

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:

_____ Describe home, school and neighborhood environments by using descriptive words that reflect an emerging idea of geographic location (i.e., large, small, near, far, up, down)

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:

_____ Differentiate between land and water masses using color.

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

Benchmark:

_____ Recite their street, city, state address and phone number.

Activity:

_____ Draw pictures of his/her home and school environment.

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 personal travel experiences to different geographical locations such as family visits, vacations or outings with friends.

_____ Compare and contrast the various types of past Native American homes.

_____ Give examples of how Native Americans used the land.

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:

_____ Gather 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:

_____ Identify climatic patterns associated with the four seasons in our community.

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

Grade 1

Benchmark:

_____ 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:

_____ Cite examples of practices they and their classmates can do to help preserve our 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:

_____ Describe and compare things that are old and new.

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

Benchmark:

_____ Recognize ways that they and their classmates have changed over time.

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 and stories about famous historical people, for example, Squanto, Martin Luther King, Jr., or the presidents.

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 and contrast present and past lifestyles of Native Americans or family members, i.e., energy, transportation and environment.

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

Benchmark:

_____ Explain the importance of personal responsibility, considering the interest of others and following classroom rules.

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:

_____ Match holidays and celebrations with their corresponding seasons and calendar months.

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

Benchmark:

_____ Identify George Washington, Abraham Lincoln and the current president and simply explain what makes them significant.

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 ways people communicate with each other now and long ago.

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

Benchmark:

_____ Recognize the need to cooperate with others to accomplish a task.

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

Benchmark:

_____ Explore various aspects of Native American life in the past and present, i.e., (food, clothing, transportation and shelter).

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:

- _____ Tell what is expected of them in the classroom, playground and different places within the school building.
- _____ Participate as a student helper.

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:

- _____ Understand that rules exist in our family, school and community.

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:

- _____ Identify, discuss and explain classroom and school rules.

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

Benchmark:

- _____ Participate in the basic democratic process by voting in the classroom.

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:

- _____ Discuss how voting may influence classroom activities.

Activity:

- _____ Show three ways to settle a dispute.

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.

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

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 that a shortage of resources means not being able to have everything we want.

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

Activity:

_____ Visit or explore goods and services on area farms or businesses (apple orchard, bee keeper, pumpkin farm).

D.4.4 – 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:

_____ Discuss the difference between private and public property (school owned supplies and transportation provided by the school compared to their own school supplies and family transportation to school).

Activity:

_____ Explore the flow of mail through the postal system with the use of a classroom post office and understand that the United States Postal Service is a public service.

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

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:

_____ Discuss the purpose of recycling.

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

Activity:

_____ Share a 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 classmates' likes and dislikes.

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 similarities and differences of children in the classroom.

_____ Describe different kinds of families.

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

Benchmark:

_____ Discuss different ethnic customs.

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 the purpose and function of a local institution (for example, visit the local Burlington Wellness Center, fire department or public library).

E.4.6 – Give examples of group and institutional influences such as laws, rules, 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:

_____ Recognize and explain why some people can be happy while others are sad when participating in the same event.

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

Benchmark:

_____ Discuss and participate in activities associated with seasonal and ethnic holidays and celebrations.

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

Benchmark:

_____ Recognize similarities and differences in their classmate's physical appearances and interests.

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

Benchmark:

_____ Discuss newspaper and magazine articles related to current events.

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:

_____ Introduce the concept of multiculturalism through stories, music, games or art activities.

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

Benchmark:

_____ Identify a person they feel is important and tell why.

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

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

Benchmark:

_____ Discover similarities and differences between various cultures.

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

Benchmark:

_____ Discuss why cooperation is needed in the classroom.

Activity:

_____ Work independently and cooperatively to accomplish objectives.