

Diocese of Madison

Social Studies Standards

Social Studies is the study of the social sciences and humanities. Within the curriculum, social studies provides coordinated, systematic study of information, skills, and concepts from the disciplines of history, geography, political science, economics, anthropology, psychology, law, archaeology, and sociology with attention also given to connections among the peoples and nations of the world, the effect of science and technology on society (and vice versa), and the ways to practice good citizenship. Social studies helps young people develop the knowledge and skills necessary to make informed and reasoned decisions as Catholic citizens of a culturally diverse, democratic society in an interdependent world. Linkage to our Catholic faith and teachings are integrated throughout the social studies curriculum, especially in the areas of service, social justice and other aspects of Christian life and responsibilities.

Standard A. Geography: People, Places and Environments

Students in the Madison Diocese will learn about geography through the study of the relationships among people, places, and environments.

Standard B. History: Time, continuity, and Change

Students in the Madison Diocese 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.

Standard C. Political Science and Citizenship: Power, Authority, Governance and Responsibility

Students in the Madison Diocese 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.

Standard D. Economics: Production, Distribution, Exchange, Consumption

Students in the Madison Diocese will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

Standard E. Behavioral Sciences: Individuals, Institutions, and Society

Students in the Madison Diocese 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.

Links:

AR	ART	MA	MATHEMATICS
SR	COMMUNITY SERVICE	MU	MUSIC
EE	ENVIRONMENTAL EDUCATION	PE	PHYSICAL EDUCATION
FL	FOREIGN LANGUAGE	RE	RELIGION
HE	HEALTH	SC	SCIENCE
IT	INFORMATIONAL TECHNOLOGIES	SS	SOCIAL STUDIES
LA	LANGUAGE ARTS		

GRADE 4 & 8 EXIT LEVEL SOCIAL STUDIES PERFORMANCE STANDARDS

Goal A Content Standard: GEOGRAPHY

Students in the Madison Diocese will learn about geography through the study of the relationships among people, places, and environments.

FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Four**, students will:

1. Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface.
2. Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders.
3. Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges.
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.
5. Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world.
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.
7. Identify connections between the local community and other places in Wisconsin, the United States, and the world.
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.
9. Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating.

EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Eight**, students will:

1. Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place.
2. Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape.
3. Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density.
4. 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.
5. Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases.
6. Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation.
7. Describe the movement of people, ideas, diseases, and products throughout the world.
8. Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.

9. Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals.
10. Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment.
11. Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations.

Goal B Content Standard: HISTORY

Students in the Madison Diocese 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.

FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Four**, students will:

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.
2. Use a timeline to select, organize, and sequence information describing eras in history.
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.
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.
5. Identify the historical background and meaning of important political values such as freedom, democracy, and justice.
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.
7. Identify and describe important events and famous people in Wisconsin and United States history.
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.
9. Describe examples of cooperation and interdependence among individuals, groups, and nations.
10. Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.

EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Eight**, students will:

1. Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used.
2. Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history.
3. Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history.
4. Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.
5. Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently .
6. Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.
7. Identify significant events and people in the major eras of United States and world history.

8. Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.
9. Explain the need for laws and policies to regulate science and technology.
10. Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations.
11. Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.
12. Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues.

Standard B - Suggested Historical Eras and Themes

While studying **Wisconsin history**, students in grades 4-12 will learn about:

- the prehistory and the early history of Wisconsin's native people
- early explorers, traders, and settlers to 1812
- the transition from territory to statehood, 1787-1848
- immigration and settlement
- Wisconsin's role in the Civil War, 1860-1865
- mining, lumber, and agriculture
- La Follette and the Progressive Era, 1874-1914
- the world wars and conflicts
- prosperity, depression, industrialization, and urbanization
- Wisconsin's response to 20th century change

While studying **United States history**, students in grades 5-12 will learn about:

- the prehistory and early history of the Americas to 1607
- colonial history and settlement, 1607-1763
- the American Revolution and the early national period, 1763-1815
- the paradox of nationalism and sectionalism in an expanding nation, 1815-1860
- the Civil War and Reconstruction, 1861-1877
- the growth of industrialization and urbanization, 1865-1914
- World War I and America's emergence as a world power, 1890-1920
- prosperity, depression, and the New Deal, 1920-1941
- World War II, the Cold War, the Korean War, and the Vietnamese conflict, 1941-1975
- the search for prosperity and equal rights in Cold War and post-Cold War America, 1945-present

While studying **world history**, students in grades 5-12 will learn about:

- prehistory to 2000 BC
- early pastoral civilizations, nonwestern empires, and tropical civilizations
- classical civilizations, including China, India, Egypt, Greece, and Rome, 1000 BC to 500 AD
- multiple religions (Judaism, Christianity, Islam, Buddhism, Hinduism) and civilizations to 1100 AD
- expansion and centralization of power, including the decline of feudalism, 1000-1500 AD
- the early modern world, 1450-1800 AD
- global unrest, change, and revolution, 1750-1850 AD
- global encounters, industrialization, urbanization, and imperialism, 1850-1914 AD
- wars, revolutions, and ideologies, 1900-1945 AD
- post-industrialism, global interdependence, and fragmentation in the contemporary world, 1945-present

Goal C Content Standard: POLITICAL SCIENCE and CITIZENSHIP

Students in the Madison Diocese 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.

FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Four**, students will:

1. Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity.
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.
3. Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation.
4. Explain the basic purpose of government in American society, recognizing the three levels of government.
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.
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.

EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Eight**, students will:

1. Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights.
2. Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system.
3. Explain how laws are developed, how the purposes of government are established, and how the powers of government are required, maintained, justified, and sometimes abused.
4. Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level.
5. Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights.
6. Explain the role of political parties and interest groups in American politics.
7. Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate.
8. Identify ways in which advocates participate in public policy debates.
9. Describe the role of international organizations such as military alliances and trade associations.

Goal D Content Standard: ECONOMICS

Students in the Madison Diocese will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Four**, students will:

1. Describe and explain of the role of money, banking, and savings in everyday life.
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).
3. Identify local goods and services that are part of the global economy and explain their use in Wisconsin.
4. Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient.
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).
6. Identify the economic roles of various institutions, including households, businesses, and government.

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 the world.

EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Eight**, students will:

1. Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
2. Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services.
3. Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global.
4. Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life.
5. Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity.
6. Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income.
7. Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns.
8. Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive.
9. Explain why the earning power of workers depends on their productivity and the market value of what they produce.
10. Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System.
11. Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment.

Goal E Content Standard: BEHAVIORAL SCIENCES

Students in the Madison Diocese 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.

FOURTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Four**, students will:

1. Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning.
2. Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development.
3. Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living.
4. Describe the ways in which ethnic cultures influence the daily lives of people.
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.
6. Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture.
7. Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior.

8. Describe and distinguish among the values and beliefs of different groups and institutions.
9. Explain how people learn about others who are different from themselves.
10. Give examples and explain how the media may influence opinions, choices, and decisions.
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.
12. Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens.
13. Investigate and explain similarities and differences in ways that cultures meet human needs.
14. Describe how differences in cultures may lead to understanding or misunderstanding among people.
15. Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters.

EIGHTH GRADE EXIT LEVEL PERFORMANCE STANDARDS:

By the end of grade **Eight**, students will:

1. Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning.
2. Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development.
3. Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people.
4. Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community.
5. Describe and explain the means by which groups and institutions meet the needs of individuals and societies.
6. Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals.
7. Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society.
8. Give examples to show how the media may influence the behavior and decision-making of individuals and groups.
9. Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world.
10. Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding.
11. Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved.
12. Describe conflict resolution and peer mediation strategies used in resolving differences and disputes.
13. Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the expressed.
14. Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis.

Grade Level Performance Standards: Kindergarten

Recommended areas of concentration for kindergarten: Self, Home, City, State, Country

Within our kindergarten social studies curriculum, students will:

GOAL A - GEOGRAPHY: PEOPLE, PLACES AND ENVIRONMENTS

Learn about geography through the study of the relationships among people, places, and environments.

- A.K.1. a. Tell about his/her environment using descriptive words (i.e. up, down, large, small, near, far, left, right.).
- b. Recite own name, address, phone number and parents/guardians' names. LA
- A.K.2. Locate physical features on a map or globe.
 - a. Describe his/her home, church, school, and neighborhood environment. RE
 - b. Identify locations on simple maps.
 - c. Identify various landforms.
- A.K.5. Use pictures, symbols, and diagrams to describe his/her environment. MA
- A.K.6. Identify predictable environmental changes. SC

GOAL B - HISTORY: TIME, CONTINUITY, AND CHANGE

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.

- B.K.1. Create or produce writing to communicate with different audiences for a variety of purposes. (IT, MA, RE, SC, SS)
- B.K.2. Describe and compare differences between old and new. SC
- B.K.3. Examine written materials to understand the lives of people, their time and context, and the relationship to historical events.
 - a. Describe oneself and family in past, present, and future terms (i.e. baby to grown-up). RE
 - b. Relate birthday, days of the week, and months of the year. MA
 - c. Retell/repeat past events, legends, Bible stories. LA, RE
- B.K.5. Discuss the meaning of values (i.e. choices, freedom, and fairness). RE
- B.K.6. Discuss the significance of religious, national, state holidays and symbols. RE

GOAL C - POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE AND RESPONSIBILITY

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.

- C.K.1. Identify and explain the individual's responsibility to family, peers, church, and community, including the need for civility and respect for diversity. RE
 - a. Participate in classroom responsibilities.
- C.K.2. Recognize the Pledge of Allegiance.
- C.K.3. Explain how rules of behavior promote cooperation.
 - a. Tell what behavior is expected of him/her at school. LA
 - b. Practice behaviors that promote cooperation. RE
- C.K.4. Identify the state and national flag.
- C.K.5. Identify and participate in selected forms of civic responsibility by participate in a voting process.
- C.K.6. Make appropriate choices and discuss consequences of inappropriate choices. RE

GOAL D - ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION

Learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

- D.K.1. Explain that people earn money by working, exchange money for goods and save money. MA
- D.K.2. Examine difference between basic needs and wants. RE, SC
- D.K.4. Give examples of various types of jobs. AR, LA
- D.K.5. Show respect for private and public property. RE
- D.K.7. Describe how personal decisions can affect the lives of people.
 - a. Participate in service projects. AR, LA, RE
 - b. Practice reducing, reusing and recycling. RE, SC

GOAL E - BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY

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.

- E.K.3. Describe how families are alike and different. RE
- E.K.4. Recognize how different ethnic cultures enrich our daily lives. RE
- E.K.5. Identify and describe institutions (i.e. school, church, police, fire fighters, and family) and describe their contributions to the well being of their neighborhood. RE
- E.K.6. Give examples of laws, rules, and peer pressure that influence the classroom and school community.
- E.K.7., E.K.8., E.K.9. Recognize and appreciate that we are all God's children with similarities and differences. RE
- E.K.15. Describe ways to cooperate and work together to solve a problem. LA

Note – *Numeric order for the K-8 grade level goals listed in this document aligns with the WI State Academic Standards. Not all grades include each of the performance standards (as indicated by gaps in the numbering system). However, all K-4 goals and 5-8 goals are appropriately addressed by the end of fourth and eighth grades.*

These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade One

Recommended areas of concentration for first grade: Family - compare and contrast with family life in Russia or other European country

Within our first grade social studies curriculum, students will:

GOAL A - GEOGRAPHY: PEOPLE, PLACES AND ENVIRONMENTS

Learn about geography through the study of the relationships among people, places, and environments.

- A.1.1. Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface.
 - a. Identify uses of maps and globes and tell why they are important.
 - b. Tell why all maps have scales. (MA)
- A.1.2. Locate map features
 - a. Use map vocabulary (i.e. model, symbol, map key, directions) to read picture maps. LA
 - b. Identify own state and country on a map of North America.
 - c. Identify land forms and bodies of water on a map or globe.
 - d. Recognize that our world has continents, countries, states, cities (towns), and neighborhoods.
- A.1.3. Make a map of his/her classroom, school, and/or neighborhood. AR, IT, LA, MA
- A.1.4. Identify natural resources. RE, SC
- A.1.5. Use grid systems, charts, graphs, and maps to gather information about their school community. IT, MA
- A.1.6. Identify environmental changes caused both by nature and human actions. SC
- A.1.7. Identify connections between the local community and other places in Wisconsin. (i.e. similar land forms, natural resources, etc.).
- A.1.9. Give examples of how modern inventions can have positive/negative effects on the environment. SC

GOAL B - HISTORY: TIME, CONTINUITY, AND CHANGE

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.

- B.1.2. Read and make simple time lines. AR, IT, MA
- B.1.4. Compare and contrast families, schools, and Church traditions of the past and present. RE
- B.1.6. Explain the significance of religious, national, state holidays and symbols. RE
- B.1.7. Describe ways they have influenced our culture. LA
- B.1.9. Describe examples of cooperation and interdependence among individuals and groups (i.e. Pilgrims and Native Americans). RE
- B.1.10. Identify and describe examples of Native American tribes. LA, AR, IT

GOAL C - POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE AND RESPONSIBILITY

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.

- C.1.1. Identify and explain the individual's responsibilities toward family including the need for civility and respect. RE
- C.1.2. Recite the Pledge of Allegiance. LA
- C.1.3. Identify, explain, apply, and recognize consequences for family and school rules. RE
- C.1.5. Identify and participate in selected forms of civic responsibility.

- a. Participate in a voting process. MA
 - b. Participate in classroom surveys. MA
 - c. Discuss current events.
- C.1.6. Make appropriate choices and discuss consequences of inappropriate choices. RE

GOAL D - ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION
Learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

- D.1.1. Explain that people earn money by working, exchange money for goods and save money. MA
- D.1.2. Practice making choices balancing basic needs and wants. RE, SC
- D.1.3. Recognize that individuals and families work to earn money and buy goods and services.
 - a. Identify examples of goods and services.
 - b. Practice exchanging money for goods and services.
- D.1.4. Give examples of various types of jobs. AR, LA
 - a. Discuss roles of classroom helpers.
 - b. Report on careers/jobs.
- D.1.5., D.1.6. Recognize that some goods and services are provided from the government (roads, post office, police), and others are bought from private businesses.
- D.1.7. Explore effects of personal economic decisions.
 - a. Practice reducing, reusing, and recycling and recognize how this contributes to society. SC
 - b. Identify what we can do to help those in need / participate in service projects. RE

GOAL E - BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY
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.

- E.1.1., E.1.2. Compare and contrast own personal interests with those of classmates. AR, RE
- E.1.3. Explore characteristics of families by comparing and contrasting size, hobbies, and celebrations. RE
- E.1.4, E.1.11., E.1.14. Recognize that different ethnic cultures enrich our daily lives by exploring language, stories, folk tales, music, and other artistic creations from various cultures. LA
- E.1.5. Identify and describe institutions (i.e. school, church, police, fire fighters, and family) and describe their contributions to the well being of their neighborhood. RE
- E.1.6. Give examples of laws, rules and peer pressure that influence people at school and at home.
- E.1.7., E.1.8., E.1.9. Discuss how we are all God’s children with similarities and differences. RE
- E.1.12. Discuss how important contributions are recognized, and commemorated (classroom awards, local heroes).
- E.1.15. Describe ways to cooperate and work together to solve problems at home and school. RE

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These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade Two

Recommended areas of concentration for second grade: Neighborhood - compare and contrast neighborhoods with those in Australia and with those in an African country

Within our second grade social studies curriculum, students will:

GOAL A - GEOGRAPHY: PEOPLE, PLACES AND ENVIRONMENTS

Learn about geography through the study of the relationships among people, places, and environments.

- A.2.1. Use picture maps, maps, and globes to gather information. IT, MA
- A.2.2. Locate features on a map or globe.
 - a. Use map vocabulary (i.e. cardinal directions, scale, hemisphere, equator) to locate and describe places on maps. LA
 - b. Describe location of his/her state, country, and continent on a map of North America. LA
 - c. Compare physical features (i.e. mountains, oceans, land forms) on maps and globes. SC
- A.2.3. Construct a map.
 - a. Make a map with a key of his/her classroom, school, and/or neighborhood. AR, IT, LA, MA
 - b. Label maps of the United States and the world, including bodies of water. LA
- A.2.4. Discuss stewardship of natural resources. RE, SC
- A.2.5. Use grid systems, charts, graphs, and maps to gather information. IT, MA
- A.2.6. Discuss environmental changes caused both by nature and human actions. SC
- A.2.7. Compare and contrast the local community and other places in Wisconsin (i.e. land forms, natural resources, etc.).
- A.2.9. Give examples of how modern inventions can have positive/negative effects on the environment. SC

GOAL B - HISTORY: TIME, CONTINUITY, AND CHANGE

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.

- B.2.1. Identify and use resources to understand the past (i.e. stories, artifacts, maps, pictures).
- B.2.2. Use time lines to sequence at least four events. AR, IT, MA
- B.2.3. Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people. LA
- B.2.4. Compare and contrast communities and Church traditions of the past and present. RE
- B.2.6. Explain the significance of religious, national, state holidays and symbols. RE
- B.2.7. Name various leaders of the past (i.e. Washington, Lincoln, Martin Luther King) and describe ways they have influenced our culture. LA
- B.2.8. Discuss positive and negative aspects of changes in technology over time. IT
- B.2.9. Describe examples of cooperation and interdependence among individuals and groups (i.e. Pilgrims and Native Americans, Australian Aborigines and settlers, or various African tribes). LA

GOAL C - POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE AND RESPONSIBILITY

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.

- C.2.1. Identify and explain the individual's responsibilities toward peers and those in their neighborhoods, including the need for civility and respect for diversity. RE

- C.2.2. Recognize that there are significant political documents in our country in which the rights of our citizens are guaranteed.
- C.2.3. Identify, explain, apply, and recognize consequences for community rules and responsibilities. RE
- C.2.4. Recognize the purpose of local, state, and national government in American society.
- C.2.5. Identify and participate in selected forms of civic responsibility.
 - a. Participate in recycling. SC
 - b. Discuss current events.
- C.2.6. Practice listening and discussing various viewpoints. LA

GOAL D - ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION

Learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

- D.2.1. Explain that people earn money by working, exchange money for goods and save money. MA
 - a. Discuss the role of banks.
- D.2.2. Practice making choices by identifying basic needs and wants. RE, SC
- D.2.3. Identify local goods and services that are part of the global economy and explain their use in Wisconsin.
 - a. Recognize that individuals and families work to earn money and buy goods and services.
 - b. Distinguish between goods and services.
 - c. Practice exchanging money for goods and services. MA
 - d. Recognize that trade occurs locally, nationally, and globally.
- D.2.4. Explore how different jobs affect the community.
- D.2.5. Distinguish between public and private goods and services.
 - a. Recognize that some goods and services are provided from the government (roads, post office, police), and others are bought from private businesses.
- D.2.6. Identify the economic roles of various institutions.
 - a. Distinguish between producers and consumers.
- D.2.7. Explore effects of personal economic decisions.
 - a. Practice reducing, reusing, and recycling and recognize how this contributes to society. SC
 - b. Identify what we can do to help those in need / participate in service projects. RE
 - c. Practice deciding what to buy with limited amounts of money. MA

GOAL E - BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY

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.

- E.2.1., E.2.2. Examine personal interests and accomplishments.
 - a. Compare and contrast personal interests with classmates.
- E.2.3. Explore characteristics of families. RE
 - a. Describe where they live.
 - b. Describe how they make a living.
- E.2.4., E.11., E.14. Discuss how different ethnic cultures enrich our daily lives. LA, RE
 - a. Explore language, stories, folk tales, music, and other artistic creations from various cultures.
- E.2.5. Identify and describe institutions (i.e. school, church, police, fire fighters, and family) and describe their contributions to the well being of the community. RE
- E.2.6. Give examples of laws, rules, and peer pressure that influence people in the neighborhood and community.
- E.2.7., E.8., E.9. Explore values and beliefs. RE
 - a. Recognize that people have different values and beliefs.
 - b. Recognize that values and beliefs can change.
- E.2.10. Give examples of how the media may influence opinions, choices, and decisions. IT

- E.2.12. Give examples of important political and religious contributions at the local and state level. RE
- E.2.13. Investigate and explain similarities and differences in ways that cultures meet human needs (i.e. Pilgrims and Native Americans, Australian Aborigines and settlers, or various African tribes).
- E.2.15. Describe ways to cooperate and work together to solve problems in the neighborhood and community.

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These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade Three

Recommended areas of concentration for third grade: Community with an emphasis on hometown history and United States geography

Within our three grade social studies curriculum, students will:

GOAL A - GEOGRAPHY: PEOPLE, PLACES AND ENVIRONMENTS

Learn about geography through the study of the relationships among people, places, and environments.

- A.3.1. Use reference points, latitude, longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface. MA
- A.3.2. Locate features on a map. LA
 - a. Use geographic vocabulary (i.e. scale, equator, prime meridian, latitude, longitude).
 - b. Use various types of maps: political, physical, and historical.
 - c. Identify cities, states, and national borders.
 - d. Identify continents and bodies of water.
 - e. Compare and contrast different types of maps.
- A.3.3. Practice constructing maps from memory. AR, IT, LA, MA
 - a. Construct a simple hometown map from memory.
 - b. Construct and label from memory a map of the Western Hemisphere, including bodies of water, mountains, and continents.
- A.3.4. Explain how climate, geographic location, and natural resources affect communities.
- A.3.5. Use grid systems, charts, graphs, maps, and atlases to gather information. IT, MA
- A.3.6. Describe the social and economic effects of predictable (weather, seasons) and unpredictable (floods, droughts) environmental changes. RE, SC
- A.3.7. Compare and contrast the local community and other places in Wisconsin and the United States (i.e. similar landforms, natural resources, etc.).
- A.3.8. Identify major changes in the community and explain the causes and effects.
- A.3.9. Give examples of how modern inventions can have positive/negative effects on the environment. SC

GOAL B - HISTORY: TIME, CONTINUITY, AND CHANGE

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.

- B.3.1. Identify and examine various sources of information that are used for constructing an understanding of the past (artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts). IT
- B.3.2. Summarize and draw conclusions regarding information on graphs, charts, and time lines. IT, MA
- B.3.3. Examine biographies, stories, narratives and folk tales to understand the lives of ordinary and extraordinary people. LA
- B.3.4. Identify social, economic, political, or cultural factors that contribute to change in communities and Church traditions. RE
- B.3.5. Discuss concepts of freedom, justice, democracy and equality. RE
- B.3.6. Review religious, national, state holidays and symbols (i.e. class celebrations, creating flags, banners, and models, teaching younger students). RE
- B.3.7. Identify and describe important events and famous people in United States history. IT, LA, RE
- B.3.8. Discuss positive and negative aspects of changes in technology over time and its effects on people and the environment. IT, SC
- B.3.9. Describe examples of cooperation and interdependence among groups and nations. RE

GOAL C - POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE AND RESPONSIBILITY

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.

- C.3.1. Identify and explain the individual's responsibilities toward peers and the community, including the need for civility and respect for diversity. RE
- C.3.2. Identify the Declaration of Independence as a significant political document in our country in which the rights of our citizens are guaranteed.
- C.3.3. Explain why communities have rules and why citizens need to respect those rules. RE
- C.3.4. Explain the purpose of government in American society, including the Executive, Legislative, and Judicial Branches.
- C.3.5. Identify and participate in selected forms of civic responsibility.
 - a. Identify community groups (i.e. 4H, Scouts, Chamber of Commerce).
 - b. Respond to current events (i.e. letters to the editor). LA
- C.3.6. Practice critical thinking skills to compare and contrast various viewpoints on issues.
 - a. Participate in classroom discussions/debates. LA

GOAL D - ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION

Learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

- D.3.1. Describe and explain the role of money, banking, and savings in everyday life. MA
- D.3.2. Give examples of how economic resources in the home, school, and community are limited and how people must make choices about how to use these resources. MA
- D.3.3. Recognize that individuals and families work to earn money and buy goods and services
 - a. Practice exchanging money for goods and services. MA
 - b. Give examples of how trade occurs locally, nationally, and globally.
- D.3.4. Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient.
- D.3.5. Distinguish between private and public goods and services.
 - a. Give examples showing how people voluntarily exchange goods and services because they expect to be better off after the exchange.
 - b. Distinguish producers and consumers.
 - c. Define taxes and give examples of how taxes are used.
- D.3.7. Explore effects of personal economic decisions.
 - a. Recognize how processes of production, consumption, and disposal of goods affect the community. RE
 - b. Identify what we can do to help those in need / participate in service projects. RE
 - c. Practice deciding what to buy with limited amounts of money. MA

GOAL E - BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY

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.

- E.3.1., E.3.2. Explore how outside influences (i.e. language, neighborhood, family) affect identity and development.
- E.3.4., E.3.11., E.3.13., E.3.14. Understand and appreciate the diversity of cultures in the United States. RE
 - a. Relate various kinds of contributions (i.e. artistic, economic, religious). AR
 - b. Discuss differences in language, stories, folk tales, music. LA, MU

- c. Tell how understandings / misunderstandings can occur among people.
 - d. Compare and contrast different people's values and beliefs.
- E.3.6. Give examples of laws, rules, and peer pressure that influence people in the society.
- E.3.7., E.3.8., E.3.9. Recognize that different values and beliefs guide people. RE
- E.3.10. Explain how the media may influence opinions, choices, and decisions. IT, RE
- E.3.12. Give examples of important political and religious contributions at the national and global level. RE
- E.3.15. Describe methods and institutions that work to solve problems in society (i.e. famine and disaster relief).
RE

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These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

<p>Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.</p>

Grade Level Performance Standards: Grade Four

Recommended areas of concentration for fourth grade: Wisconsin – with an emphasis on Native Americans in Wisconsin and early American history

Within our fourth grade social studies curriculum, students will:

GOAL A - GEOGRAPHY: PEOPLE, PLACES AND ENVIRONMENTS

Learn about geography through the study of the relationships among people, places, and environments.

- A.4.1. Use reference points, latitude, longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface. MA
- A.4.2. Locate features on maps and globes.
 - a. Identify physical features (i.e. continents, oceans, mountain ranges, and landforms).
 - b. Identify natural features (i.e. resources, flora, and fauna).
 - c. Identify human features (i.e. cities, states, national borders).
 - d. Compare and contrast political, physical, and historical maps.
- A.4.3. Construct a map of the world from memory showing location of major land masses, bodies of water, and mountain ranges. AR, IT, LA, MA
- 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. AR, LA
- A.4.5. Use grid systems, charts, graphs, maps, and atlases to gather information. IT, MA
- A.4.6. Describe the social and economic effects of predictable (weather, seasons) and unpredictable (floods, droughts) environmental changes. SC
- A.4.7. Compare and contrast the local community and other places in Wisconsin, the United States, and the world (i.e. similar landforms, natural resources, etc.).
- A.4.8. Identify major changes in the community and explain the causes and effects.
- A.4.9. Give examples to show how scientific and technological knowledge has led to environmental changes (i.e. pollution prevention measures, air conditioning, and solar heating). SC

GOAL B - HISTORY: TIME, CONTINUITY, AND CHANGE

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.

- B.4.1. Identify and examine various sources of information that are used for constructing an understanding of the past (artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts).
- B.4.2. Use a time line to select, organize and sequence information that describes eras in Wisconsin history. MA
- B.4.3. Examine through literature the lives of ordinary and extraordinary people in Wisconsin. LA
 - a. Identify time and context.
 - b. Discuss relationship to important historical events.
- B.4.4. Compare and contrast social, economic, political, and cultural changes in contemporary Wisconsin life with life in the past.
- B.4.5. Identify the historical background and meaning of important political values of freedom, justice, democracy and equality. RE
- B.4.6. Identify and explain the significance of state symbols and state flag. AR, LA
- B.4.7. Identify and describe important events and famous people in Wisconsin history. IT, LA, RE
- B.4.8. Compare past and present technologies related to energy, transportation, and communication. IT, SC
 - a. Identify beneficial and harmful effects.
 - b. Identify human and environmental effects.
 - c. Identify effects specific to Wisconsin.

- B.4.9., B.4.10. Examine the history of Native Americans in Wisconsin.
- a. Identify cultural contributions. AR, MU
 - b. Discuss tribal sovereignty.
 - c. Identify current status.
 - c. Discuss cooperation and interdependence.

GOAL C - POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE AND RESPONSIBILITY

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.

- C.4.1. Identify and explain the individual's responsibilities toward family, peers, church and the community, including the need for civility and respect for diversity. RE
- C.4.2. Identify the Constitution and Bill of Rights as significant political documents in our country in which the rights of our citizens are guaranteed.
- C.4.3. Explain why various groups establish, modify, and enforce rules of behavior. RE
- a. Identify which behaviors promote cooperation.
 - b. Identify which behaviors hinder cooperation.
- C.4.4. Explain the purpose of government in American society.
- a. Discuss the role of the three branches of government.
 - b. Identify the organization of Wisconsin state government.
- C.4.5. Demonstrate understanding of various forms of civic responsibility.
- a. Discuss the basic electoral processes.
 - b. Respond to current events (i.e. letters to the editor). LA
- C.4.6. Practice critical thinking skills to compare and contrast various viewpoints on issues.
- a. Participate in classroom discussions /debates. LA
 - b. Prepare and present persuasive arguments (essays, speeches). LA

GOAL D – ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION

Learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

- D.4.1. Describe and explain the role of state and local taxes in everyday life. MA
- D.4.2. Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost. RE
- a. Discuss the power of economic resources to affect change.
 - b. Identify stewardship (i.e. protecting natural resources).
 - c. Discuss alleviation of poverty (i.e. donations to charity, discussions of social classes).
- D.4.3., D.4.4. Identify Wisconsin businesses and industries that produce goods and services that are part of the global economy.
- D.4.7. Explore effects of personal economic decisions.
- a. Discuss how processes of production, consumption, and disposal of goods affect the state and national community. MA
 - b. Identify what we can do to help those in need.
 - c. Participate in service projects. RE

GOAL E - BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY

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.

- E.4.4., E.4.11., E.4.13., E.4.14. Understand and appreciate the diversity of cultures in Wisconsin. RE
- a. Relate various kinds of contributions (i.e. artistic, economic, religious). AR

- b. Discuss differences in language, stories, folk tales, music. LA, MU
 - c. Tell how understandings / misunderstandings can occur among people.
 - d. Compare and contrast different people's values and beliefs.
- E.4.5. Describe instances of cooperation and interdependence among individuals, groups, and nations (i.e. helping others in famines and disasters).
- a. Discuss how institutions like the Church, school, government help individuals, groups, and nations.
 - b. Give examples of how agencies like the Red Cross and mission groups help others.
- E.4.6. Give examples of group and institutional influences (i.e. laws, rules, and peer pressure on people, events and culture). RE
- a. Describe how people and institutions like the church, schools, and government work to solve societal problems.
 - b. Report on how family and peer pressure, rules and laws affect 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. RE
- a. Discuss the role of family in the values and beliefs of individuals.
 - b. Discuss the role of education in the values and beliefs of individuals.
 - c. Discuss the role of environment in the values and beliefs of individuals.
- E.4.9. Discuss how people learn about others who are different from themselves (i.e. interview, research, pen-pals, experiences).
- E.4.10. Analyze media influence on opinions, choices, and decisions. IT, RE
- E.4.12. Give examples and describe important social contributions by Wisconsin citizens and institutions. RE

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These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade Five

Recommended areas of concentration for fifth grade: Early American history (through 17th Century), South America, Canada, Pacific Islands

Within our fifth grade social studies curriculum, students will:

GOAL A - GEOGRAPHY: PEOPLE, PLACES AND ENVIRONMENTS

Learn about geography through the study of the relationships among people, places, and environments.

- A.5.1. Use a variety of geographic representations (i.e. political, physical, and topographic maps, a globe, aerial photographs, and satellite images) to gather and compare information about a place. AR
- A.5.2. Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size and shape.
- A.5.3. Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density. MA
- A.5.5. Identify and compare the natural resource bases of regions of the world using a statistical atlas, aerial photographs, satellite images and computer databases. IT
- A.5.6. Describe and distinguish between the environmental effects on the earth of short-term physical changes, (i.e. floods, droughts, and snowstorms) and long-term physical changes (i.e. plate tectonics, erosion and glaciation).
- A.5.7. Describe the movement of people, ideas, disease, and products throughout the world. SC
- A.5.8. Describe and analyze the ways in which people in different regions of the world interact with their physical environments through spiritual, vocational and recreational activities. RE
- A.5.9. Describe how buildings and their decoration reflect cultural values and ideas, providing examples (i.e. cave paintings and mound building). AR
- A.5.10. Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment (i.e. use of waterpower and the cotton gin). IT, MA, SC
- A.5.11. Analyze causes and consequences of current global issues. RE, SC, MA, IT, LA, FL

GOAL B - HISTORY: TIME, CONTINUITY, AND CHANGE

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.

- B.5.1. Interpret the past using a variety of sources (i.e. biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials) and evaluate the credibility of source used. LA
- B.5.2. Employ cause and effect arguments to demonstrate how significant events have influenced the past. RE
- B.5.3. Describe the relationship between and among significant events (i.e. the causes and consequences of wars). LA, RE
- B.5.4. Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.
- B.5.5. Use historical evidence to determine and support a position about important political and religious values, (i.e. freedom, democracy, equality, or justice) and express the position coherently. RE
- B.5.7. Identify significant events and people in the major eras of History.
- B.5.8. Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.
- B.5.9. Explain the need for laws and policies to regulate science and technology. IT, RE, SC
- B.5.10. Analyze examples of conflict, cooperation and interdependence among groups, societies or nations
- B.5.12. Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues. MA

GOAL C - POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE AND RESPONSIBILITY

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.

- C.5.1. Identify and explain democracy's basic principles.
 - a. individual rights
 - b. responsibility for the common good
 - c. equal opportunity
 - d. equal protection of the laws
 - e. freedom of speech
 - f. justice
 - g. majority rule with protection for minority rights
- C.5.2. Identify, cite, and discuss important political documents.
- C.5.3. Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused.
- C.5.4. Explain the basic purpose and structure of government in America.
- C.5.6. Explain the role of political and interest groups.
- C.5.7. Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate.
- C.5.8. Identify ways in which advocates participate in public policy debates.

GOAL D - ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION

Learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

- D.5.1. Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. MA
- D.5.2. Identify and explain basic economic concepts: supply, demand, production exchange and consumption. MA, SC
- D.5.3. Describe Wisconsin's role in national and global economies. LA, MA, RE
- D.5.5. Give examples to show how government provides for national defense: health, safety, and environmental protection, and the defense of property rights.
- D.5.6. Identify and explain various points of view concerning economic issues (i.e. taxation).
- D.5.8. Explain how and why people who start new businesses take risks to provide goods and services.
- D.5.9. Describe how personal decisions can have a global impact on issues (i.e. trade agreements, recycling, and conserving the environment). RE, SC

GOAL E - BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY

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.

- E.5.1. Give examples to explain and illustrate the influence of prior knowledge and other factors on individual learning.
- E.5.2. Give examples to explain and illustrate how factors (i.e. family, gender, and socioeconomic status) contribute to individual identity and development. SC, RE
- E.5.3. Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people.

- E.5.4. Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community.
- E.5.5. Describe and explain the means by which groups and institutions meet the needs of individuals and societies.
- E.5.6. Describe and explain the influence of status, religion, ethnic origin, race, gender, and age on the interactions of individuals and how bias, prejudice, and stereotyping leads to conflict in a society. RE
- E.5.10, E.5.14., Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding. AR, MU, RE

Note – *Numeric order for the K-8 grade level goals listed in this document aligns with the WI State Academic Standards. Not all grades include each of the performance standards (as indicated by gaps in the numbering system). However, all K-4 goals and 5-8 goals are appropriately addressed by the end of fourth and eighth grades.*

These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade Six

Recommended areas of concentration for sixth grade: Ancient history, medieval history

Within our sixth grade social studies curriculum, students will:

GOAL A - GEOGRAPHY: PEOPLE, PLACES AND ENVIRONMENTS

Learn about geography through the study of the relationships among people, places, and environments.

- A.6.1. Use a variety of geographic representations (i.e. political, physical, and topographic maps, a globe, aerial photographs, and satellite images) to gather and compare information about a place.
- A.6.2. Construct mental maps of selected locales, regions, states, and countries and draw maps from memory. AR, MA
- A.6.3. Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density. MA
- A.6.4. Conduct a historical study to analyze the use of the local environment in a community and to explain the effect of this use on the environment.
- A.6.5. Identify and compare the natural resource bases of different regions of the world using a statistical atlas, aerial photographs, satellite images, and computer databases. IT
- A.6.6. Describe and distinguish between the environmental effects on the earth of short-term physical changes, (i.e. floods, droughts, and snowstorms) and long-term physical changes (i.e. plate tectonics, erosion and glaciation).
- A.6.7. Describe the movement of people, ideas, diseases, and products throughout the world. SC
- A.6.8. Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.
- A.6.9. Describe how buildings and their decoration reflect cultural values and ideas, providing examples (i.e. cave paintings, pyramids, sacred cities, castles, and cathedrals). AR
- A.6.10. Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment (i.e. aqueducts, roads, and bridges). SC, IT, MA
- A.6.11. Give examples of the causes and consequences of current global issues (i.e. extinction of species) and suggest possible responses by various individuals, groups, and nations. RE

GOAL B - HISTORY: TIME, CONTINUITY, AND CHANGE

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.

- B.6.1. Interpret the past using a variety of sources (i.e. biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials) and evaluate the credibility of sources used. LA
- B.6.2. Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present. LA
- B.6.3. Describe the relationships between and among significant events, like the causes and consequences of wars.
- B.6.4. Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.
- B.6.5. Use historical evidence to determine and support a position about important religious and political values. (i.e. freedom, democracy, equality, or justice) and express the position coherently. RE
- B.6.6. Analyze important political values (i.e. freedom, democracy, equality, and justice).
- B.6.7. Identify significant events and people in the major eras of world history.
- B.6.8. Identify major scientific discoveries and technological innovations and describe their social and economic effects on society. IT, SC
- B.6.9. Explain the need for laws and policies to regulate science and technology. IT, RE, SC

- B.6.10. Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations.
- B.6.12. Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues. MA

GOAL C - POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE AND RESPONSIBILITY

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.

- C.6.1. Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights. RE
- C.6.3. Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused.
- C.6.7. Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate. LA
- C.6.8. Identify ways in which advocates participate in public policy debates.
- C.6.9. Describe the role of international organizations (i.e. military alliances and trade associations).

GOAL D - ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION

Learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

- D.6.1. Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. MA
- D.6.2. Identify and explain basic economic concepts: supply, demand, production exchange, and consumption; labor, wages, and capital; and inflation and deflation. MA, SC
- D.6.4. Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life. IT
- D.6.5. Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights.
- D.6.6. Identify and explain points of view concerning economic issues (i.e. taxation and unemployment).
- D.6.7. Examine natural resources. LA, MA, RE
 - a. Identify locations.
 - b. Describe acquisition.
 - c. Discuss how distribution generates trade.
 - d. Discuss influence on local economic patterns.
- D.6.9. Explain why the earning power of workers depends on their productivity and the market value of what they produce.
- D.6.11. Describe how personal decisions can have a global impact on issues (i.e. trade agreements, recycling, and conserving the environment).

GOAL E - BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY

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.

- E.6.1. Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning.
- E.6.3. Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people.

- E.6.4. Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community.
- E.6.5. Describe and explain the means by which groups and institutions meet the needs of individuals and societies.
- E.6.6. Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals.
- E.6.7. Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society.
- E.6.9. Give examples of the cultural contributions of racial and ethnic groups in the world.
- E.6.10., E.6.14. Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding.
- E.6.11. Explain how beliefs and practices (i.e. ownership of property or status at birth) may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved. AR, RE, MU
- E.6.12. Describe conflict resolution and peer mediation strategies used in resolving differences and disputes. RE
- E.6.13. Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed. AR
- E.6.15. Describe cooperation and interdependence among individuals, groups, and nations (i.e. helping others in times of crisis). RE

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Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade Seven

Recommended areas of concentration for seventh grade: World geography, China

Within our seventh grade social studies curriculum, students will:

GOAL A - GEOGRAPHY: PEOPLE, PLACES AND ENVIRONMENTS

Learn about geography through the study of the relationships among people, places, and environments.

- A.7.1. Use a variety of geographic representations (i.e. political, physical, and topographical maps, a globe, aerial photographs, and satellite images) to gather and compare information about a place.
- A.7.2. Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape. AR, MA
- A.7.3. Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density. MA
- A.7.5. Identify and compare the natural resource bases of different regions, using a statistical atlas, aerial photographs, satellite images, and computer databases. IT
- A.7.6. Describe and distinguish between the environmental effects on the earth of short-term physical changes (i.e. floods, droughts, and snowstorms) and long-term physical changes (i.e. plate tectonics, erosion, and glaciation).
- A.7.7. Describe the movement of people, ideas, diseases, and products throughout the world. SC
- A.7.8. Describe and analyze the ways in which people interact with their physical environments through vocational and recreational activities.
- A.7.9. Describe how buildings and their decoration reflect cultural values and ideas.
- A.7.10. Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment (ie. assembly line and steam engines). SC, IT, MA
- A.7.11. Analyze the causes and consequence of current global issues.

GOAL B - HISTORY: TIME, CONTINUITY, AND CHANGE

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.

- B.7.1. Interpret the past using a variety of sources (i.e. biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials) and evaluate the credibility of sources used.
- B.7.2. Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present.
- B.7.3. Describe the relationships between and among significant events (i.e. causes and consequences of wars in world history).
- B.7.4. Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.
- B.7.5. Use historical evidence to determine and support a position about important religious and political values (i.e. freedom, democracy, equality, or justice) and express the position coherently.
- B.7.6. Analyze important political values (i.e. freedom, democracy, equality, and justice) embodied in documents.
- B.7.8. Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.
- B.7.9. Explain the need for laws and policies to regulate science and technology.
- B.7.10. Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations.
- B.7.12. Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues. MA

GOAL C - POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE AND RESPONSIBILITY

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.

- C.7.1. Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights.
- C.7.3. Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused.
- C.7.6. Explain the role of political parties and interest groups in American and world politics.
- C.7.7. Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate.
- C.7.8. Identify ways in which advocates participate in public policy debates.
- C.7.9. Describe the role of international organizations (i.e. military alliances and trade associations).

GOAL D - ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION

Learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

- D.7.1. Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. MA
- D.7.2. Identify and explain basic economic concepts: MA, SC
 - a. supply and demand
 - b. production, exchange, and consumption
 - c. labor, wages, and capital
 - d. inflation and deflation
 - e. public and private goods and services
- D.7.4. Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life.
- D.7.5. Give examples to show how government provides for:
 - a. national defense
 - b. health, safety, and environmental protection
 - c. defense of property rights
 - d. maintenance of free and fair market activity
- D.7.6. Identify and explain various points of view concerning economic issues (i.e. taxation, unemployment, inflation, the national debt, and distribution of income).
- D.7.7. Examine natural resources. LA, MA, RE
 - a. Identify locations.
 - b. Describe acquisition.
 - c. Discuss how distribution generates trade.
 - d. Discuss influence on local economic patterns.
- D.7.8. Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive.
- D.7.9. Explain why the earning power of workers depends on their productivity and the market value of what they produce.
- D.7.11. Describe how personal decisions can have a global impact on issues (i.e. trade agreements, recycling, and conserving the environment).

GOAL E - BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY

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.

- E.7.1. Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning.
- E.7.2. Give examples to explain and illustrate how factors (i.e. family, gender, and socioeconomic status) contribute to individual identity and development.
- E.7.3. Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people.
- E.7.4. Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community. RE
- E.7.5. Describe and explain the means by which groups and institutions meet the needs of individuals and societies. RE
- E.7.6. Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals. RE
- E.7.7. Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society. RE
- E.7.8. Give examples to show how the media may influence the behavior and decision-making of individuals and groups. RE
- E.7.9. Give examples of the cultural contributions of racial and ethnic groups.
- E.7.10., E.7.14. Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding. AR, MU, RE
- E.7.11. Explain how beliefs and practices (i.e. ownership of property or status at birth) may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved.
- E.7.12. Describe conflict resolution and peer mediation strategies used in resolving differences and disputes.
- E.7.13. Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed. AR, LA
- E.7.15. Describe cooperation and interdependence among individuals, groups, and nations (i.e. helping others in times of crisis).

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These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4 year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards: Grade Eight

Recommended area of concentration for eighth grade: United States history from the 18th Century to the present

Within our eighth grade social studies curriculum, students will:

GOAL A - GEOGRAPHY: PEOPLE, PLACES AND ENVIRONMENTS

Learn about geography through the study of the relationships among people, places, and environments.

- A.8.1. Use a variety of geographic representations (i.e. political, physical, and topographical maps, a globe, aerial photographs, and satellite images) to gather and compare information about a place.
- A.8.2. Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape. AR
- A.8.3. Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density. MA
- A.8.5. Identify and compare the natural resource bases of different regions in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases.
- A.8.6. Describe and distinguish between the environmental effects on the earth of short-term physical changes (i.e. floods, droughts, and snowstorms) and long-term physical changes (i.e. plate tectonics, erosion, and glaciation).
- A.8.7. Describe the movement of people, ideas, diseases, and products throughout the world.
- A.8.8. Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.
- A.8.9. Describe how buildings and their decoration reflect cultural values and ideas, providing examples (i.e. sacred cities).
- A.8.10. Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment.
- A.8.11. Analyze the causes and consequences of current global issues (i.e. the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species) and suggest possible responses by various individuals, groups, and nations. RE, SC

GOAL B - HISTORY: TIME, CONTINUITY, AND CHANGE

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.

- B.8.1. Interpret the past using a variety of sources (i.e. biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials) and evaluate the credibility of sources used. LA
- B.8.2. Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present.
- B.8.3. Describe the relationships between and among significant events (i.e. the causes and consequences of wars in American history).
- B.8.4. Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.
- B.8.5. Use historical evidence to determine and support a position about important political values (i.e. freedom, democracy, equality, or justice) and express the position coherently.
- B.8.6. Analyze important political values (i.e. freedom, democracy, equality, and justice) embodied in documents.
- B.8.7. Identify significant events and people in American history.
- B.8.8. Identify major scientific discoveries and technological innovations and describe their social and economic effects on society. IT, SC
- B.8.9. Explain the need for laws and policies to regulate science and technology.

- B.8.10. Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations.
- B.8.11. Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.
- B.8.12. Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues.

GOAL C - POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE AND RESPONSIBILITY

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.

- C.8.1. Identify and explain democracy's basic principles:
 - a. individual rights
 - b. responsibility for the common good
 - c. equal opportunity
 - d. equal protection of the laws
 - e. freedom of speech
 - f. justice
 - g. majority rule with protection for minority rights
- C.8.3. Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused.
- C.8.4. Analyze the federal system:
 - a. separation of power (federal, state, and local governments)
 - b. balance of power (legislative, executive, and judicial)
- C.8.5. Explain how the federal system and the separation of powers in the constitution work to sustain both majority rule and minority rights.
- C.8.7. Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate.
- C.8.8. Identify ways in which advocates participate in public policy debates.
- C.8.9. Describe the role of international organizations (i.e. military alliances and trade associations).

GOAL D - ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION

Learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

- D.8.1. Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. MA
- D.8.2. Identify and explain basic economic concepts: supply, demand, production exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services. MA, SC
- D.8.3. Compare and contrast Wisconsin and U.S. natural resources in their relation to global economics. LA, MA, RE
- D.8.4. Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life.
- D.8.5. Give examples to show how government provides for:
 - a. national defense
 - b. health, safety, and environmental protection
 - c. defense of property rights
 - d. maintenance of free and fair market activity
- D.8.6. Identify and explain various points of view concerning economic issues (i.e. taxation, unemployment, inflation, the national debt, and distribution of income).
- D.8.8. Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive.

- D.8.9. Explain why the earning power of workers depends on their productivity and the market value of what they produce.
- D.8.10. Identify the economic roles of institutions (i.e. corporations and businesses, banks, labor unions, and the Federal Reserve System).
- D.8.11. Describe how personal decisions can have a global impact on issues (i.e. trade agreements, recycling, and conserving the environment).

GOAL E - BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY

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.

- E.8.1. Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning.
- E.8.2. Give examples to explain and illustrate how factors (i.e. family, gender, and socioeconomic status) contribute to individual identity and development.
- E.8.3. Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people.
- E.8.4. Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community.
- E.8.5. Describe and explain the means by which groups and institutions meet the needs of individuals and societies. RE
- E.8.6. Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals.
- E.8.7. Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society. RE
- E.8.8. Give examples to show how the media may influence the behavior and decision-making of individuals and groups. RE
- E.8.9. Give examples of the cultural contributions of racial and ethnic groups in America.
- E.8.10., E.8.14., Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding. LA, MU
- E.8.11. Explain how beliefs and practices (i.e. ownership of property or status at birth) may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved.
- E.8.12. Describe conflict resolution and peer mediation strategies used in resolving differences and disputes. RE
- E.8.13. Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed. AR
- E.8.15. Describe cooperation and interdependence among individuals, groups, and nations (i.e. helping others in times of crisis).

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Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. Students listen, read, speak, write, use language, and enjoy literature at all levels and grades. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. For economy of space, knowledge and skills introduced as standards at the lower levels are not repeated as standards at the upper levels. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.