

## 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 reference points, latitude and longitude to locate information and different types of projections.
- \_\_\_\_\_ Find positions using cardinal and intermediate directions.
- \_\_\_\_\_ Use scale to measure distances between various places on a map.

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 maps and globes to identify major physical and political features including countries, borders, states, cities, mountain ranges, plateaus, rivers and lakes, oceans, and Great Lakes

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

Benchmark:

- \_\_\_\_\_ Given continent shapes, students will be able to correctly assemble and identify continents, oceans, mountain ranges and the equator.

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:

- \_\_\_\_\_ Describe daily life and recreation in a rural area.

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:

- \_\_\_\_\_ Describe the relationship between population growth and resource use by interpreting a graph containing information on both types.

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

Benchmark:

\_\_\_\_\_ Define and give examples of natural hazards, such as floods, windstorms, tornadoes or earthquakes.

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

Benchmark:

\_\_\_\_\_ Identify how economic production, jobs and cultural activities connect communities within our state, 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:

\_\_\_\_\_ Use maps, illustrations and aerial photographs from different time periods to identify and describe human factors that have contributed to changing land use in the community such as street and road development, school construction, population shifts and regulations governing land use.

\_\_\_\_\_ Write reasons for identified community changes and explain their probable effects on the community and the environment.

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:

\_\_\_\_\_ Identify and describe examples in science and technology that have lead to changes on the physical environment, such as the building of dams and levees, medicine from rain forests.

## 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:

\_\_\_\_\_ Organize data in graphs, charts, maps and simple timeline formats.

Activity:

\_\_\_\_\_ Make simple conclusions and trace patterns from organized data, for example, community maps, voting registration. Primary sources: newspaper articles, paintings.

\_\_\_\_\_ Investigate the ways in which older community members spent their free time and also learn about their family history & culture.

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

Benchmark:

\_\_\_\_\_ Use timelines to organize factual information about Columbus, Pilgrims, presidents or Black Americans.

\_\_\_\_\_ Describe the connection between the original owner of a family heirloom and the present family....tell about the use of the heirloom both past and present and describe some of the characteristics of the time from which the heirloom came.

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:

\_\_\_\_\_ Research within their historical context the accomplishments of ordinary people who have done something that displayed courage or a sense of responsibility.

\_\_\_\_\_ Know they have a personal history and that their history is related to the history of significant others within their lives.

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

Benchmark:

- \_\_\_\_\_ Compare how different motives, beliefs, interests, hopes and fears influenced individual and group behaviors, today and in the past.
- \_\_\_\_\_ Describe how people in different times and places viewed the world differently.

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

Benchmark:

- \_\_\_\_\_ Examine the concepts of freedom, democracy and justice by recalling the courage and lasting contributions of famous Americans, for example, Harriet Tubman, immigrants, Martin Luther King, Jr., Sandra Day O'Connor, signers of the Constitution or veterans.

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:

- \_\_\_\_\_ Describe the history of holidays such as Veterans' Day, Labor Day and Thanksgiving that celebrate the core democratic values and principles of our Republic.

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

Benchmark:

- \_\_\_\_\_ Know the names of several prominent men, women or events from history and simple facts about each.

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:

- \_\_\_\_\_ Compare and contrast past and present farm machinery and the impact it has had on the family farm.
- \_\_\_\_\_ Identify the effect that the convenience of our "throw-away" society has had on the depletion of natural resources.

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

Benchmark:

- \_\_\_\_\_ Explain the value of the Peace Corp and how volunteers helped educate and settle conflicts around the world.
- \_\_\_\_\_ Identify examples of cooperation in meeting national or local goals...i.e., (building the transcontinental railroad, winning World War II, finding a vaccine for polio, childhood immunizations, school referendum, library fund and fire department equipment fundraisers.)

Activity:

- \_\_\_\_\_ Explain the concept of the assembly line used in some factories.

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

## 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:

- \_\_\_\_\_ Describe ways various groups such as 4-H, Boy Scouts, Girl Scouts, service clubs or Chamber of Commerce within the community work together to meet the specific needs of citizens.
- \_\_\_\_\_ Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives.

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:

- \_\_\_\_\_ Identify and describe the importance of the Declaration of Independence, Constitution and Bill of Rights as the foundation documents in the development of our Republic.
- \_\_\_\_\_ Explain that Americans believe that the primary purpose of government is to protect the rights of their individual to life, liberty, property and the pursuit of happiness.

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:

- \_\_\_\_\_ Explain how good citizenship can be demonstrated in the classroom.
- \_\_\_\_\_ Explain how schools change rules to promote cooperation.
- \_\_\_\_\_ Describe how local governments enforce community regulations and laws.

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

Benchmark:

- \_\_\_\_\_ Distinguish among local, state and national government.

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

Benchmark:

\_\_\_\_\_ Correspond with an elected official to answer a basic question about local, state, or national government.

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:

\_\_\_\_\_ List pros and cons of a classroom or school issue from different points of view.

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:

\_\_\_\_\_ Explain the relationship between work, income and consumption.

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:

\_\_\_\_\_ Describe how limited funds require people to make choices about using goods and services to satisfy wants.

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

Benchmark:

\_\_\_\_\_ List several locally produced goods and services that are sold worldwide and explain how they impact people in Wisconsin. . (Nestles, Edstroms, Runzheimer International, 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:

\_\_\_\_\_ Distinguish between different skills needed in the production of a product.

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:

\_\_\_\_\_ Identify and explain the difference between private and public goods and services.

\_\_\_\_\_ Recognize that some goods and services are provided by the government while others are offered by private individuals or business.

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

Benchmark:

\_\_\_\_\_ Give specific examples of ways workers, families, government agencies, small businesses and large corporations play a role in our market economy.

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 purchase choice, recycling and giving to charities affects people in Wisconsin, the United States and the 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:

\_\_\_\_\_ Use tallies or surveys to determine “what motivates third grade students” individual 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.

Activity:

\_\_\_\_\_ Use interviews with parents and grandparents to understand how cultural change has impacted individual values and beliefs.

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:

\_\_\_\_\_ Compare and contrast the composition and function of families past and present.

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

Benchmark:

\_\_\_\_\_ Name a cultural group and describe several ways it has influenced our contemporary society.

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:

\_\_\_\_\_ Describe institutions found in our local communities, such as school, family, police and religion, and the role that each plays in providing service to citizens of the community, state, nation and world.

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

Benchmark:

\_\_\_\_\_ Recognize the purpose of rules and laws and peer pressure on people, events and culture.

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

Activity:

\_\_\_\_\_ Identify and apply in hypothetical situations several specific ways to avoid unwanted peer pressure.

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

Benchmark:

\_\_\_\_\_ Recognize why different cultural groups settled in Wisconsin.

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

Activity:

\_\_\_\_\_ Locate, read and summarize several articles about the heritage and traditions of ethnic groups using literature and videos.

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

Benchmark:

\_\_\_\_\_ Explain how an advertisement can influence the purchase of a specific brand item or influence a decision.

\_\_\_\_\_ Identify ways that the print and broadcast media can influence personal opinion, choices, and decisions.

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:

\_\_\_\_\_ Give examples and explain how artistic creations express a culture and what they tell us about a group of people.

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

Benchmark:

\_\_\_\_\_ Name several prominent men and women and recall their influence on our culture.

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

Benchmark:

\_\_\_\_\_ Compare & contrast a child's life around the world.

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

Benchmark:

\_\_\_\_\_ Examine the results when one group of individuals attempts to impose their beliefs and customs on others.

\_\_\_\_\_ Describe how differences in cultures may lead to understanding or misunderstanding among people.

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

Benchmark:

\_\_\_\_\_ Describe how organizations like the Red Cross, Salvation Army or United Way help others following a disaster.