

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:

_____ Use appropriate data sources and geographic tools such as aerial photographs, satellite images and map projections to gather and compare information about locations in the Eastern Hemisphere.

Activity:

_____ Map the major present day sources of key resources such as petroleum, bituminous coal, diamonds and copper and then trace the routes that link them to consuming countries.

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

Activity:

_____ Use mental maps of place location to list the countries through which a person would travel between two points.

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

Activity:

_____ Use an atlas, and other tools, to estimate distance, calculate scale and distinguish other geographic relationships such as population density and spatial distribution patterns.

_____ Choose the most appropriate maps and graphics in an atlas to answer specific questions about geographic issues.

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

Activity:

_____ Compare a variety of media such as photographs, maps, aerial photographs and field sketches to draw conclusions about a place including a country's standard of living and accessibility to resources.

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

Benchmark:

_____ Identify and speculate about the social and economic impact of environmental changes and crises resulting from phenomena such as floods, tidal waves, storms and drought.

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

Benchmark:

_____ Explain past and current patterns of rural-urban migrations in the United States.

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:

_____ Describe how the characteristics of different physical environments provide opportunities for, or place constraints on, human activities.

Activity:

_____ Explain how environmental changes made in one place affect other places.

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:

_____ Explain the importance of cathedrals in defining the mindset of the Middle Ages.

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

Benchmark:

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

Benchmark:

_____ Analyze the causes and consequences of urbanization.

_____ Discuss how cooperation and conflict among people contribute to political, economic and social division of the earth's surface.

_____ Explain factors of language, religion and ethnicity that contributed to conflict in specific countries or regions.

Activity:

_____ Examine a contemporary issue using geographic knowledge, skills and perspectives.

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:

_____ Formulate and discuss historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, photos, historical files, art, architecture and other records from the past.

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:

_____ Explain trade and evaluate how it influenced patterns of economic activity.

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:

_____ Evaluate the importance of the relationship between industrialization and immigration.

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

Benchmark:

_____ Explain how and why historical events are viewed and interpreted differently.

Activity:

_____ Explain how various historical interpretations can vary according to prevailing orthodoxies thoughts and ideas at the time of their writing.

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:

_____ Formulate a position on the effects of the fall of communism in the Soviet Union.

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

B.8.7 Identify significant events and people in the major eras of United States and world history

Benchmark:

_____ Place important historical events within specific chronological timeframe.

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

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

Benchmark:

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

Benchmark:

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

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:

_____ The student is expected to analyze information by sequences, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions and drawing inferences and conclusions.

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

Activity:

_____ Compare and contrast the rights guaranteed to United States citizens with two other nations in other hemispheres.

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 historical and contemporary nations that in reality do not limit power, e.g., the former Soviet Union, Nazi Germany and Iraq under Saddam Hussein.

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

Benchmark:

_____ Explain the difference between a country’s written government versus the leader’s interpretation (e.g. the way communism was written and carried out in Russia or Iran).

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

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 constitutions have been used to promote the interests of a particular group, class, religion or political party with People’s Republic of China, South Africa, Germany or the former Soviet Union.

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

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

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

Benchmark:

_____ Explain how citizens can monitor and influence the formation and implementation of public policies in different countries of the world.

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

Benchmark:

_____ Describe the purposes and functions of major governmental international organizations such as the UN, NATO, World Court, OPEC.

_____ Describe the purpose and functions of major non-government international organizations such as the International Red Cross and Amnesty International.

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: 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:

_____ Cite and explain examples of how economic systems determine how goods and services are to be produced, distributed and consumed.

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:

_____ Assess why scientific, technological and medical advances have improved living standards for many ... yet hunger, poverty and economic disease have persisted.

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

Benchmark:

_____ Examine, within a historical context, attempts made to open trade markets in China and Japan.

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:

_____ Explain ways in which the airplane, automobile and information technology affected world commerce, migration and work and leisure habits.

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:

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

Benchmark:

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

Benchmark:

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

Benchmark:

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

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:

_____ Explain the significance of a country being known as a developed or developing nation.

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

Benchmark:

_____ Critique the affect that the influx of Jewish refugees has had on education, housing and everyday life in Europe.

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

Benchmark:

_____ Explain the presence of ethnic enclaves in cities resulting from voluntary or forced migration such as Philippine workers in Kuwait, Turks in Germany and Southeast Asians in the United States.

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

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

Benchmark:

_____ Describe how the discrimination of the Jewish population in Europe led to the Holocaust.

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

Benchmark:

_____ Develop and support generalizations about the impact of the media in reporting and interpreting information from the Middle East, Africa and Asia.

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

Benchmark:

_____ Discuss why specific ethnic groups immigrated to other parts of the world and describe what elements of their culture they brought with them.

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

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

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

Benchmark:

_____ Discuss the success of peacekeeping efforts in addressing ethnic warfare, for example in Central Europe, Africa or the Middle East.

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

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

Benchmark:

_____ Explain major characteristics of the interregional trading system that linked people of Africa, Asia and Europe on the eve of overseas voyages of discovery for example the Silk Road.