

Content Standard - Students in Waterford will learn about geography through the study of the relationships among people, places and environments.

Rationale - Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work and play. Knowledge of geography helps students to address the various cultural, economic, social and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events and world religions.

A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place

Benchmark:

_____ Interpret historical maps and photographs in comparing information about a place or event.

A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape

Benchmark:

_____ Use mental maps to locate a specific historical regions.

A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density

Benchmark:

_____ Use data to develop maps and flow charts showing major patterns of movement of people and commodities in the southern United States before the outbreak of the Civil War.

A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment

A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases

Benchmark:

_____ Examine the relationship between our country's natural resource base and the growth of industry up to 1865.

A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation

A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world

Benchmark:

_____ Map the triangular trade routes of the sixteenth and seventeenth centuries that linked North America, Africa and Europe and explain how the trades influenced the history of these continents.

A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities

Benchmark:

- _____ Compare and contrast how the English colonists interacted with their physical environment through vocational and recreational activities with that of the people in their homeland.

A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals

Benchmark:

- _____ Identify buildings and structures that have come to represent or symbolize a city in the 18th or 19th century.

A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment

Benchmark:

- _____ Describe the role of technology in changing the physical environment of agricultural activities, for example the steel-tipped plow, mechanical reaper, and the cotton gin.

Activity:

- _____ Associate rates of resource consumption with levels of technological development.
- _____ Discuss how technology affects the definitions of access to and use of resources.

A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations

Standard B – History: Time, Continuity and Change

Content Standard - Students in Wisconsin will learn about the history of Wisconsin, the United States and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships and analyze issues that affect the present and the future.

Rationale - Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present and the future. In Wisconsin schools, the content, concepts and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events and the humanities

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used

Benchmark:

_____ Analyze the purpose, meaning and significance of documents such as the Gettysburg Address, Bill of Rights, Constitution, and the Emancipation Proclamation.

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history

Benchmark:

_____ Assess the impact of John Brown's raid at Harper's Ferry and his trial and hanging on the outbreak of hostility that began the Civil War.

B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history

Benchmark:

_____ Assess how the Louisiana Purchase influenced economic development and the concept of Manifest Destiny.

_____ Identify the causes and consequences of wars in the United States prior to 1865.

B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

Benchmark:

_____ Demonstrate an understanding that different people may describe the same event or situation in different ways but must provide reasons or evidence for their viewpoint.

B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently

Benchmark:

_____ Reconstruct the arguments among patriots and loyalists about independence and explain how colonists won the Revolutionary War against superior British resources.

B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights

Benchmark:

_____ Explain the major ideas expressed in the Constitution and the Declaration of Independence.

Activity:

_____ Analyze the fundamental ideas behind the separation of power and checks and balances system established in a constitution.

_____ Explain how the values of the Magna Carta inspired the American Constitution.

B.8.7 Identify significant events and people in the major eras of United States and through 1865.

Benchmark:

_____ Analyze military and political leadership in conducting wars in America. For example, George Washington in the Revolutionary War.

B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.

Benchmark:

_____ Identify the impact of scientific innovation on military technology used during the Civil War and the resulting influences it had on the final outcome.

B.8.9 Explain the need for laws and policies to regulate science and technology

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

Benchmark:

_____ Look at the causes, objectives, characters and outcome of the Mexican War & Indian tribes, and the Filipino insurrection.

B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

Benchmark:

B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues

Benchmark:

_____ Identify and compare the organizing principles of different periodizations (e.g. Era of Good Feeling and Westward Expansion).

Standard C – Political Science and Citizenship: Power, Authority, Governance and Responsibility

Content Standard - Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance.

Rationale - Knowledge about the structures of power, authority and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics and current events.

C.8.1 Identify and explain democracy’s basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights

Benchmark:

- _____ Discuss the origins of basic principles of justice including equal protection, under law, “reasonable doubt” and innocent until proven guilty.
- _____ Explain the meaning and importance of the other following fundamental values
 - self-government
 - life, liberty, property and the pursuit of happiness
 - patriotism

C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system

Benchmark:

- _____ Identify, cite and discuss the importance of the Dred Scott decision.

Activity:

- _____ Answer the question “What made slaves free and a citizen of the United States?”
- _____ Identify fundamental values and principles expressed in significant political speeches and writings, e.g., The Federalist Papers, Washington’s Farewell Address.

C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused

C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level

Benchmark:

C.8.5 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights

Benchmark:

- _____ Describe historical and contemporary examples of how the Constitution has been used to protect individual rights and promote the common good such as “Congress shall make no law respecting an establishment of religion, or the right of citizens of the United States to vote should not be denied ... on account of gender.”

C.8.6 Explain the role of political parties and interest groups in American politics

Benchmark:

- _____ Explain the reasons for the development of political parties in our system of government

C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate

Benchmark:

- _____ Locate and use information to understand an issue of public concern and be able to articulate major arguments on both sides of the questions.

Activity:

- _____ Research, take a position and defend the conclusions of an issue in early American history (such as the Pullman Strike).

C.8.8 Identify ways in which advocates participate in public policy debates

Benchmark:

- _____ Explain why differences in values, beliefs and interests may make agreement difficult or impossible on certain issues of public policy (e.g. taxation without representation, slavery, or states' rights).

C.8.9 Describe the role of international organizations such as military alliances and trade associations

Standard D – Economics: Production, Distribution, Exchange, Consumption

Content Standard - Students in Wisconsin will learn about production, distribution, exchange and consumption so that they can make informed economic decisions.

Rationale - Individuals, families, businesses and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers and economic citizens. In Wisconsin schools, the content, concepts and skills related to economics may be taught in units and courses including economics, history, government, global studies and current events.

D.8.1 – Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services

D.8.2 – Identify and explain basic economic concepts and bartering: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services

Benchmark:

_____ Discuss the economic impact of slavery in the United States prior to the Civil War.

Activity:

_____ Interpret economic data from historical and current database, charts, graphs, and census tables in order to make generalizations about changes within a community, region or the United States.

_____ Interpret cartoons by describing the economic concept they illustrate or suggest.

D.8.3 – Describe Wisconsin’s role in national and global economies and give examples of local economic activity in national and global markets.

D.8.4 – Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life

Activity:

_____ Identify and describe technological inventions and developments that evolved during the 19th century and the influence of these innovations on the lives of workers.

D.8.5 – Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity

D.8.6 – Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income.

Benchmark:

_____ Analyze how the Louisiana Purchase influenced economic development and the concept of Manifest Destiny.

Activity:

_____ Evaluate how the growth of industry in the 19th century affected gender roles and changed the lives of men, women and children.

D.8.7 – Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns

Benchmark:

_____ Explain how environmental and human factors accounted for differences in the economies that developed in the colonies of New England, mid-Atlantic and lower south.

D.8.8 – Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive

D.8.9 – Explain why the earning power of workers depends on their productivity and the market value of what they produce

D.8.10 – Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System.

Benchmark:

_____ Explain how the lack of diversified economy affected the South during the Civil War.

D.8.11 – Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment.

Standard E – The Behavioral Sciences: Individuals, Institutions and Society

Content Standard - Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Rationale - Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts and skills related to the study of psychology, sociology and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events and the humanities.

E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning

Benchmark:

_____ Discuss reasons why it was easier for immigrants from Western Europe to assimilate into American society than it was freed Afro-Americans after the Civil War.

E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development

Benchmark:

_____ List and describe social and economic factors in the 18th and 19th century that limited the participatory role of women in American society.

Activity:

_____ Analyze the appropriateness of metaphors that compare the United States to a “melting pot” and a “salad bowl.”

E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people

E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community

E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies

E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals

Benchmark:

_____ Compare women's home front and battlefield roles in the Union and Confederacy.

E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society

Benchmark:

_____ Examine the Federal government's and Native American attitudes toward assimilation, accommodation, resettlement and resistance in 19th century history.

E.8.8 Give examples to show how the media may influence the behavior and decision-making of individual groups.

Benchmark:

_____ Analyze and evaluate the influence of media in supporting or criticizing Abraham Lincoln during the Civil War period.

E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world

Benchmark:

_____ Identify and defend a position on several of the most influential minority personalities in 18th and 19th century America.

E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding

Benchmark:

E.8.11 Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved

Benchmark:

_____ Examine and explain how the Native American concept of land ownership contributed to misunderstandings and conflict with the United States government and settlers.

E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes

E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed

Benchmark:

E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis

Benchmark:

_____ Identify and discuss the importance of adhering to Constitutional principles and values in managing conflicts.