

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:

- _____ Interpret size and shape to locate continents and other physical features on a map and globe.
- _____ Use geographic terms in identifying the location of Waterford within the state of Wisconsin and Wisconsin within the context of the United States.

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:

- _____ Summarize the different types of information found on a map or globe.
- _____ List and locate the states and Great Lakes that border Wisconsin.
- _____ Use directions to locate on a map or globe, continents, oceans, deserts and mountain ranges.

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

Benchmark:

- _____ Name and locate on a map and globe the world's oceans and continents.

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 the impact the physical environment had on the different types of shelters constructed by Native American communities.
- _____ Describe and give examples of ways the different Native American communities use the land.
- _____ Compare and contrast rural, suburban and city environments.

Activity:

- _____ Build a rural, suburb or city community.

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 maps to make geographic inferences about a place or location.

Activity:

_____ Use atlases, charts, graphs and maps to collect information and data about the size, shape and population of different parts of the world.

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:

_____ Describe the characteristics of climate in different regions of the world and how they affect the lives of people who live there.

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

Benchmark:

_____ Explain why they have a local and state designation as part of their home address.

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:

_____ Identify major changes in the local community that have been caused by human beings. (construction, highways, removal of buildings.)
_____ Differentiate between change made by humans and nature over time.

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 which science and technology have changed the way we live, such as homemaking, childcare, recreation, work, transportation, energy consumption and communication.

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:

_____ Locate and discuss Native American artifacts, maps or photos depicting true historical information.

Activity:

_____ Work cooperatively in groups to collect data from various sources.

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

Benchmark:

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:

_____ Retell the main ideas in folklores, legends, myths, and stories of heroism and traditions of various cultures.

_____ Listen, read, and examine biographies, stories, and narratives as an introduction to the life of Martin Luther King, Jr., Rosa Parks, Ruby Bridges, George Washington or Abraham Lincoln.

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:

Activity:

_____ Discuss the ways that families long ago expressed and transmitted their different beliefs and values through oral traditions, literature, songs, art, religion, community celebrations, mementos, food and language.

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

Benchmark:

_____ Identify a law that was created due to some injustice in society.

Activity:

_____ Research the historical background of Abraham Lincoln as it influenced the freedom of the slaves.

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 importance of holidays, such as the birthday of Martin Luther King, Jr., Presidents' Day, Memorial Day or the Fourth of July that celebrates the core democratic values and principles of this nation.

_____ Identify American symbols such as the eagle, the Statue of Liberty, the nation's flag or George Washington as the "father of our country."

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

Benchmark:

_____ Know the names of some 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:

_____ Explain how changes in communication or transportation have influenced the needs and wants in the local community.

Activity:

_____ Compare and contrast how past and present energy sources have changed and the effect it has had on people and the environment.

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

Benchmark:

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

Benchmark:

_____ Define the term Native American and identify Native American regions.

Activity:

_____ Identify several Native American tribes and compare and contrast ... clothing, art, music and oral traditions.

_____ Describe ways Native American people have adapted to specific environments.

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:

- _____ Discuss what makes people and groups similar and different.
- _____ Describe the community in which they live and identify their responsibilities within that community.

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:

- _____ Introduce that the Declaration of Independence, the Constitution, and the Bill of Rights were written to guarantee rights.

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:

- _____ Recognize consequences of breaking community rules.

Activity:

- _____ Help formulate rules within the classroom and school and explain how rules help us cooperate.

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

Benchmark:

- _____ Define what a citizen is and what they are expected to do.

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:

- _____ Recognize that individual voting contributes to the well being of the community (running for office).

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:

_____ Recognize a difference of opinion in the classroom or school and list reasons they are important to different groups.

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 that money can be used to buy goods and services.

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:

_____ Identify how needs and wants impact our spending.

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

Benchmark:

_____ Identify goods and services within our community and tell how they are used.

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 of how businesses depend upon skilled workers to provide efficient goods and services.

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:

_____ Explain the difference between public goods and services.

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

Benchmark:

_____ Identify and give examples of the various institutions that make up the economic systems within a local community such as families, workers, banks, and businesses.

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 needs and wants in our local community can affect other people in Wisconsin.

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 several ways to promote learning within a classroom environment.

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:

_____ Identify and describe ways family, groups and community influence the individual's daily life and personal choice.

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.

Activity:

_____ Compare and contrast family life today and over time by focusing on such topics as recreation, school and traditions.

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

Benchmark:

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:

_____ Identify and describe community services and their contributions (church, school, police, family).

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

Benchmark:

_____ Explain why government rules and laws are necessary.

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:

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

Benchmark:

_____ Define and cite examples of cultural diversity.

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

Benchmark:

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

Benchmark:

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:

_____ Identify the use of cultural language used in different stories, folk tales, music or art.

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

Benchmark:

_____ Explain a contribution made by an individual.

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

Benchmark:

_____ Investigate and explain how people in different parts of the world meet human needs associated with food, clothing and shelter.

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

Benchmark:

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

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

Activity:

_____ Participate in a local community project such as a book, food, toy or clothing drive.