



Neenah Joint School District Objective List

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Course Title: Social Studies

Grade Level: 4

Course Number: 194

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Note: To view the related Wisconsin Performance Standard(s), suggested assessment approaches (performance assessments noted with *), or cross-content teaching activities for any objectives below, click on the appropriate check mark.

Objective Number	Objectives	Related Standards	Assessments	Cross-Content Activity
1	Given a blank map, label the states bordering Wisconsin, major Wisconsin cities, and major bodies of water bordering and within Wisconsin.		<input checked="" type="checkbox"/>	
2	Compose a map of the world from memory, showing the location of continents, oceans, major rivers, lakes, and mountain ranges.		<input checked="" type="checkbox"/>	
3	Select two cities on a map, and correctly indicate which cardinal or in-between direction must be followed to get from one to the other.		<input checked="" type="checkbox"/>	
4	Use the scale of a map to accurately determine the distance between two places.		<input checked="" type="checkbox"/>	
5	Knowing the directionality of longitude and latitude, correctly note the coordinates of various sites.		<input checked="" type="checkbox"/>	
6	Use latitude and longitude coordinates to locate the positions of cities on a map.		<input checked="" type="checkbox"/>	
7	Given a city, correctly identify the latitude and longitude of the location.		<input checked="" type="checkbox"/>	
8	Demonstrate knowledge of cardinal directions, latitude and longitude, landforms, physical features, political boundaries, and legends by creating maps that incorporate all of these features.		<input checked="" type="checkbox"/>	
9	Describe the relationship between the topography of a given area and its river flow.		<input checked="" type="checkbox"/>	
10	Use atlases, databases, grid systems, charts, graphs, and maps to gather information on assigned topics.		<input checked="" type="checkbox"/>	
11	Use maps to plan or trace selected routes of travel.		<input checked="" type="checkbox"/>	
12	Distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts. Describe the effects of each type of change.		<input checked="" type="checkbox"/>	
13	Describe how glaciers have affected the landscape of Wisconsin.		<input checked="" type="checkbox"/>	
14	Identify several early Wisconsin Native American tribes and describe some key features of their culture.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

15	Give examples showing that some Native American groups had achieved a high degree of civilization in the Americas before the coming of European people.		<input checked="" type="checkbox"/>	
16	Explain how exploration became a contest among the nations of Europe.		<input checked="" type="checkbox"/>	
17	Describe what mainly motivated these countries to explore in what is now America (trade; acquiring territory).		<input checked="" type="checkbox"/>	
18	Name some of the earliest explorers of America and their countries of origin.		<input checked="" type="checkbox"/>	
19	Make predictions about what drove people to explore the New World and other areas (aside from trade and territory).		<input checked="" type="checkbox"/>	
20	Summarize the explorers studied and what their main accomplishments were.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
21	Explain why waterways became the main means of transportation during the early settling of Wisconsin.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
22	Name three countries that have historically claimed Wisconsin lands as their own. Locate these areas on a Wisconsin map.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
23	Describe the work of missionaries with Native Americans.		<input checked="" type="checkbox"/>	
24	Trace the routes of the early French explorers of Wisconsin.		<input checked="" type="checkbox"/>	
25	Compose a written portrait of Nicolet, Marquette, Joliet, and LaSalle and compare their exploration routes in Wisconsin.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
26	Explain the impact of fur trading in Wisconsin.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
27	Explain why people must have a surplus, or more than they can use of some resources in order to engage in trade.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
28	Describe how French explorers in Wisconsin were soon followed by trappers, traders, miners, and farmers.		<input checked="" type="checkbox"/>	
29	Compare the positive and negative effects European settlements had on the Native American way of life.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
30	Explain what the Native Americans of Wisconsin are doing today to preserve their culture and heritage.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
31	Describe life in an early Wisconsin settlement and the occupations of the settlers.		<input checked="" type="checkbox"/>	
32	Use examples of what products early settlers made to show that survival was their main concern.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
33	Identify cultural elements that tend to bind immigrants from the same country together and distinguish them from others.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
34	Identify the main ethnic groups in Wisconsin and describe the reasons they came to this state.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
35	Describe the relationship among U.S. immigration, industrial and technological changes and the growth of America after the Civil War.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
36	Describe early logging procedures and the effects of logging in Wisconsin today.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
37	Describe the development of mining in Wisconsin, and locate the areas in which most mining took place.		<input checked="" type="checkbox"/>	
38	Explain how Wisconsin got its nickname of the "Badger State."	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

39	Explain how sailing ships had an impact on Wisconsin and the Great Lakes.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
40	Select and describe the most important types of farming in Wisconsin.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
41	Use a timeline to select, organize, and sequence the events leading to Wisconsin statehood.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
42	Demonstrate an understanding of Wisconsin peoples' lives and accomplishments by studying biographies, stories, personal narratives and other primary resources.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
43	Identify the types and purposes of Wisconsin state government and the roles people play in it.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
44	Compare present day life in Wisconsin with past Wisconsin life in terms of social relationships, political activity or economic conditions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
45	Select some of Wisconsin's special features (northern forest and lake regions, park and forest system, scenery and recreation opportunities, the paper industry, dairying, vegetable canning, and educational opportunities) and explain what makes them attractive to people from within and outside the state.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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