
- I can identify and describe basic human liberties. (SS.PS2.a.i)
- I can summarize how people organize to gain a greater voice to impact and change their communities. (SS.PS2.c.4-5)
- I can investigate reasons why citizens participate in elections. (SS.PS3.a.4-5)
- I can identify my role in government at the local, state, tribal, and federal levels. (SS.PS3.a.4-5)
- I can provide examples of how various types of media are used in elections and government. (SS.PS3.b.3-4)
- I can compare and contrast the multiple roles people play in elections. (SS.PS3.b.3-4)
- I can analyze the roles civic institutions plays in my life, community, and beyond. (SS.PS3.b.3-4)
- I can classify the basic structures and functions of governments. (SS.PS3.c.4-5)



## **POLITICAL SCIENCE (continued)**

- I can summarize the basic powers of the government at the local, state, tribal, and federal levels. (SS.PS3.c.4-5)
- I can compile relevant information and others' points of view to form a political argument. (SS.PS4.a.i)