

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:

- _____ Create, interpret, use and distinguish between various representations of the earth, such as maps, globes photographs or satellite images in comparing Canada and the United States.
- _____ Apply principles of latitude and longitude in locating and comparing pre-Columbian civilizations, major cities and geographic features in the Western Hemisphere.
- _____ Evaluate the advantages and disadvantages of various kinds of map projections.
- _____ Analyze the problem of accurately representing a globe on a flat surface.

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

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

Benchmark:

- _____ Explain how physical, population, climate and vegetation maps are used in gathering information about a country or region in our hemisphere.
- _____ Compute population density and name a city, country and continent with a dense and limited population.

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:

- _____ Collect and interpret information on ways people adapt to living in different physical environments.

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 glaciations.

Benchmark:

- _____ Describe forces that shape the land, such as floods, drought, weathering and erosion.

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

Benchmark:

_____ Explain how the reasons why people leave/migrate to other areas.

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:

_____ Interpret how physical geography has created cultural diversity.

_____ Describe how climate affects the products that a region can produce.

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:

_____ Describe how the architecture of Ancient Civilizations reflected their cultural value.

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

Activity:

_____ Explain the positive and negative affects of hydroelectric dams on human environments.

_____ Identify and describe the social and economic impact of roads and aqua-ducts in Ancient civilizations.

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:

_____ Describe and evaluate two important reasons why the world population is rapidly rising and explain two problems it is causing.

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:

_____ Interpret similar and different events in Western & Eastern Hemispheres using a variety of primary and secondary sources.

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:

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:

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

Benchmark:

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:

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 how Ancient & Politics/Beliefs influenced United States Political system.

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

Benchmark:

_____ Explain significant individuals that impacted the history of the Western & Eastern Hemisphere.

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

Benchmark:

_____ Describe the major accomplishments of the Ancient civilizations including major scientific discoveries and technological innovations on their social and economic lifestyle.

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

Benchmark:

_____ Explain how laws and policies have been used to regulate science and technology in Ancient Civilization.

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

Benchmark:

_____ Explain the reasons for wars/major conflicts in the Western & Eastern hemispheres.

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

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:

_____ Summarize a country’s struggle for freedom and describe the effects of this ongoing struggle for Western & Eastern Civilizations.

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 major ideas about why government is necessary.

_____ Evaluate ideas about the purpose 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:

_____ Research and advocate a position on what the United States policy should be on illegal immigration from Mexico, Central America and the Caribbean.

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

Benchmark:

_____ Describe how public policies are formed and implemented.

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

Benchmark:

_____ Define what is involved in any international organization.

_____ Answer the question ... “How does NAFTA directly impact workers in Wisconsin?”

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

Benchmark:

_____ Discuss how currency plays a vital role within an economic system.

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:

_____ Identify and describe stages of economic development and some of the problems faced at each stage.

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

Benchmark:

_____ Describe and analyze the impact of investment in society.

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:

_____ Identify the issues that land use and the move to urban areas have created in various civilizations.

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:

_____ Identify natural resources and trace the process by which raw materials are processed for human use.

_____ Differentiate between renewable and nonrenewable natural resources.

_____ Describe fossil fuel energy resources and patterns associated with human consumption.

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:

_____ Summarize the reason that various civilizations were willing to take risks to provide goods to the native population.

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

Benchmark:

_____ Describe the interaction of supply and demand in determining market price.

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

Benchmark:

_____ Define the role of economics in a society.

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

Benchmark:

_____ Summarize how specific human actions affect a natural 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:

_____ Describe how it feels to be a recent immigrant from elsewhere in the western hemisphere and identify what must be done to adjust to life in an alien environment.

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

Benchmark:

_____ Describe visible cultural elements in the students' local or nearby community such as distinctive building styles, billboards in Spanish, and foreign language ads in newspapers.

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:

_____ Define culture and the process of cultural diffusion.
_____ List challenges all people will face as more people move to the cities and suggest possible solutions to those problems.

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

Benchmark:

_____ Use cultural clues such as food preferences, language use and customs to explain how migration creates cultural connections civilizations.

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

Benchmark:

_____ Describe and define the composition of social and economic classes in Latin America.

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

Benchmark:

_____ Differentiate between prejudice and discrimination.

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

Benchmark:

_____ Give examples of cultural contributions of groups such as: The Greeks, Romans, Egyptians, etc.

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

Benchmark:

_____ Give the reasons for the emergence of military dictatorships in Latin America and explain how they remained in power.

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:

_____ Compare works of art from two cultures, such as Mayan and Inuit.

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

Benchmark:

_____ Describe the functions of the United Nations in dealing with peacekeeping, emergency aid and disease prevention.

_____ Explain the importance of trade and other connections between regions.