

# Wisconsin 4 Social Studies

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Wisconsin                                                 |
| Grade            | 4 (Elementary)                                            |
| Subject          | Social Studies                                            |
| Course category  | Core                                                      |
| Standards family | Social Studies                                            |
| Framework        | Wisconsin Academic Standards                              |
| Issuing agency   | Wisconsin Department of Public Instruction                |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Key Events of the Revolution

### Unit 3: Revolution and a New Government · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                        |
|--------------------|------------------------------------------------------------------------|
| Essential question | How was the Revolution actually won?                                   |
| Standards          | <b>Key Events of the Revolution -&gt; SS.Geog2.d.4-5 strand</b> — text |
| Learning target    | "I can identify and describe the key events of the Revolution."        |
| Local dates        | _____ (enter your school dates)                                        |

#### Measurable objectives

- Students will identify and describe key events of the American Revolution, including the Battles of Lexington and Concord, Saratoga and Yorktown.
- Students will explain the significance of each.

#### Success criteria (student-friendly)

- "I name the battles the standard names."
- "I describe each."
- "I explain why each mattered."

#### Academic vocabulary

battle, turning point, surrender, militia, significance

#### Materials and technology

- Maps of the campaigns
- Timeline
- Teacher-selected sources
- Social studies notebooks
- Chart paper

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

### Assessment and evidence

The three named battles described with their significance.

### Family communication

Ask your child which battle was the turning point.

## Day 41 — Lexington and Concord

Week 9, Day 1 · Unit 3 · Standards: SS.Geog2.d.4-5

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | The war begins.                                                 |
| Learning target   | "I can identify and describe the key events of the Revolution." |
| Vocabulary in use | battle, turning point, surrender                                |
| Local date        | _____                                                           |

### Learning sequence

Connect: our timeline. Teach: the first fighting and why it mattered. Try: shared study. Apply: pupils describe. Reflect: named in the standard.

### Check for understanding

Student describes Lexington and Concord.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Saratoga

Week 9, Day 2 · Unit 3 · Standards: SS.Geog2.d.4-5

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | The turning point.                                              |
| Learning target   | "I can identify and describe the key events of the Revolution." |
| Vocabulary in use | battle, turning point, surrender                                |
| Local date        | _____                                                           |

### Learning sequence

Connect: early fighting. Teach: why Saratoga changed the war, including foreign support. Try: shared study. Apply: pupils explain. Reflect: 'turning point' defined by consequences.

### Check for understanding

Student explains why Saratoga was a turning point.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Yorktown

Week 9, Day 3 · Unit 3 · Standards: SS.Geog2.d.4-5

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | The end of the fighting.                                        |
| Learning target   | "I can identify and describe the key events of the Revolution." |
| Vocabulary in use | battle, turning point, surrender                                |
| Local date        | _____                                                           |

### Learning sequence

Connect: Saratoga. Teach: the siege and the surrender. Try: shared study. Apply: pupils describe. Reflect: third named battle.

### Check for understanding

Student describes Yorktown and its outcome.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — What the Battles Do Not Tell Us

Week 9, Day 4 · Unit 3 · Standards: SS.Geog2.d.4-5

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | Beyond battles.                                                 |
| Learning target   | "I can identify and describe the key events of the Revolution." |
| Vocabulary in use | battle, turning point, surrender                                |
| Local date        | _____                                                           |

### Learning sequence

Connect: the battles. Teach: most of a war is not battles - supply, disease, civilians, money. Try: shared discussion. Apply: pupils identify what a battle list omits. Reflect: historical thinking about what accounts leave out.

### Check for understanding

Student identifies something a list of battles omits.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — Adding the Revolution to Our Timeline

Week 9, Day 5 · Unit 3 · Standards: SS.Geog2.d.4-5

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | Sequencing.                                                     |
| Learning target   | "I can identify and describe the key events of the Revolution." |
| Vocabulary in use | battle, turning point, surrender                                |
| Local date        | _____                                                           |

### Learning sequence

Connect: the events. Teach: extending the class timeline. Try: shared construction. Apply: pupils add events. Reflect: chronology maintained.

### Check for understanding

Student places the Revolution's events correctly on the timeline.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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