

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 and use different types of maps that show major events in the historical development of our country.
- _____ Create a map of different regions of the United States applying principles of latitude and longitude.

Activity:

- _____ Use data and variety of symbols and colors to create thematic graphs of different regions of the United States.

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:

- _____ Develop mental maps of regions of the United States that demonstrate understanding of relative location, direction, size and shape.

Activity:

- _____ Draw an accurate map from memory to answer questions about the location of physical and human made features.
- _____ Construct mental and actual maps of the routes followed by individual explorers in the European discovery of America.

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 an atlas to estimate distance and calculate scale.

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

Benchmark:

- _____ Examine, interpret and analyze historical data on land use, settlement patterns and ecosystem changes in Wisconsin communities with similarly sized localities in another region of the United States.

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:

_____ Use tables and graphs to observe and interpret trends and relationships in the availability and use of natural resources in different regions of the United States.

Activity:

_____ Develop a list of places in the world that Americans depend on for imported resources and manufactured goods.

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:

_____ Describe the physical development of an area such as the Hawaiian Islands and predict how current natural phenomenon will impact the future of the area.

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

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 agriculture between two regions.

Activity:

_____ List and describe recreational opportunities in physical environments situated in different regions of the United States.

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 people create places that reflect cultural values and ideas as they build neighborhoods, shopping centers, industrial parks and schools. For example what does “skyscraper” infer about the physical make-up and values of large urban centers?

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 how technology is changing agriculture in the Midwest region of the United States and how these changes affected the growth of urban areas.

_____ Develop timelines, maps and graphs to describe how changing transportation and communication technology has affected relationship between different regions.

_____ Explain how isolated communities have been changed by technology (e.g., new highways, satellite dishes, and computers).

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

Activity:

- _____ Analyze newspaper and magazine articles to identify geographic issues and problems identified in the articles.
- _____ Ask questions about geographic problems within a particular region related to traffic, the environment, land use and housing, then summarize these problems by preparing written or oral statements, maps and graphs.

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:

_____ Use historical thinking and analyses of various primary sources including documents, letters, diaries, artifacts and eyewitness accounts of European exploration to evaluate their credibility.

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:

_____ Discuss the importance of improvement in maritime technology in worldwide exploration in the 15th and 16th century.

Activity:

_____ Compare English, French and Dutch motives for exploration with those of the Spanish.
_____ Explain how events in Europe encourage exploration and colonization of the Americas.

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

Activity:

_____ Explain the importance of the voyages of discovery of Christopher Columbus and Ferdinand Magellan to future explorations.

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

Activity:

_____ Explain differing viewpoints on why Sir Francis Drake should be considered a hero or a pirate.

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

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:

_____ Identify the features of the Constitution, which have made this the most enduring and widely imitated written Constitution in world history.

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

Benchmark:

_____ Assess the importance of the individual in history.

Activity:

_____ Evaluate the significance of explorers' journeys and their interactions with indigenous people.

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

Benchmark:

_____ Explain how major technological innovations influences farming, mining, ranching, and other industries. For example, hydraulic engineering and barbed wire.

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

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

Benchmark:

_____ Describe the impact of European exploration and colonization of North America on Native American populations.

Activity:

_____ Define and apply the concept of indigenous people to other states and regions.

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:

_____ Differentiate between, locate and use primary and secondary sources such as computer software, interviews, biographies, print and visual material as well as artifacts to acquire information about the early history of our country.

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:

_____ Describe the purpose of government and how its powers are acquired, used and justified.

Activity:

_____ List and describe the rights and responsibilities of citizenship in our republic.

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 fundamental values and principles in important American documents such as the Declaration of Independence, Preamble to the U.S. Constitution, the Bill of Rights, Pledge of Allegiance, and other speeches, songs, and stories.

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:

_____ Illustrate how a bill becomes a law at the state and national level.

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:

_____ Describe the powers and responsibilities of each of the three branches of government under the Constitution.

Activity:

_____ Define federalism and separation of power.

_____ Illustrate how each branch of government can check the powers of the other branches.

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:

_____ Explain how specific provisions of the United States limit the powers of government in order to protect the rights of individuals.

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

Benchmark:

_____ Identify the major 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:

_____ Describe the concept and role of citizenship in our democratic republic.

Activity:

_____ Evaluate, take and defend positions on the importance of voluntarism in American society.

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

Benchmark:

_____ Define public policy and identify examples at local, state and national levels.

Activity:

_____ Explain how people exercise their authority for or against certain rules, laws, or candidates such as by voting in local elections, attending public meetings and writing letters.

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

Benchmark:

_____ Discuss the meaning and purpose of an international organization (e.g. Red Cross and Johnstown flood).

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:

_____ Distinguish between supply and demand and explain their impact on European exploration of the Americas.

Activity:

_____ Give examples of scarcity in their (student) own lives, as well as in the community and different regions of the central states.

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

Activity:

_____ Gather and interpret economic information about different regions of the United States.

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

Benchmark:

_____ Recognize that productive resources including natural (land), human (labor) and human made (capital) are used in the production of goods and services.

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:

_____ Explain the role of government regulations and its impact on the American Revolution.

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 major economic regions in the Americas and explain how later systems changed them.

Activity:

_____ Use resource maps of the United States regions to locate and generalize on potential economic impact of identified material.

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

Activity:

_____ Use resource maps of different regions of the United States to locate natural resources and develop a generalization of their potential economic impact.

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:

_____ Discuss the motivation by investors in joint stock companies to establish colonies in the Americas.

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

Activity:

_____ List and discuss factors that have contributed to workers productivity and efficiency.

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

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:

_____ Describe how personal experiences and prior learning help shape images of regions or place.

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

Activity:

_____ Compare and contrast the cultures and associated lifestyles of different immigrant groups in two regions of the United States.

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

Activity:

_____ Compare and contrast differing sets of ideas, values, beliefs, personalities and institutions by identifying likenesses and differences in selected ethnic cultures.

_____ Identify and Trace the origins of ethnic celebrations.

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:

_____ Identify and describe how cultures pass values, beliefs and traditions to the next generation.

Activity:

_____ Generalize on reasons why regions change or maintain specific traditions and customs.

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

Activity:

- _____ List and describe the major social institutions in the United States (for example, Boy Scouts, Girl Scouts, 4-H, Lions Club, United Way, etc.).

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

Benchmark:

- _____ Use demographic data from different regions of the United States to compare information about the age and/or of its citizens and predict trends during the next two decades (e.g., Post World War II people retiring).

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

Benchmark:

- _____ Examine and explain stereotypes used to describe people from different states or regions such as “flatlanders,” “cheeseheads” and “hillbillies.”

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

Activity:

- _____ Explain the point of view or purpose of a media message focusing on one or more regions of the United States.
- _____ Discuss how media can influence what you think and do.

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

Activity:

- _____ Define and differentiate between race and ethnicity.

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

Activity:

- _____ List songs associated with specific regions and identify the kinds of images projected in the music.

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:

- _____ Describe the impact of large Indian Reservations on the social and economic conditions in the United States, for example Arizona and South Dakota.

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

Activity:

_____ Examine designed objects from different cultures found in two regions of the United States, such as furniture or clothing to become familiar with what is unique about each culture.

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

Activity:

_____ Investigate the types of assistance that was given by individuals, groups and government to the victims of natural disasters such as the Johnstown flood and Hurricane Andrew.