

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 vocabulary such as north, south, east, west and equator to locate places on a map and globe.
- _____ Locate and distinguish between various landforms and geographic features such as mountains, rivers, islands and oceans.

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:

- _____ Locate Wisconsin on a map of North America.
- _____ Differentiate between a world and United States map.

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

Benchmark:

- _____ Cooperatively construct a map of the school.

Activity:

- _____ Construct a map of their home showing two fire escape routes.
- _____ Construct a map of their room.

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 three ways farmers interact with the physical environment to provide goods and services for our community.
- _____ Define their physical environment (housing - suburban, rural, city).
- _____ Compare and contrast the various types of past Native American homes.

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:

- _____ Determine the compass direction from one place to another on a map.
- _____ Gather and interpret information to make graphs about the classroom community.

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 different climates in terms of rainfall and temperature and identify the types of plants and animals associated with each.

Activity:

- _____ Keep a daily record of temperature, precipitation and other data to draw simple inferences about weather patterns.

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 local and state designation as part of their home address.
- _____ Sequence the production of milk from a local dairy to the grocery store in Milwaukee.

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:

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:

- _____ Discuss how people can use technology to solve problems such as transportation, communication or homemaking.

Activity:

- _____ Give examples of one way science and technology have changed the lives of people they know.

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:

- _____ Recount events from their history using concrete artifacts such as photographs to aid in storytelling.
- _____ Describe history as a record of past events.

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

Benchmark:

- _____ Compare and contrast families today and yesterday. (example: Thanksgiving with Pilgrims and Today)
- _____ Order events experienced during the day in a proper sequence.

Activity:

- _____ Differentiate between a correct and incorrect narrative account of an event they have witnessed.

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:

- _____ Listen, read and examine biographies, stories and narratives as an introduction to the lives of famous people.

Activity:

- _____ Recall specific facts about the personal life story of a grandparent or family friend.

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/contrast their daily life with that of an elder family member or historical figure.

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

Benchmark:

_____ Explain and demonstrate fairness and choice.

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:

_____ Introduced to Martin Luther King, Jr.

_____ Explain the significance of Martin Luther King, Jr. Day.

_____ Explain why it is customary to stand for the Pledge of Allegiance and national anthem.

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

Benchmark:

_____ Know the names and simple facts about prominent figures from history and the events they were associated with.

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:

_____ Draw upon photographs, illustrations and models to describe changes in transportation over time.

_____ Identify that inventions and discoveries may be beneficial or harmful to people and the environment.

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

Benchmark:

_____ Explain that in most cases people working together on a common task can accomplish more than a person working alone.

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

Benchmark:

_____ Discuss Native American culture from the past and present.

_____ Compare/contrast the immigrant and Native American perspective regarding Christopher Columbus or Thanksgiving.

_____ Introduced to Christopher Columbus.

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 responsibilities first graders have within their family.

_____ Describe the community in which they live.

Activity:

_____ List responsibilities the student and his/her family have within the 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:

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 rules at home, school and in the community.

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

Benchmark:

_____ Identify our nation’s president and their role within our government’s structure.

Activity:

_____ Propose one specific action they would take if they were president.

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:

_____ Participate in a classroom vote and discuss the importance of voting in our system of 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:

_____ Discuss reasons another student may have a different answer or opinion.

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.
- _____ Discuss the role of money in their everyday life.
- _____ Set up store in classroom during money unit.

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 the basic needs for all people in the world.
- _____ Recognize and recycle to help the shortage of resources and the rainforest.

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

Benchmark:

- _____ List goods and services produced throughout our community.

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

Benchmark:

- _____ Examine various careers and how they contribute to society.

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:

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

Benchmark:

_____ Recognize that households are made up of individuals who work to earn resources to buy goods and services for others.

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:

_____ Compare and contrast different implications of purchasing environmentally friendly goods and services.

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:

- _____ Describe how something that happened in the past will influence what they do today or in the future.
- _____ Describe a capability or personal interest.

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:

- _____ Share a specific family tradition.

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:

- _____ Discuss how families celebrate different holidays and traditions.
- _____ Discuss similarities and differences among the class's family make up, stressing acceptance and respect for all types of families.

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

Benchmark:

- _____ Explore the lifestyle of an ethnic culture focusing on food, shelter, clothing, art, music, dance or folk literature.

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, list and describe how community helpers benefit individuals.

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

Benchmark:

_____ Discuss how peer pressure can influence a personal decision.

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:

_____ Discuss the ways family and friends help influence an individual's likes and dislikes.

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

Benchmark:

_____ Discuss the values and beliefs of different cultural groups.

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

Benchmark:

_____ Identify and explain how cultures can be different and how we can learn from them.

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 ways in which culture is passed on from one generation to another such as stories, folk tales, music or artistic artifacts.

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

Benchmark:

_____ Read and discuss the biography of a significant citizen.

Activity:

_____ Read material and discuss the life of J.I. Case and discuss his contribution to the field of agriculture.

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

Benchmark:

_____ List and describe ways all cultures are alike in meeting basic human needs.

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

Benchmark:

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

Benchmark:

_____ Identify and recognize staff and volunteers or aides in their school building and the important roles they play in helping students learn.