

## **K4 Social Studies Learning Targets**

### **Awareness of Self**

K4 students will:

#### **Geography.**

- Describe how people adapt to changes in the seasons.
- Identify physical and human characteristics of a place.
- Observe and describe the human characteristics of themselves and others.
- Use directional terms in the classroom on the playground and at home.
- Use maps and globes to recognize key locations as to where we live or travel.

#### **History**

- Identify and compare family cultures and traditions.
- Discuss how people adapt to meet the demands of their environment.

#### **Civics and government**

- Identify, demonstrate and explain the rights and responsibilities they have within the home, the classroom and the community.
- Describe how one person can make a difference in the classroom.
- Explain the purpose of laws and rules (i.e. classroom rules), and the role of compromise in resolving a conflict.
- Recognize the consequences of actions when making decisions.
- Identify the roles of services within a school setting.

#### **Economics**

- Identify and describe jobs within a family, a classroom and a school setting.
- Examine how workers depend on each other to provide for wants and needs within the home, classroom and community.
- Identify ways people earn money to provide for wants and needs.

#### **Behavioral Science**

- Describe how the lives, work and play of families are alike and different.
- Identify important jobs in the community, such as police, fire, hospitals, schools and places of worship and their roles in the community.
- Interact and participate in activities as a member of a group.
- Describe how to care for self, belongings and pets.

## **K5 Social Studies Learning Targets**

### **Awareness of Self**

K5 students will:

#### **Geography**

- Identify maps and globes and recognize that they are used to locate where we live.
- Describe how people adapt to changes in the seasons.
- Identify physical and human characteristics of a place.
- Observe and describe the human characteristics of themselves and others.
- Use directional terms in the classroom on the playground and at home.
- Identify important key locations within the home and school.
- Identify choices individuals have in how they interact with the environment.

#### **History**

- Identify and compare family cultures and traditions.
- Use calendar and timelines to examine and record information relating to his/her own life and to and distinguish between past, present and future time.
- Describe how people adapt to meet the demands of their environment, and how advances in technology change how people live.

#### **Civics and government**

- Identify demonstrate and explain the rights and responsibilities they have within the home, the classroom and the community.
- Describe how one person can make a difference in the classroom.
- Explain the purpose of laws and rules (i.e. classroom rules), and the role of compromise in resolving a conflict.
- Identify the roles of services within a school setting.

#### **Economics**

- Identify and describe jobs within a family, a classroom and a school setting.
- Examine how workers depend on each other to provide for wants and needs within the home, classroom and community.
- Identify ways people earn money to provide for wants and needs.

#### **Behavioral Science**

- Describe how the lives, work and play of families are alike and different.
- Investigate and describe important places in the community, such as police, fire, hospitals, schools and places of worship.

## **Grade 1 Social Studies**

### **Interdependence of Families and Social Groups**

Grade 1 students will:

#### **Geography**

- Use words related to a map, map key and globe to identify major features and directions.
- Locate important neighborhood landmarks using a map key.
- Identify choices individuals have in how they interact with the environment.
- Explore how people adapt to the seasons, climate and natural resources to meet basic needs.
- Compare and contrast family cultural differences – past, and present.

#### **History**

- Make observations and examine the history and cultures of family, neighborhood, and beyond through the use of historical artifacts, documents, and photos.
- Read charts and graphs that depict change.
- Connect the past and present experience of his/her own life (family tree)
- Use the research process to organize and record information about family.

#### **Civics and government**

- Recognize, describe and apply the rights and responsibilities of individuals within their family, school, and neighborhood.
- Describe the roles and responsibilities of authorities within these settings.
- Explain the purpose of laws and rules. (i.e. family, classroom and school rules)

#### **Economics**

- Identify and describe jobs within the family and classroom.
- Clarify life's basic needs (food, shelter, clothing) and distinguish between needs and wants.
- Identify ways people earn money to provide for wants and needs.
- Explain the role of money in the family unit.

#### **Behavioral Science**

- Identify and explain how homes, classrooms, schools and communities are alike and different.
- Identify the ways that different cultures influence our everyday life.

## **Grade 2 Social Studies**

### **Diversity of Neighborhoods**

Grade 2 students will:

#### **Geography**

- Explore and describe how relationships among people, places and environments affect the land and living things.
- Use and construct simple maps of the school and neighborhood to locate important landmarks.
- Develop an awareness of the world in the universe using maps and globes.
- Identify choices individuals have in how they interact with the environment

#### **History**

- Identify and interpret past and present contributions of people, places and things within their community.
- Use timelines and graphic organizers to show personal and community events in the order in which they happened.
- Examine the history and chronology of the neighborhood.
- Describe how people adapt to meet the demands of the environment

#### **Civics and government**

- Define and demonstrate the idea of citizenship and the role of a citizen within the community.
- Explain and demonstrate how various groups within the community develop, enforce, and change rules of behavior.
- Describe the role of government in local neighborhoods (suburban, rural and urban), and identify services the government provides for citizens in their local communities.
- Explain the purpose of laws and rules.

#### **Economics**

- Recognize and understand the impact of personal economic decisions.
- Describe the role of money, banking and saving, resources and products, goods and services, and careers.
- Distinguish between wants and needs within their community.
- Explain the role of money in their neighborhood.
- Identify and describe different jobs within their community.

#### **Behavioral Science**

- Describe the contributions made by individuals within different cultures and investigate the ways that similarities and differences in cultures meet human needs

## **Grade 3 Social Studies**

### **Interdependency of Communities**

Grade 3 students will:

#### **Geography**

- Identify and explain how changes in a community's climate, location and resources affect the way people live and interact with their environment.
- Use and construct maps, graphs, charts, and other graphic organizers to gather and interpret information about their community.

#### **History**

- Examine and explain how community history and developments in technology shape people, resources and cultures.
- Identify examples of freedom and justice.
- Examine historical events to predict social change

#### **Civics and government**

- Describe and demonstrate the rights, responsibilities, and behaviors of a citizen in a local community.
- Explain connections between students and community.
- Recognize and understand the role and responsibilities of the three branches of government.

#### **Economics**

- Describe how daily life is impacted by money, banking, budgeting and savings.
- Examine how producers and consumers are connected, and the role different jobs play in providing goods and services.
- Give examples of key economic concepts (scarcity/choice, wants/needs, goods/services, supply/demand.)
- Identify the resources and products made within a community.

#### **Behavioral Science**

- Describe cooperation and interdependence among individuals and groups and explain the ways that different cultures meet human needs.

## **Grade 4 Social Studies**

### **States, Regions and the State of Wisconsin**

Grade 4 students will:

#### **Geography**

- Use and construct maps, charts and other resources to gather and interpret geographic information of the Midwest.
- Identify latitude, longitude, equator, hemispheres, grid, key and scale on maps and globes.
- Describe the movement of people, ideas and goods within Wisconsin and across regions.
- Analyze how people use natural resources and adapt to physical changes in their environment.

#### **History**

- Understand and explain how historical ideas and technological developments shape the organization of people, resources and culture in Wisconsin
- Show how Wisconsin's historical and cultural events relate to those of the nation.
- Identify why people settled in Wisconsin and what events led to settlement of the nation and the state.
- Explain the history and culture of the American Indian nations in Wisconsin.

#### **Civics and government**

- Explain how rules of behavior are set by families, schools, and other groups and how cooperation can be promoted or hindered by various behaviors.
- Describe and demonstrate rights and responsibilities of citizens in state government.
- Identify and describe basic structure and purpose of political systems in the state.

#### **Economics**

- Identify and locate resources and products within the state and describe a region's economic specialization, market, use of resources, goods, and services and scarcity.
- Explain key economic concepts (wants/needs, goods/services, supply/demand).
- Understand supply and demand and how it affects personal economic decisions
- Devise a strategy for earning and saving money to achieve a goal.
- Examine the importance of trade on the economy of Wisconsin.

#### **Behavioral Science**

- Explain how personal development is influenced by family, neighborhood, personal interests, languages, likes and dislikes, and accomplishments.

## **Grade 5 Social Studies**

Grade 5 students will:

### **Geography**

- Analyze physical environments, how they change, and the affect it has on people in the U.S.
- Be able to mentally map the U.S. and its regions.
- Describe the reasons for continual movement of people, goods, and ideas.
- Use and construct maps, charts, and other resources to gather and interpret geographical information in the United States.
- Continue to explore the five themes of geography (Location, Place, Movement, Human-Environment Interaction and Region).

### **History**

- Construct a timeline of historical events and changes in the growth of the U.S.
- Use cause and effect arguments to describe how past events shaped the U.S.
- Identify significant events and people in the major eras of U.S. and world history.
- Understand and explain how historical ideas and technological developments shape the organization of people, resources, and cultures within the U.S.
- Use diverse viewpoints and a variety of sources to examine U.S. history. i.e. Biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials.

### **Civics and government**

- Identify the documents that guarantee our rights and how they apply to daily living. Explain why we need a government.
- Identify the three levels and three branches of government and balance of power.
- Describe and demonstrate rights and responsibilities of U.S. citizens in a democracy.

### **Economics**

- Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services
- Give examples of various institutions that make up economic systems, such as families, workers, banks, labor unions, businesses and large corporations.
- 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
- Identify and locate resources and products within the U. S.

### **Behavioral Science**

- Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people.

- Explain factors contributing to individual learning, identity, and beliefs.

## **Grade 6 Social Studies**

### **Study of Western Hemisphere**

Grade 6 students will:

#### **Geography**

- Use and construct maps, charts and other resources to gather and interpret geographical information.
- Explore global issues, such as resource allocation, pollution, environmental quality and economic development.
- Explain where and how cities develop.
- Investigate how culture, location and changes in the physical environment can influence people's perspectives of places, regions, and other people.
- Continue to explore the 5 themes of geography – location, place, movement, human environmental interaction and region in relation to the Western hemisphere.

#### **History**

- Organize information in timelines, graphs and other visual representations.
- Understand that historical events occur in time and place, are sequenced chronologically and impact future events.
- Explain how literature, the arts and artifacts show beliefs and values that are passed on in a culture.
- Understand how ideas and technological developments shape the culture and organization of people, resources and culture.

#### **Civics and government**

- Describe the purpose of governments and different ways they acquire power.
- Identify forms of government, and compare and contrast these forms.
- Become aware of current events.
- Understand and evaluate the effect of law on different groups in society.
- Identify social classes and describe the rights and responsibilities of individuals.
- Trace the development of democratic ideals and political institutions.
- Understand and evaluate the effect of law on different groups in society

#### **Economics**

- Describe the economic development of a given nation;
- Explain the relationship between economic development and the way people satisfy their needs.
- Demonstrate an understanding of personal finance and examine how the way people earn a living is influenced by location, resources and trade.
- Give examples of natural resources, human resources, and trade in the production of goods and services and reasons for taxation.

#### **Behavioral Science**

- Describe how cultures are reflected in literature, religion, music, art and architecture.
- Describe political and social structures.
- Demonstrate understanding of how issues and behaviors are viewed in different societies.

## **Grade 7 Social Studies**

### **The Eastern Hemisphere**

Grade 7 students will:

#### **Geography**

- Describe how geographic factors influenced historical events, patterns of change and daily life of various ancient civilizations.
- Explain where and how cities develop.
- Use different kinds of maps, charts and other geographic resources, such as climate and population maps and use them to gather and interpret information.
- Continue exploration of the five themes of geography: location, place, movement, human environment interaction and region and how they relate to the Eastern Hemisphere.

#### **History**

- Make a timeline of important events of ancient civilizations.
- Identify how ancient civilizations affect the present.
- Explain and describe how language, literature, the arts and artifacts demonstrate beliefs and values and contribute to cultures.
- Using primary and/or secondary sources, analyze different political, social, or economic systems.

#### **Civics and government**

- Compare and contrast various forms of government in ancient civilizations including how its powers were acquired, used and justified.
- Identify social classes and describe the rights and responsibilities of individuals. Describe how citizen participation influences public policy.
- Trace the development of democratic ideals, political institutions and economic systems and describe how historical events have impacted them.

#### **Economics**

- Give examples of natural resources, human resources, and trade in the production of goods and services.
- Explain how location, specialization and trade influenced people's earnings.
- Examine the importance of international trade and compare economic systems, such as traditional, command, market and mixed.
- Examine how economic choices involve costs and consequences that affect the environment.

#### **Behavioral Science**

- Identify cultural characteristics of regions and the effects of cultural interaction among societies.
- Demonstrate understanding of role, status and social class.
- Give examples of stereotyping, conformity, propaganda and racism.
- Examine cause and effect models to show how conflict, encountered in society, has no simple solution.
- Understand how ideas and technological developments shape the organization of people, resources and culture.

## **Grade 8 Social Studies**

### **United States History**

Grade 8 students will:

#### **Geography**

- Use a variety of geography tools to show how geography influenced the expansion and growth of the U.S.
- Be able to construct mental maps of the United States.
- Describe how the movement of people and development affected the environment, landscape, and resources of the country and its surrounding lands.
- Discuss how science and technology contributed and hindered the growth of the nation.
- Continue exploration of the 5 themes of geography; theme, place, movement, human environment interaction, and region in relation to United States History.

#### **History**

- Identify significant events, people, locations, and historical documents that contribute to U.S. history.
- Use a variety of tools, such as biographies, news articles, fundamental documents, diaries and other first-hand accounts, speeches, and photographs to interpret historic events.
- Detect historical points of view by analyzing written documents, speeches, and art, and recognizing historical patterns.
- Distinguish fact from opinion and identify bias to examine conflicting interpretations of major events.

#### **Civics and government**

- Through diverse perspectives, investigate the origin and influence of individuals, rights, authority, use of power and responsibility in society.
- Describe the creation, purpose, and basic principles of the American governmental system.
- Explain how the federal system separated federal, state and local governments and distinguish the rights and responsibilities of each branch.
- Evaluate the balance of power among the three branches of federal government and describe the unique balance-and-check system used in American democracy.

#### **Economics**

- Identify basic economic concepts, including production, wages, trade, supply and demand, and goods and services.
- Analyze factors leading to the European settlement of the Americas and the development of the Pacific and Northwest in terms of economic endeavors.
- Evaluate how economic decisions affect various groups in American society.
- Interpret economic tools such as maps, cost-benefit analyses, and other forms of data to explore how the economy has shaped U.S. history.

#### **Behavioral Science**

- Examine a number of perspectives on social issues.
- Give historical examples of disparities and solutions in American society by examining multiple perspectives and analyzing cause and effect models.

## **High School Social Studies**

### **Social Studies**

By completion of Grades 9-12 students will:

#### **Geography:**

- Analyze cultural factors influence on values, technology, design, and public policy.
- Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world
- Construct mental maps identifying such things as: latitude and longitude, continents, major oceans, U.S., Canada, Mexico, Great Lakes, and WI.
- Identify and describe physical features of places and regions with regard to geographic concepts.
- Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted and are affect by them.

#### **United States History:**

- Describe how historical events impacted/affected the people of the time period.
- Explain how important events and social movements cause events, wars, and movements.
- Interpret important events that the U.S. was involved in and describe how they affect shaped our nation as it is today.
- Recall, select, and explain the significance of important people, their work, and their ideas.
- Use and evaluate primary and secondary sources to explain different points of view on the same historical event.

#### **Economics:**

- Understand basic concepts of supply and demand, market economy, capitalism and the role of government in the nation's economy.
- Comprehend the concepts of trade and exchange within a global economy and how global trade affects individuals, the United States and other nations.
- Analyze the influence of social goals within the economic system including security, freedom, equity, efficiency, employment and growth.

#### **Political Science:**

- Analyze the U.S. constitutional government. i.e. 3 branches of government, federalism, and checks and balances.
- Compare and contrast various types of political authority/governments. i.e. democracy, communism, oligarchy, monarchy, etc.
- Examine the content and context of documents established by the U.S.
- Understand civil duties, rights, and influence in the political process at local, state, and national levels. Evaluate how participation persuades public policy.
- Understand the responsibilities, structure, and functions of government.

#### **Behavioral Sciences:**

- Analyze how group and culture influences human development, identity, and behavior.
- Describe social inequalities based on gender, race, and age, and how they affect society.
- Make evaluations based on gathering, organizing, and interpreting data.
- Understand culture as it relates to language, literature, arts, traditions, beliefs, values, and behaviors.

- Understand the concepts and process skills used in the study of sociology and psychology. Psychology is the study of factors that influence individual identity and learning. Sociology is the study of interactions among individuals, groups, and institutions.