

Standard A - Geography: People, Places and Environments

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

Rationale – Students gain geographical perspective 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.4.1 – Use reference points, latitude and longitude, direction, size, shape and scale to locate positions on various representations of the earth's surface

Benchmark:

- _____ Use appropriate data sources such as atlases, databases, charts and graphs to generate information.
- _____ Locate and identify the 50 states and territories of the United States of America.
- _____ Identify major cities, rivers, bodies of water and other geographic features in Wisconsin.
- _____ Estimate distance and calculate scale between different landmarks in our state and region.
- _____ Use Wisconsin maps in grid form to identify major cities / latitude & longitude.

A.4.2 – Locate on a map or globe physical features such as continents, oceans, mountain ranges, and landforms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders

Benchmark:

- _____ Interpret information from maps to describe the physical and human geography of our state and region.
- _____ Locate and label important Wisconsin cities on an outline map of the state.

A.4.3 – Construct a map of the world from memory, showing the location of major landmasses, bodies of water, and mountain ranges

Benchmark:

- _____ Construct a map of Wisconsin identifying the 5 major regions and bodies of water.

Activity:

- _____ Create a map overlay of Wisconsin showing geographical regions, major cities, landmarks or local points of interest.

A.4.4 – Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction and design of shelters

Benchmark:

- _____ Recognize how the physical environment of different Native American tribes influenced their use of land, construction of shelters, meeting of basic needs and settlement patterns.

A.4.5 – Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world

Benchmark:

- _____ Use atlases and different databases to gather information about local communities and compare it with other locations within our state and region.
- _____ Organize quantitative geographic information into bar, pie or line graphs.

A.4.6 – Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes

Activity:

- _____ Compare the natural hazards that occur in Wisconsin with other states and regions in terms of magnitude, frequency and effect on people.

A.4.7 – Identify connections between the local community and other places in Wisconsin, the United States, and the world

Benchmark:

- _____ Identify how a crop grown in southeastern Wisconsin is connected with other parts of our state and nation and world.

A.4.8 – Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment

Benchmark:

- _____ Ask questions about geographic problems in Wisconsin such as traffic, land use, environmental protection, recycling or housing and then summarize their findings in oral statements, maps or graphs.

Activity:

- _____ Draw inferences from information presented in a variety of maps and other sources to explain the long-term effects a logging operation might have on an environmental system.

A.4.9 – Give examples to show how scientific and technological knowledge has led to environmental changes, for example, pollution prevention measures, air-conditioning, solar heating and conservation of resources.

Benchmark:

- _____ Give examples to show how scientific and technological knowledge has led to environmental changes, for example, pollution prevention measures, air-conditioning, solar heating and conservation of resources.

A.4.10 - 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

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.4.1 – Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts

Benchmark:

_____ Examine and formulate questions about early records, diaries, family photographs, artifacts or architectural drawings in order to describe family life in Wisconsin long ago.

B.4.2 – Use a timeline to select, organize, and sequence information describing eras in history

Benchmark:

_____ Develop a timeline to sequence the creation of famous inventions that impacted life in Wisconsin, for example, agricultural equipment.

B.4.3 – Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events.

Benchmark:

_____ Compare different stories about a historical figure or event and analyze the perspective used in the descriptions.

B.4.4 – Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups

B.4.5 – Identify the historical background and meaning of important political values such as freedom, democracy, and justice.

Benchmark:

_____ Interpret the importance of songs, symbols and slogans that demonstrate freedom of expression, democracy and justice in our democratic republic, for example, the Pledge of the Allegiance, the National Anthem and the Wisconsin Flag.

B.4.6 – Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags.

Benchmark:

_____ Draw upon visual and other data to identify symbols, slogans, or mottoes, and research why they represent Wisconsin.

B.4.7 – Identify and describe important events and famous people in Wisconsin and United States history

Benchmark:

_____ Explain how the ideas of significant people and major events affected the history of Wisconsin and the United States.

B.4.8 – Compare past and present technologies related to energy, transportation, and communications, and describe the effects of technological change, either beneficial or harmful, on people and the environment.

Benchmark:

_____ Identify and describe various technologies developed to advance agriculture in Wisconsin, for example, pesticides, herbicides, new seed varieties and improved farm machinery.

B.4.9 – Describe examples of cooperation and interdependence among individuals, groups, and nations

Benchmark:

_____ Investigate the impact that division of labor and specialization has had on economic interdependence in Wisconsin's manufacturing and agricultural production.

B.4.10 – Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

Benchmark:

_____ Select and research the history, culture, sovereignty, tribal government and current status of one of the following: Ho-Chunk (Winnebago), Menominee, Potawatomi, Oneida, Chippewa (Ojibwa), Stockbridge-Munsee, Sauk, and Fox or Dakota.

_____ Analyze the ways in which American Indian lives were changed by European settlement of Wisconsin and ways in which they continued to be the same.

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.4.1 – Identify and explain the individual’s responsibilities to family, peers, and the community, including the need for civility and respect for diversity

Benchmark:

_____ Identify and describe factors that contribute to cooperation and cause dispute within and among groups and nations such as Native American Tribes, American Revolution, and Civil War.

Activity:

_____ Cite examples and describe the importance of cultural unity and diversity in our community, state and nation.

C.4.2 – Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed

Benchmark:

_____ Recognize the purpose and importance of the Declaration of Independence, the Constitution and the Bill of Rights.

_____ Identify rights and responsibilities of United States citizens.

C.4.3 – Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation

Benchmark:

_____ Describe the process of how a bill becomes a law in Wisconsin.

_____ Explain how government makes it possible for people working together to accomplish goals they could not achieve alone.

C.4.4 – Explain the basic purpose of government in American society, recognizing the three levels of government.

Benchmark:

_____ List and describe the important services Wisconsin provides its citizens through taxation. (DNR, education, roads, licensing, and state parks).

_____ Compare purposes of local, state and national government.

_____ Identify and explain the similarities and differences among the three branches of government at the state and national level.

C.4.5 – Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community

Activity:

_____ Understand the importance of voting and becoming involved at the local, state and national levels.

C.4.6 – Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals.

Benchmark:

_____ Locate, organize and use relevant information to recognize differences in viewpoints on classroom or school issues.

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.4.1 – Describe and explain the role of money, banking, and savings in everyday life

Benchmark:

- _____ Recognize how forms of currency have changed over time (i.e., trading, bartering, common currency, checking, credit cards, debit cards).
- _____ Describe the benefits of budgeting and its relationship to saving money.

D.4.2 – Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one’s allowance on a movie will mean less money saved for a new video game)

Benchmark:

- _____ Recognize the impact of economic decisions on a person’s budget.

Activity:

- _____ Describe a situation that requires a choice, make a decision and identify the opportunity cost.

D.4.3 – Identify local goods and services that are part of the global economy and explain their use in Wisconsin

Benchmark:

- _____ Give examples of how different regions of the United States specialize in the production of goods and services to be economically profitable.
- _____ Compile and describe common products in Wisconsin (i.e., dairy products, paper products, cranberries, Johnson products, Case International).

D.4.4 – Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient.

Benchmark:

- _____ Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient.

D.4.5 – Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service).

Benchmark:

- _____ Recognize that private goods and services are provided by businesses to make a profit.
- _____ Recognize that public goods and services are funded through the taxes paid by the citizens.

D.4.6 – Identify the economic roles of various institutions, including households, businesses, and government.

Benchmark:

- _____ Explain the functions of government regulation on products and services (i.e., FDA, USDA, tobacco regulations, EPA).

D.4.7 – Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and world.

Benchmark:

- _____ Describe how decisions students make concerning recycling affect people in Wisconsin, the United States and world.

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.4.1 – Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning

Benchmark:

____ Explain how prior knowledge, motivation, capabilities and personal interests influence learning.

E.4.2 – Explain the influence of factors such as family, neighborhood, personal interests, languages, likes and dislikes, and accomplishments on individual identity and development.

Benchmark:

____ Distinguish between the ways of life of different people living in Wisconsin and various regions of the United States.

E.4.3 – Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living.

Benchmark:

____ Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living.

E.4.4 – Describe the ways in which ethnic cultures influence the daily lives of people.

Benchmark:

____ Describe how ethnic traditions of Native Americans influence their daily lives.

E.4.5 – Identify and describe institutions such as school, church, police, and family, and describe their contributions to the well being of the community, state, nation, and global society.

Benchmark:

_____ Discuss how schooling in Wisconsin has changed over the last 100 years and predict how it will be similar and different in the year 2050.

E.4.6 – Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture

Benchmark:

_____ Explain the influence of European immigration/migration on the cultural make up of Wisconsin.

E.4.7 – Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior

Benchmark:

_____ Describe the impact of ongoing interaction with early explorers on the daily lives of Wisconsin Indian tribes.

Activity:

_____ Develop and defend a position on how Native Americans in Wisconsin may have felt about their first contact with French explorers.

E.4.8 – Describe and distinguish among the values and beliefs of different groups and institutions

Benchmark:

_____ Contrast the lifestyle of contemporary Wisconsin Native Americans with their ancestors.

E.4.9 – Explain how people learn about others who are different from themselves

Benchmark:

_____ List and describe research skills that can be utilized to learn about someone different from yourself.

_____ Use a variety of visual data, fiction and nonfiction sources and other resources to identify groups that have come to Wisconsin and generate ideas on why they came.

E.4.10 – Give examples and explain how the media may influence opinions, choices, and decisions

Benchmark:

_____ Identify individuals and groups who monitor and influence the decisions and actions of their local, state or tribal governments such as the media, labor unions, PTO and Chamber of Commerce.

E.4.11 – Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures

Benchmark:

_____ Retell folk tales or other stories associated with the mining, lumbering, shipping or agricultural history of our state or region.

E.4.12 – Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens

Benchmark:

_____ Research and report on the contributions of a prominent citizen of Wisconsin who positively impacted our state, country or world.

E.4.13 – Investigate and explain similarities and differences in ways that cultures meet human needs

Benchmark:

_____ Examine the similarities and differences in the way the Native American culture and other cultures meet human needs.

E.4.14 – Describe how differences in cultures may lead to understanding or misunderstanding among people

Benchmark:

_____ Discuss how cultural differences could have caused misunderstandings between Native Americans and Europeans.

E.4.15 – Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters

Benchmark:

_____ List, describe and discuss several ways students rely on others to provide needed services in their community and state, and how those services are obtained.