

**Course Description:** Grade 3 Social Studies; Social Studies Investigations

Adopted Course Primary Resource	Supplementary Resources
<ul style="list-style-type: none"> <li>• Into Social Studies (HMH)</li> </ul>	<ul style="list-style-type: none"> <li>• Wisconsin: Our State, Our Story</li> <li>• Native People of Wisconsin (Loew)</li> <li>• They Came to Wisconsin (Pferdehirt)</li> <li>• DBQ Project Resources</li> </ul>

Standards Addressed In The Course Essential Standards In Red					
Strand	Standard Item	Learning Priority	Code	Indicator	I Can Statement
Inquiry	Wisconsin students will construct meaningful questions that initiate an inquiry.	Develop questions based on a topic	SS.Inq1.a.i	Develop list of open- and closed-ended questions on a topic or issue.	I can write questions about a topic or issue we are investigating.
Inquiry	Wisconsin students will construct meaningful questions that initiate an inquiry.	Plan inquiry	SS.Inq1.b.i	Develop list of questions that support the research through discussion and investigation to guide inquiry.	I can write questions that contribute to our investigation.
Inquiry	Wisconsin students will gather and evaluate resources	Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry	SS.Inq2.a.i	Gather a variety of resources into categories to guide the inquiry.	I can gather and sort resources into categories to help our investigation.
Inquiry	Wisconsin students will gather and evaluate resources	Evaluate sources	SS.Inq2.b.i	Evaluate resources to determine which best support the inquiry and supporting questions.	I can determine which resources best help support our investigation.
Inquiry	Wisconsin students will develop claims using evidence to support reasoning.	Develop claims to answer inquiry question	SS.Inq3.a.i	Create a thesis statement based on evidence found in sources to make a claim	I can create a thesis statement based on evidence we used to support our investigation.
Inquiry	Wisconsin students will develop claims using evidence to support	Cite evidence from multiple	SS.Inq3.b.i	Select appropriate evidence from sources to support a claim.	I can select evidence from sources to support a claim.

	reasoning.	sources to support claim			
Inquiry	Wisconsin students will develop claims using evidence to support reasoning.	Elaborate how evidence supports claim	SS.Inq3.c.i	Assess how evidence supports a claim.	I can explain how pieces of evidence support a claim.
Inquiry	Wisconsin students will communicate and critique conclusions	Communicate conclusions	SS.Inq4.a.i	Communicate conclusions from a variety of teacher-provided presentation options.	I can communicate the results of our investigation.
Inquiry	Wisconsin students will communicate and critique conclusions	Critique conclusions	SS.Inq4.b.i	Evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.	I can evaluate the strength of claims and evidence used in an investigation.
Inquiry	Wisconsin students will be civically engaged.	Civic engagement	SS.Inq5.a.i	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	I can identify opportunities for my involvement in bettering the community.
Behavioral Sciences	Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	Individual cognition, perception, and behavior	SS.BH1.a.4	Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	I can describe how people are affected by relationships and environments.
Behavioral Sciences	Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	Personal identity and empathy	SS.BH1.b.4	Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity	I can describe how culture, ethnicity, race, age, religion, gender and social class can help develop someone's self-image.
Behavioral Sciences	Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).	Relationship of people and groups	SS.BH2.a.4-5	Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	I can compare how people from different cultures solve the same problems.
Behavioral Sciences	Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).	Cultural Patterns	SS.BH2.b.4	Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.	I can give examples of how people from different cultures have developed different values and ways of interpreting experiences.
Behavioral Sciences	Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	Social Interactions	SS.BH3.a.5	Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.	I can investigate how differing opinions of similarities and differences between cultures can lead to common understandings or misunderstandings.

Behavioral Sciences	Wisconsin students will examine the progression of specific forms of technology and their influence within various societies	Progression of technology	SS.BH4.a.i	Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).	I can categorize technologies including how they affect people's lives.
Economics	Wisconsin students use economic reasoning to understand issues.	Choices and Decision-Making	SS.Econ1.a.3	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 non-renewable).	I can compare and contrast the costs and benefits of a decision using economic reasoning.
Economics	Wisconsin students use economic reasoning to understand issues.	Incentives	SS.Econ1.b.4	Infer potential incentives in a real-world situation..	I can infer potential incentives in a real-world situation.
Economics	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	Consumers, Producers, and Markets	SS.Econ2.a.3-4	Compare two product markets found in the local community. Differentiate between goods and services.	I can compare a service market and a product market in our local community.
Economics	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	Supply, Demand, and Competition	SS.Econ2.b.4-5	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.	I can explain what competition in a market is and why it exists.
Economics	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	Firm/Business Behavior and Costs of Production	SS.Econ2.c.3	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.	I can compare the skills, knowledge, and factors of production required to produce certain goods.
Economics	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).	Economic Indicators	SS.Econ3.a.4	Investigate how the cost of things changes over time.	I can investigate how costs change over time.
Economics	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).	Money	SS.Econ3.b.5	Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.	I can describe the role of money, banking, and savings in our community.

Economics	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	Economic Systems and Allocation of Resources	SS.Econ4.a.3	Trace the chain of supply for a needed product (e.g., food, shelter).	I can trace the chain of supply needed for a product.
Economics	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	Institutions	SS.Econ4.b.4-5	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).	I can assess the role of private and public institutions in helping people in our society.
Economics	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	Role of Government	SS.Econ4.c.5	Discuss reasons a government taxes people	I can provide reasons a government taxes people and explain why it might be the government's role.
Economics	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	Impact of Government Interventions	SS.Econ4.d.5	Predict unintended costs and benefits (i.e., externalities) for a given current situation or event	I can predict unintended costs and benefits of an event.
Economics	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	Specialization, Trade, and Interdependence	SS.Econ4.e.3	Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America).	I can compare and contrast specialization in two or more regions.
Geography	Wisconsin students will use geographic tools and ways of thinking to analyze the world.	Tools of Geography	SS.Geog1.a.4-5	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)	I can summarize the effects of location and construct maps, charts, and graphs to demonstrate location.
Geography	Wisconsin students will use geographic tools and ways of thinking to analyze the world.	Spatial Thinking (map interpretation)	SS.Geog1.b.i	Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.	I can identify purposes of and differences among maps, globes, aerial photos, charts, and satellite

					images.
Geography	Wisconsin students will use geographic tools and ways of thinking to analyze the world.	Mental Mapping/Maps from Memory	SS.Geog1.c.4-5	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.	I can create and label a map with physical and human characteristics.  I can identify regions in Wisconsin and the United States.
Geography	Wisconsin students will analyze human movement and population patterns.	Population and Place	SS.Geog2.a.3	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).	I can categorize populations of people living in their state and country.  I can compare and contrast different types of communities.
Geography	Wisconsin students will analyze human movement and population patterns.	Reasons People Move	SS.Geog2.b.5	Investigate push and pull factors of movement in their community, state, country, and world.	I can investigate push and pull factors of movement.
Geography	Wisconsin students will analyze human movement and population patterns.	Impact of Movement	SS.Geog2.c.5	Describe population changes in their state, and country over time.	I can describe population changes over time in Wisconsin and the United States.
Geography	Wisconsin students will analyze human movement and population patterns.	Urbanization	SS.Geog2.d.4-5	Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.	I can summarize positive and negative factors of cities.
Geography	Wisconsin students will examine the impacts of global interconnections and relationships.	Distribution of Resources	SS.Geog3.a.5	Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.	I can classify resources as renewable or non-renewable and analyze the impacts of these resources.
Geography	Wisconsin students will examine the impacts of global interconnections and relationships.	Networks	SS.Geog3.b.4	Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.	I can classify various ways that people and countries depend on one another.  I can summarize how transportation and communication have changed economic interactions over time.

Geography	Wisconsin students will evaluate the relationship between identity and place.	Characteristics of Place	SS.Geog4.a.4	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).	I can distinguish between places in a community and determine how they may be viewed differently by different people.
Geography	Wisconsin students will evaluate the relationship between humans and the environment.	Human Environment Interaction	SS.Geog5.a.3-4	Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time	I can compare the positive and negative effects of human actions on our physical environment.
Geography	Wisconsin students will evaluate the relationship between humans and the environment.	Interdependence	SS.Geog5.b.5	Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).	I can examine how human actions have changed the physical environment when using natural resources.
History	Wisconsin students will use historical evidence for determining cause and effect.	Cause	SS.Hist1.a.i	Use evidence to draw conclusions about probable causes of historical events, issues, and problems.	I can use evidence to draw conclusions about probable causes of historical events or problems.
History	Wisconsin students will use historical evidence for determining cause and effect.	Effect	SS.Hist1.b.i	Use evidence to draw conclusions about probable effects of historical events, issues, and problems.	I can use evidence to draw conclusions about probable effects of historical events or problems.
History	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	Patterns stay the same over a period of time	SS.Hist2.a.i	Describe patterns of continuity over time in the community, state, and the United States.	I can describe patterns of continuity over time.
History	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	Patterns change over a period of time	SS.Hist2.b.i	Describe patterns of change over time in the community, state, and the United States.	I can describe patterns of change over time.

History	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	Contextualization	SS.Hist2.c.i	Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.	I can determine why contributions in history are important for historical change or continuity.
History	Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	Connections	SS.Hist3.a.i	Compare events in Wisconsin history to a current issue or event.	I can compare events in WI history to a current issue or event.
History	Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	Perspective	SS.Hist3.b.i	Identify different historical perspectives regarding people and events in the past.	I can identify different historical perspectives regarding people and events in the past.
History	Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	Current Implications	SS.Hist3.c.i	Explain how historical events have possible implications on the present.	I can explain how historical events have implications today.
History	Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	Historical Context	SS.Hist4.a.i	Describe the historical context (situation) of a primary or secondary source.	I can describe the historical situation of a primary or secondary source.
History	Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	Intended Audience	SS.Hist4.b.i	Describe the significance of the intended audience of a primary or secondary source	I can describe the significance of the intended audience of a primary or secondary source.
History	Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of	Purpose	SS.Hist4.c.i	Describe the intended purpose of a specific primary or secondary source.	I can describe the intended purpose of a specific primary or secondary source.

	view (Historical Methodology).				
History	Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	Point of View (POV)	SS.Hist4.d.i	Describe the impact of the POV of the author has on a primary or secondary source.	I can describe the impact of the point of the author has on a primary or secondary source.
Political Science	Wisconsin students will identify and analyze democratic principles and ideals.	Values & Principles of American Constitutional Democracy	SS.PS1.a.i	Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist	I can differentiate between majority rule and minority rights. I can hypothesize why laws and constitutions exist.
Political Science	Wisconsin students will identify and analyze democratic principles and ideals.	Origins & Foundation of the Government of the United States	SS.PS1.b.4-5	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	I can summarize contributions of historically significant people in the development of our political culture. I can differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. I can apply key elements of the Wisconsin Constitution to the local community.
Political Science	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	Civil Rights and Civil Liberties	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. 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).	I can investigate examples of rights and responsibilities which individuals possess within the state, country, and world. I can summarize the actions of people and groups that have advanced civil rights for individuals.
Political Science	Wisconsin students will examine and interpret rights, privileges, and	Fundamentals of Citizenship	SS.PS2.b.5	Compare and contrast being a citizen of a country to the principles of good	I can compare and contrast being a citizen of a country to the



	responsibilities in society.			citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).	principles of good citizenship.  I can describe the process by which people in the US become legal citizens.
Political Science	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	Asserting and Reaffirming of Human Rights	SS.PS2.c.4-5	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.	I can critique instances where groups have been denied access to power and rights.  I can summarize how people organize to gain a greater voice to impact and change their communities.
Political Science	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.	Political Participation	SS.PS3.a.4-5	Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.	I can investigate reasons why citizens participate in elections.  I can identify my role in government.
Political Science	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.	Linkage Institutions	SS.PS3.b.3-4	Provide examples of how various types of media are used in elections and government. Compare and contrast the multiple roles people play in elections. Analyze the roles civic institutions play in their lives, their community and beyond (e.g., schools, community groups, religious institutions).	I can provide examples of how various types of media is used in elections and government.  I can compare and contrast the multiple roles people play in elections.  I can analyze the roles civic institutions play in my life.
Political Science	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.	Power in Government	SS.PS3.c.4-5	Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.	I can classify basic structures and functions of local, state, tribal, and federal governments.
Political Science	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.	Public Policy	SS.PS3.d.5	Provide examples of how different governments solve problems.	I can provide examples of how different governments solve problems.

Political Science	Wisconsin students will develop and employ skills for civic literacy.	Argumentation	SS.PS4.a.i	Compile relevant information to form a political argument and taking other points of view into account.	I can compile relevant information to form a political argument and taking other points of view into account.
Political Science	Wisconsin students will develop and employ skills for civic literacy.	Compromise, Diplomacy, and Consensus Building	SS.PS4.b.5	Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.	I can describe what influences different political attitudes and actions.

3rd Grade Social Studies Investigations Gr 3						
Units of Study (Sequenced)	Essential Question(s)	Resource(s)	Key Standards	Key Learning Target	Social Studies Skill Builders	Assessments & Pacing
Native Peoples and the Arrival of Europeans	How did Native Americans live before and after European settlers arrived? What motivated people to immigrate to the United States and settle in different areas?	Into Social Studies Magazine: The First People  Into Social Studies Magazine: Settling the Land  Wisconsin: Our State, Our Story Selections: -Exploring Native People's History & Traditions -Paleo People -Archaic Indians -People of Woodland -Missippian Tradition -Oneota	SS.BH1.b.4	I can describe how culture, ethnicity, race, age, religion, gender and social class can help develop someone's self-image.	Chart & Graph: Read a Table  Map & Globe: Compare History Maps	Written Text Dependent Analysis (Typed): What motivated people to immigrate to the United States?  Monitoring essential standard proficiency.  10 Lessons
			SS.BH2.b.4	I can give examples of how people from different cultures have developed different values and ways of interpreting experiences.		
			SS.BH3.a.5	I can investigate how differing opinions of similarities and differences between cultures can lead to common understandings or misunderstandings.		
			SS.Hist1.a.i	I can use evidence to draw conclusions about probable causes of historical events or problems.		
			SS.Hist1.b.i	I can use evidence to draw conclusions about probable effects of historical events or problems.		
			SS.Hist2.b.i	I can describe patterns of change over time.		
			SS.Hist3.b.i	I can identify different historical perspectives regarding people and events in the past.		
			SS.Hist3.c.i	I can explain how historical events have implications today.		
	Inquiry	*See Inquiry Progression				
America & Its Citizens	How do the levels and branches of the government make democracy work in	Into Social Studies Magazine: How America Works	SS.Hist2.c.i	I can determine why contributions in history are important for historical change or continuity.	Chart & Graph: Use a Bar Graph	Monitoring essential standard proficiency.
			SS.Hist3.c.i	I can explain how historical events have implications today.		
			SS.PS1.a.i	I can differentiate between majority rule and minority rights.		

	<p>the United States? What are the rights and responsibilities of US citizens?</p>	<p>Into Social Studies Magazine: Role of Citizens</p>		<p>I can hypothesize why laws and constitutions exist.</p> <p>I can summarize contributions of historically significant people in the development of our political culture.</p> <p>SS.PS1.b.4-5 I can differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.</p> <p>SS.PS2.a.i I can investigate examples of rights and responsibilities which individuals possess within the state, country, and world.</p> <p>I can summarize the actions of people and groups that have advanced civil rights for individuals.</p> <p>SS.PS2.c.4-5 I can critique instances where groups have been denied access to power and rights.</p> <p>I can summarize how people organize to gain a greater voice to impact and change their communities.</p> <p>SS.PS3.a.4-5 I can investigate reasons why citizens participate in elections.</p> <p>I can identify my role in the government.</p> <p>SS.PS3.c.4-5 I can classify basic structures and functions of local, state, tribal, and federal governments.</p> <p>SS.Hist4.a.i I can describe the historical situation of a primary or secondary source.</p> <p>SS.Hist4.b.i I can describe the significance of the intended audience of a primary or secondary source.</p> <p>SS.Hist4.c.i I can describe the intended purpose of a specific primary or secondary source.</p> <p>SS.Hist4.d.i I can describe the impact of the point of the author has on a primary or secondary source.</p> <p>SS.PS2.b.5 I can compare and contrast being a citizen of a country to the principles of good citizenship.</p> <p>Inquiry *See Inquiry Progression</p>	<p>Chart &amp; Graph: Read a Flowchart</p>	<p>15 Lessons</p>
<p>US Geography &amp; Environment</p>	<p>How does our environment affect the way we live?</p> <p>(Include Locating WI, WI Landforms, WI Waterways)</p>	<p>Into Social Studies Magazine: US Geography</p> <p>Into Social Studies Magazine: People and the Environment</p> <p>Wisconsin: Our State, Our Story (Chapter 2)</p>		<p>SS.BH1.a.4 I can describe how people are affected by relationships and environments.</p> <p>SS.Geog1.c.4-5 I can identify regions in Wisconsin and the United States.</p> <p>SS.Geog5.a.3-4 I can compare the positive and negative effects of human actions on our physical environment.</p> <p>SS.Geog5.b.5 I can examine how human actions have changed the physical environment when using natural resources.</p> <p>Inquiry *See Inquiry Progression</p>	<p>Map &amp; Globe: Read a Landform Map</p> <p>Map &amp; Globe: Read a Population Map</p>	<p>Written Text Dependent Analysis (Typed): How does our environment affect the way we live?</p> <p>Common assessment answering the</p>

					Map & Globe: Read a Resource Map	essential question. Monitoring essential standard proficiency. 15 Lessons
Mapping Our World (Review/Mini-Unit)	How do we use maps to learn about the world around us?	Into Social Studies Magazine: Mapping our World	SS.Geog1.a.4-5	I can summarize the effects of location and construct maps, charts, and graphs to demonstrate location.	Map & Globe: Use Intermediate Directions	Common assessment answering the essential question.
			SS.Geog1.b.i	I can identify purposes of and differences among maps, globes, aerial photos, charts, and satellite images.	Map & Globe: Use a Map Grid	
			SS.Geog1.c.4-5	I can create and label a map with physical and human characteristics.	Map & Globe: Use Latitude and Longitude	
			Inquiry	*See Inquiry Progression		
Communities	How are communities different? Why do communities change?	Into Social Studies Magazine: Communities	SS.BH1.a.4	I can describe how people are affected by relationships and environments.	Map & Globe: Read a Road Map	Common assessment answering the essential question.
			SS.BH2.b.4	I can give examples of how people from different cultures have developed different values and ways of interpreting experiences.	Chart & Graph: Read a Timeline	
		Into Social Studies Magazine: Communities Change	SS.Geog3.b.4	I can classify various ways that people and countries depend on one another.	Chart & Graph: Use a Line Graph	
			SS.Hist2.a.i	I can describe patterns of continuity over time.		
		SS.Hist2.b.i	I can describe patterns of change over time.			
			I can categorize populations of people living in their state and country.			
		SS.Geog2.a.3	I can compare and contrast different types of communities.			
		SS.Geog2.b.5	I can investigate push and pull factors of movement.			

			SS.Geog2.c.5	I can describe population changes over time in Wisconsin and the United States.		
			Inquiry	*See Inquiry Progression		
Civic Engagement	How can we support the Beaver Dam/School community?	The class evaluates a need in the school or community. They then research and execute a plan to address the need.	SS.Inq5.a.i	I can identify opportunities for my involvement in bettering the community.		Service Learning Project
			Inquiry	*See Inquiry Progression		Monitoring essential standard proficiency.
						5 Lessons
US & World Culture	How do people around the world express their culture?	Into Social Studies Magazine: America: Heritage and Culture  Into Social Studies Magazine: Culture: Expressions Around the World	SS.BH1.b.4	I can describe how culture, ethnicity, race, age, religion, gender and social class can help develop someone's self-image.		Common assessment answering the essential question.
			SS.BH2.a.4-5	I can compare how people from different cultures solve the same problems.		Monitoring essential standard proficiency.
			Inquiry	*See Inquiry Progression		5 Lessons
Producers & Consumers	How do producers and consumers depend on each other and resources?	Into Social Studies Magazine: Producers and Consumers  Beaver Dam Chamber of Commerce Developed Resource: Local Goods & Services	SS.BH4.a.i	I can categorize technologies including how they affect people's lives.		Common assessment answering the essential question.
			SS.Econ1.a.3	I can compare and contrast the costs and benefits of a decision using economic reasoning.		Monitoring essential standard proficiency.
			SS.Econ2.b.4-5	I can explain what competition in a market is and why it exists.		8 Lessons
			SS.Econ2.c.3	I can compare the skills, knowledge, and factors of production required to produce certain goods.		
			SS.Econ4.a.3	I can trace the chain of supply needed for a product.		
			SS.Econ4.e.3	I can compare and contrast specialization in two or more regions.		
			Inquiry	*See Inquiry Progression		

Saving & Spending	How can we save and spend money wisely?	Into Social Studies Magazine: Saving & Spending	SS.Econ1.a.3	I can compare and contrast the costs and benefits of a decision using economic reasoning.		Common assessment answering the essential question.  Monitoring essential standard proficiency.  8 Lessons
			SS.Econ1.b.4	I can infer potential incentives in a real-world situation.		
			SS.Econ2.a.3-4	I can compare a service market and a product market in our local community.		
			SS.Econ3.b.5	I can describe the role of money, banking, and savings in our community.		
			SS.Econ4.d.5	I can predict unintended costs and benefits of an event.		
			Inquiry	*See Inquiry Progression		

## Inquiry in Social Studies Units of Study

### Grades K-2

The teacher leads and models inquiry by utilizing the following inquiry progression with the class:

- Teacher provides the investigation question.
- Students explain why or how a question is important to the topic/issue.
- Students add questions that will be important to the investigation.
- Students help identify resources that can be used to answer the questions.
- Students ask questions about the resources used in the investigation.
- Students, with support, state a claim.
- Students can determine which evidence supports the claim.
- Students can communicate the claim and conclusion.

The goal is for students to understand and be skilled at these concepts by the end of second grade with teacher facilitation.

### Grades 3-6

The teacher provides facilitated, supported, and independent units of study that incorporate:

- Students developing investigation questions.
- Students adding questions that are important to an investigation.
- Students identify resources that can be used to answer the questions.
- Students utilize the resources to answer questions, sorting beneficial and non-beneficial resources and information.
- Students make a claim.
- Students identify specific evidence that supports their claim and explain why it supports their claim.
- Students determine the strength of claims and evidence used.
- Students communicate the claim using evidence in written format (DBQ, TDA, etc..)

The goal is for students to be proficient in these skills by having facilitated, supported, and independent opportunities over the course of these grades.

### Units of Study Include...

- Essential Question(s) related to the Social Studies concept being studied.
- Aligned standards to determine the appropriate lessons, questions, prompts, etc...
- Reading: Non-fiction text
  - Teacher read aloud.
  - Vocabulary acquisition.
  - Independent reading.
  - Primary and secondary sources
- Writing:
  - Writing to process information.
  - Answering the essential question.
- Level 1, 2, 3 Thinking (Costa's House)

### Questions considered in each unit of study:

- Is this a primary source or secondary source? Why?
- Why is this topic important to us?

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>○ Speaking and listening opportunities</li><li>○ Collaborative opportunities</li><li>● Map &amp; Globe and Chart &amp; Graph Skill Opportunities in appropriate units of study.</li></ul> |  |
|---|--|