

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★  
**SOCIAL STUDIES**

© 2005

to the

**Wisconsin**  
**Model Academic**  
**Standards**  
**for Social Studies**  
Grades K -6



## Scott Foresman Social Studies

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** in meeting the Wisconsin Model Academic Standards for Social Studies. Correlation references are to the Teacher Edition and associated Pupil Edition pages.

Scott Foresman is pleased to introduce our new **Scott Foresman Social Studies**, Kindergarten through Grade 6 - the social studies program that helps every child become an active, involved, and informed citizen.

### Content

**Scott Foresman Social Studies** content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

### Accessibility

**Scott Foresman Social Studies** provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

### Motivation

**Scott Foresman Social Studies** is filled with compelling visuals, intriguing facts, and exciting real-world learning. Colonial Williamsburg Lessons provide exciting, special features from the nation's largest living museums. Dorling Kindersley Visual Lessons provide bold, large-as life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel school projects provide exclusive, hands-on unit projects, which synthesize and enhance learning. A special feature entitled You Are There, provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

### Accountability

**Scott Foresman Social Studies** provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific re-teaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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**Scott Foresman Social Studies—Here We Go  
to the  
Wisconsin Model Academic Standards  
for Social Studies**

**Kindergarten**

**A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS**

**Content Standard**

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

**Rationale**

Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

**Performance Standards**

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

**A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface**

**PE/TE:** 74-75, 210-211, 214-215, 218-219, 222-223

**TE:** 76, 77, 209, 212, 213, 216

**A.4.2 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**

**TE:** Maps, 34, 73-76, 209-212, 213-216, 217-220, 221-224

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

**TE:** Place Mat Maps, 31; Map, 33; Our School Map 34; Map the Neighborhood, 76; A Simple Map, 209; Map the School, 212; Make a Map, 212; Treasure Map, 212

**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**

**TE:** Homes, 23-26; Neighborhoods, 69-72; Communities, 89-92; From Here to There, 159-162; Conserve Resources, 225-228; First Americans, 255-258; Changes in Travel, 271-274; Scientists and Inventors, 275-278; Then and Now, 313-316; Places We Go, 325-328

**A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world**

**TE:** Maps, Charts and Graphs, 3, 34, 53, 74, 75, 76, 103, 169, 209, 210, 211, 212, 213, 214, 215, 218, 219, 220, 221, 222, 223, 224, 235, 285

**A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes**

**TE:** Weather, 185-188; Seasons, 189-192

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

**TE:** Neighborhoods, 69-72; Communities, 89-92; Maps and Globes, 209-212, 213-216, 217-220, 221-224; Conserve Resources, 225-228

**A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment**

**TE:** Neighborhoods, 69-72; Communities, 89-92; Changes in Travel, 271-274; Scientists and Inventors, 275-278

**A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating**

**TE:** Students learn to conserve resources on pages 225-228.

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**B. HISTORY: TIME, CONTINUITY, AND CHANGE****Content Standard**

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

**Rationale**

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

**Performance Standards**

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

**B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts**

**TE:** Unit 5: The U.S.A., 251-254, 255-258, 259-262, 263-266, 267-270, 271-274, 275-279, 281-282; Then and Now, 313-316

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

**TE:** Students explore sequencing and changes over time on pages 48, 246–247, 273 and 313-316.

**B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events**

**TE:** Unit 5: The U.S.A., 251-254, 255-258, 259-262, 263-266, 267-270, 271-274, 275-279, 281-282; Then and Now, 313-316

**B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups**

**TE:** Jobs Then and Now, 127-130; Changes in Travel, 271-274; Scientists and Inventors, 275-279; Then and Now, 313-316

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

**TE:** For related information see pages 251-254, 259-262, and 263-266.

**B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags**

**TE:** Celebrations, 93–97; National Symbols, 251-254; Holidays, 263–270; End with a Song, 280-282; Family Celebrations, 309–312

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

**TE:** National Symbols, 251-254; First Americans, 255-258; Explorers, 259-262; Thanksgiving, 263-266; Celebrations, 267-270; Review, 281-282

**B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment**

**TE:** Jobs Then and Now, 127-130; Changes in Travel, 271-274; Scientists and Inventors, 275-279; Then and Now, 313-316

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

**TE:** Cooperation and Interdependence, 19-22, 27-30, 35-38, 39-42, 43-46, 69-72, 81-84, 85-88, 89-92, 93-96, 119-122, 123-126, 127-130, 139-142, 225-228, 255-258, 259-262, 263-266, 267-27, 309-312

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

**TE:** Native Americans, 255-258, 259-262, 263-266

**C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY****Content Standard**

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

**Rationale**

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.

**Performance Standards**

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

**C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity**

**TE:** Families, 19-22; Getting Along, 27-30; School Rules, 35-38; Solving Problems, 39-42; Rules, 81-84; Community Helpers, 85, 86, 87, 88

**C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed.**

**TE:** For related information see pages 251, 252, 253, 254

**C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation**

**TE:** School Rules, 35–38; Signs, 77–80; Rules, 81-84; Home Fire Safety, 158

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

**TE:** Students explore rules and community workers. See pages 81-84 and 85-88.



**C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community**

**TE:** For related information see pages 39-42, 225-229, and 267-270.

**C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals**

**TE:** Signs, 77-80; Conserve Resources, 225, 226, 227, 228

## **D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION**

### **Content Standard**

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

### **Rationale**

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens. In Wisconsin schools, the content, concepts, and skills related to economics may be taught in units and courses including economics, history, government, global studies, and current events.

### **Performance Standards**

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

**D.4.1 Describe and explain of the role of money, banking, and savings in everyday life**

**TE:** Earning Money, 131-134; Using Money, 135–138; Making Choices, 139-142; Needs and Wants, 143-146; From Here to There, 159-162

**D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game)**

**TE:** Earning Money, 131-134; Making Choices, 139-142; Needs and Wants, 143-146

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

**TE:** From Here to There, 159-162; Unit Review, 165

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

**TE:** Work, 119-122; Jobs, 123-126; Jobs Then and Now, 127-130

**D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)**

**TE:** For related information see pages 19-22, 119-122, 123-126, 127-130, 143-146, 147-150, 151-154, 155-158.

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

**TE:** For related information see pages 69-72, 85-88, 127-130, and 131-134.

**D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world**

**TE:** Solving Problems, 39-42; School Helpers, 43-46; Making Choices, 139-142; Conserve Resources, 225-228

**E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY****Content Standard**

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

**Rationale**

Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals,

cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

### Performance Standards

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

#### **E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning**

**TE:** See Introduce and Motivate pages 19, 23, 27, 31, 35, 39, 43, 69, 73, 77, 81, 85, 89, 93, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 159, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 251, 255, 259, 263, 267, 271, 275, 301, 305, 309, 313, 317, 321, and 325.

#### **E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development**

**TE:** Factors on Individual Identity, 19-22, 23-26, 69-72, 85-88, 89-92, 119-122, 123-126, 127-130, 155-154, 263-266, 267-270, 301-304, 305-308, 309-312-313-316, 317-320, 321-324, 325-328

#### **E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living**

**TE:** Families, 19-22; Homes, 23-26; Neighborhoods, 69-72; Community Helpers, 85-88; Communities, 89-92; Work, 119-122; Jobs, 123-126, 127-130; Needs, 155-154; Thanksgiving, 263-266; Unit 6: Family Stories, 301-304, 305-308, 309-312, 313-316, 317-320, 321-324, 325-328

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

**TE:** Families, 19-22; Neighborhoods, 69-72; Celebrations, 93-96; First Americans, 255-258; Thanksgiving, 263-266; Celebrations, 267-270; Alike and Different, 301-304; Family Celebrations, 309-312

**E.4.5 Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nation, and global society**

**TE:** Institutions, 19-22, 23-26, 27-30, 43-46, 69-72, 85-88, 89-92, 119-122, 123-126, 127-130, 155-154, 263-266, 301-304, 305-308, 309-312-313-316, 317-320, 321-324, 325-328

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

**TE:** School Rules, 35–38; Signs, 77–80; Rules, 81-84; Home Fire Safety, 158

**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**

**TE:** Getting Along, 27-30; Solving Problems, 39-42; Community Helpers, 85-88; Using Money, 135-138; Alike and Different, 301-304

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

**TE:** Values and Beliefs, 19-22, 27-30, 43-46, 69-72, 85-88, 89-92, 119-122, 127-130, 155-154, 225-228, 305-308, 309-312-313-316, 317-320, 321-324, 325-328

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

**TE:** Families, 19-22; Getting Along, 27-30; Solving Problems, 39-42; Celebrations, 93-96; First Americans, 255-258; Thanksgiving, 263-266; Celebrations, 267-270; Alike and Different, 301-304; Family Celebrations, 309-312; Then and Now, 313-316

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

**TE:** For related information see Analyze Pictures pages 83, 95, 121, 129, 141, 145, 149, 153, 157, 161, 187, 191, 195, 199, 207, 253, 265, 273, 277, 303, 311, and 319

**E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures**

**TE:** History of the U.S.A., 240, 246, 251, 254, 255-256, 257, 258, 259-262, 263-266, 267-270, 271-274, 275-278

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

**TE:** History, 251-254, 255-258, 259-262, 263-266, 267-270, 281-282

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

**TE:** Human Needs, 19-22, 93-96, 143-146, 147-150, 151-154, 155-158, 267-270, 301-304, 309-312, 313-316, 317-320, 321-324, 325-328

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

**TE:** Culture, 19-22, 27-30, 93-96, 263-266, 267-270, 301-304, 309-312, 317-320

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

**TE:** Cooperation and Interdependence, 27-30, 39-42, 43-46, 225-228, 263-266

**Scott Foresman Social Studies—All Together  
to the  
Wisconsin Model Academic Standards  
for Social Studies**

**Grade One**

**A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS**

**Content Standard**

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

**Rationale**

Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

**Performance Standards**

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

**A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface**

**PE/TE:** 54-55, 60-61, 75, 120-121, 154-155, 200-201

**A.4.2 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**

**PE/TE:** Maps, H16–H26, 11, 18, 28, 33, 51, 54, 60, 68, 73, 75, 76, 79, 106, 112, 115, 120, 123, 144, 145, 154, 155, 160, 163, 169, 174, 190, 200, 217, 221, 244, 257, 263, R2, R3, R4, R6, R8

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

**PE/TE:** Map Handbook, H16–H26; Making Maps, 55, 61, 121, 179; TE only: Making Maps, 45, 1g, 55a, 61a, 74a, 75, 79a, 123a, 124a, 265a

**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**

**PE/TE:** Interacting with the Environment, 50-53, 58-59, 116-119, 136-137, 156-159, 164-167, 170-173; TE only: 103a

**A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world**

**PE/TE:** Maps, Charts, and Graphs, H10-H11, H12-H13, H14, 11, 18, 20, 28, 33, 51, 54, 60, 68, 73, 75, 76, 79, 98, 106, 112, 115, 120, 123, 144, 145, 146, 154, 155, 160, 163, 166, 169, 174, 190, 192, 200, 208, 217, 221, 244, 252, 254, 257, 263, R2, R3, R4, R6, R8

**A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes**

**PE/TE:** Different Kinds of Weather, 142-145; Weather, 146-147, 148-149, 181, 182; TE only: What's the Weather, 142a; Weather, 149a

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

**PE/TE:** Connections, 50-53, 56-57, 58-59, 74-77, 116-119, 150-153, 156-159, 164-167, 170-173, 190-191, 242-243, 252-253, 258-261

**A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment**

**PE/TE:** Individuals Changing the Environment, 34-35, 56-57, 124-125, 160-161, 242-243, 252-253

**A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating**

**PE/TE:** Science and Technology, 124-125, 137, 156-159, 170-173, 174, 175a, 252-253

**B. HISTORY: TIME, CONTINUITY, AND CHANGE****Content Standard**

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

**Rationale**

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

**Performance Standards**

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

**B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts**

**PE/TE:** Primary Sources and Artifacts, 10-11, 29, 30, 32-33, 58-59, 72-73, 78-79, 114-115, 122-123, 162-163, 164-167, 168-169, 190-191, 192-193, 194-195, 195a, 196-199, 200-201, 201a, 202-205, 206-207, 207a, 212-215, 216-217, 222-223, 242-243, 246-249, 256-257, 262-263

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

**PE/TE:** Read a Time Line, 146–147; Time Lines, 166, 180, 210–211, 252–253; TE only: Living Time Lines, 149a



**B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events**

**PE/TE:** Biographies, 10–11, 32–33, 72–73, 78–79, 114–115, 122–123, 162–163, 168–169, 206–207, 216–217, 256–257, 262–263; Native Americans, 190-191; Early Travelers to America, 196-199; The Colonies Become Free, 202-205

**B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups**

**PE/TE:** Life in Past and Present, 29, 30, 32-33, 34-35, 56-57, 102-103, 166, 210-211, 242-243, 252-253; TE only: 28a, 35a

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

**PE/TE:** Freedom, 198-199; The Colonies Become Free, 202-205; Biography, 216–217; Review, 226–227; TE only: Freedom, 201a, 202a; Declaration of Independence, 207a

**B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags**

**PE/TE:** Read a Calendar, 20–21; Special Things We Do, 62-65; Chinese New Year, 66-67; Holidays Are Special Days, 184–185; Columbus Day, 197; Thanksgiving, 199; Independence Day, 203, 205; We Celebrate Holidays, 212–215; TE only: Special Days, 21a; Celebrate a Custom, 62a; Red, White, and Boom, 202a; Holidays, 212a; Holiday Spirit, 217a

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

**PE/TE:** Important Events and Famous People, 29, 30, 58-59, 164-167, 190-191, 192-193, 194-195, 196-199, 200-201, 202-205, 212-215, 222-223, 242-243, 246-249; Biographies, 10-11, 32-33, 72-73, 78-79, 114-115, 122-123, 162-163, 168-169, 206-207, 216-217, 256-257, 262-263; TE only: Native Americans, 195a; Colonists, 201a, 207a

**B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment**

**PE/TE:** Tools, 118-119; How Things Have Changed, 242-243; Inventors and Inventions, 246-249; Telephones, 250-251; How Travel Has Changed, 252-253; TE only: Tools, 35a; 245a

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

**PE/TE:** Cooperation and Interdependence, 22-25, 28-31, 56-57, 62-65, 74-77, 108-111, 116-119, 156-159, 170-173, 190-191, 196-199, 202-205, 212-215, 218-221, 238-239, 246-249, 258-261

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

**PE/TE:** Native Americans, 79, 165-166, 168-169, 190-191, 192-193, 194-195, 197, 199, 244-245; TE only: Native Americans, 190a, 195a,

**C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY****Content Standard**

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

**Rationale**

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.

**Performance Standards**

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

**C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity**

**PE/TE:** Citizenship in Action, H4-H5; Community Laws and Leaders, 70-71; The Colonies Become Free, 202-205; Symbols, 208-209; Holidays, 212-215; Choosing Our Country's Leaders, 218-221, 222-223; Biography, 72-73, 206-207, 216-217, 222-223

**C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed.**

**PE/TE:** The Colonies Become Free, 202-205; Benjamin Franklin, 206-207; TE only: Declaration of Independence, 207a; Constitution, 219

**C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation**

**PE/TE:** Rules We Follow, 22-25; Community Laws, 70-71; TE only: Rules of the Game, 22a; Rules, 27a; Choose a Rule, 70a

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

**PE/TE:** Citizenship in Action, H4; Community Laws and Leaders, 70-71; The Colonies Become Free, 202-205; Choosing Our Country's Leaders, 218-221; TE only: Mayor for a Day, 73a

**C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community**

**PE/TE:** Citizenship in Action, H4, H5; Vocabulary, 186-187, Choosing Our Country's Leaders, 218-221; Voting, 226; TE only: Voting, 218a, 223a

**C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals**

**PE/TE:** Issues, 59, 68-69, 72, 73, 112-113, 160-161, 170-171-173, 174-175, 176-177; TE only: Save Whales, 175a; Blue Whales, 175a

**D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION****Content Standard**

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

**Rationale**

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens. In Wisconsin schools, the content, concepts, and skills related to economics may be taught in units and courses including economics, history, government, global studies, and current events.

**Performance Standards**

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

**D.4.1 Describe and explain of the role of money, banking, and savings in everyday life**

**PE/TE:** Spending and Saving, 104–105; Money Around the World, 106–107; Penny, 228; TE only: The Rainy Day, 104a; About Money, 106; Piggy Bank Saving, 107a; Making Cents, 217a

**D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game)**

**PE/TE:** Spending and Saving, 104–105; Caring for Our Resources, 170-173; TE only: What Will You Buy? 104a; Piggy Bank Saving, 107a

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

**PE/TE:** Goods and Services, 116-119, 124-125, 164-167, 170-173, 238-239

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

**PE/TE:** Jobs, 108-111, 116-119, 124-125; TE only: Guess My Job, 108a; Job Activities, 115a

**D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)**

**PE/TE:** For related information see pages 70-71, 94-97, 100-101, 104-105, 108-111, and 238-239.

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

**PE/TE:** For related information see pages 94-97, 100-101, 104-105, 108-111, and 238-239.

**D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world**

**PE/TE:** Spending and Saving, 104–105; Kid’s Kitchen, 112-113; Our Earth’s Resources, 156-159; Caring for Our Resources, 170-173; TE only: What Will You Buy? 104a; Piggy Bank Saving, 107a

## **E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY**

### **Content Standard**

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

### **Rationale**

Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

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**Performance Standards**

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

**E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning**

**PE/TE:** Preview, 8, 14, 22, 28, 50, 56, 62, 70, 74, 94, 100, 104, 108, 116, 124, 142, 150, 156, 164, 170, 190, 196, 202, 208, 212, 218, 238, 246, 252, 258

**E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development**

**PE/TE:** Getting to Know Andrew, 8-11; Welcome to My Neighborhood, 50-53; Different Kinds of Communities, 56-59; Interview With a Farmer, 116-119; Inventors and Inventions, 246-249; Biography, 32-33, 72-73, 78-79, 114-115, 122-123, 162-163, 168-169, 206-207, 216-217, 256-257, 262-263

**E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living**

**PE/TE:** Getting to Know Andrew, 8-9; Home and School, 14-17; Rules We Follow, 22-23; Welcome to My Neighborhood, 50-53; Special Things We Do, 62-65; We Celebrate Holidays, 212-215

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

**PE/TE:** Special Things We Do, 62-67; Where in the World Do I Live? 74-77; We Celebrate Holidays, 212-215; **TE only:** Geography, 79

**E.4.5 Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nation, and global society**

**PE/TE:** Institutions, 14-17, 24-25, 28-31, 46-47, 48-49, 50a, 70-71, 72-73, 90-91, 94-97, 98-99, 99a, 100-101, 138-139, 190a, 208-209, 212-215, 218-221, 234-235

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

**PE/TE:** Citizenship in Action, H4-H5, Rules We Follow, 22-25; Community Laws and Leaders, 70-71; **TE only:** Rules of the Game, 22a; The Rules, 22a; Rules on Rules, 27a; Rule-Making, 27a; Our Rules, 27a

**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**

**PE/TE:** Getting to Know Andrew, 8-9; Rules We Follow, 22-25; Community Laws and Leaders, 70-71; Needs and Wants, 100-101; Spending and Saving, 104-105; Caring for Our Resources, 170-173; Choosing Our Country's Leaders, 218-221

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

**PE/TE:** Rules We Follow, 22-25; Special Things We Do, 62-67; Community Laws and Leaders, 70-71; Caring for Our Resources, 170-173; Native Americans, 190-191; We Celebrate Holidays, 212-215; Biography, 72-73,

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

**PE/TE:** Getting to Know Andrew, 8-9; Welcome to My Neighborhood, 50-53; Different Kinds of Communities, 56-57; Special Things We Do, 62-67; Biographies, 10–11, 32–33, 72–73, 78–79, 114–115, 122–123, 162–163, 168–169, 206–207, 216–217, 256–257, 262–263

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

**PE/TE:** For related information see Analyze Pictures pages 5, 9, 27, 28, 29, 34, 35, 45, 47, 57, 58, 63, 67, 71, 89, 103, 106, 107, 109, 110, 124, 125, 126, 143, 147, 166, 172, 175, 190, 212, 233, 251, 260 and point of view pages 17, 23, and 68.

**E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures**

**PE/TE:** Culture, 58, 66-67, 78-79, 85, 133, 148-149, 166, 168-169, 169a, 176-177, 189, 190-193, 194-195, 195a, 196-199, 201a, 202a, 202-205, 206-207, 207a, 216-217, 222-223

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

**PE/TE:** Important Events and Famous People, 29, 30, 58-59, 164-167, 190-191, 192-193, 194-195, 196-199, 200-201, 202-205, 212-215, 222-223, 242-243, 246-249; Biographies, 10-11, 32-33, 72-73, 78-79, 114-115, 122-123, 162-163, 168-169, 206-207, 216-217, 256-257, 262-263; TE only: Native Americans, 195a; Colonists, 201a, 207a

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

**PE/TE:** Welcome to My Neighborhood, 50-53; Different Kinds of Communities, 56-57; Special Things We Do, 62-67; Needs and Wants, 100-101; Native Americans, 190-191; Symbols in Our Country, 208-209, We Celebrate Holidays, 212-215; 246-249

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

**PE/TE:** Getting to Know Andrew, 8-9; Home and School, 14-16; Welcome to My Neighborhood, 50-53; Different Kinds of Communities, 56-57; Special Things We Do, 62-67; We Celebrate Holidays, 212-215; TE only: Prejudice Reduction, H2, 4, 16, 19, 21a, 35a, 64, 73, 1113, 169, 245

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

**PE/TE:** Cooperation and Interdependence, 18-19, 68-69, 72-73, 112-113, 114-115, 160-161, 170-173, 218-221, 222-223, 244-245



**Scott Foresman Social Studies—People & Places  
to the  
Wisconsin Model Academic Standards  
for Social Studies**

**Grade Two**

**A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS**

**Content Standard**

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

**Rationale**

Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

**Performance Standards**

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

**A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface**

**PE/TE:** Map and Globe Skills: Read a City Map, 20–21; Landforms and Water on a Map, 60–61; Use a Compass Rose, 124–125, 144; Use a Map Grid, 184–185, 192; Use a Map Scale, 214–215, 223

**A.4.2 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**

**PE/TE:** Maps, 12, 29, 31, 32, 35, 38, 62, 63, 64, 65, 75, 82, 87, 88, 110, 117, 133, 158, 160, 161, 171, 179, 202, 206, 216, 221, 223, 225, 228, 235, 250, 252, 254, 267, 269, 277, 283, R2–R8; Map and Globe Skills: Read a City Map, 20–21; Landforms and Water on a Map, 60–61; Use a Compass Rose, 124–125; Use a Map Grid, 184–185; Use a Map Scale, 214–215

**A.4.3 Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges****PE/TE:** Mapmaking, 19, 21, 33, 39, 46, 61, 125a, 125, 215**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****PE/TE:** Living in a Neighborhood, 8-11; A Walk Through a Community, 16-19; Where People Live, 62-65; From My Orchard to You, 68-71; Our Earth's Resources, 76-79; Caring for Our Resources, 82-85; Biography: Rachel Carson, 86-87; The First Americans, 202-205**A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world****PE/TE:** Maps, Charts and Graphs, 12, 20-21, 29, 31, 32, 35, 38, 60-61, 62, 63, 64, 65, 75, 82, 87, 88, 110, 117, 124-125, 133, 158, 160, 161, 171, 179, 184-185, 202, 206, 214-215, 216, 221, 223, 225, 228, 235, 250, 252, 254, 267, 269, 283, R2, R3, R4, R6, R8**A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes****PE/TE:** How and Where People Live, 66-67; Seasons, 69-70**A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world****PE/TE:** Connections with the World, 8-11, 12-13, 16-19, 24-27, 30-33, 36-39, 62-65, 68-71, 76-79, 82-85, 120-123, 134-137, 210-213, 216-219, 222-225, 278-281**A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment****PE/TE:** How a Community Changes, 22-23; Citizen Heroes: The Earth's Angels, 88-89; Then and Now: Westward Ho! 228-229;

**A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating**

**PE/TE:** For related information see Natural Resources, 76-79, 82-85, 86-87, 88-89, 95.

**B. HISTORY: TIME, CONTINUITY, AND CHANGE****Content Standard**

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

**Rationale**

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

**Performance Standards**

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

**B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts**

**PE/TE:** Understanding the Past, 22, 28-29, 34-35, 66, 74-75, 86-87, 116-117, 132-133, 150, 151, 170-171, 176-177, 178-179, 182-183, 198-199, 202-205, 206-207, 208-209, 210-213, 214-215, 216-219, 220-221, 222-225, 226-227, 228-229, 230-233, 234-235, 236-237, 238-239, 240, 244-245, 246-247, 248-249, 250-253, 254-255, 256-259, 264-267, 270-271, 272a, 272-275, 276-277, 278-281, 282-283, 284-285, 286-287

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

**PE/TE:** Read a Time Line, 226-227; Time Lines, 240, 256-257

**B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events**

**PE/TE:** Primary Sources, 28-29, 34-35, 74-75, 86-87, 90, 116-117, 132-133, 170-171, 178-179, 188, 220-221, 234-235, 236, 268-269, 284-285; Primary Sources, 22, 29, 67, 68, 87, 171, 179, 183, 203, 206, 207, 223, 231, 233, 235, 243, 245, 251, 252, 259, 264, 279, 280, 281

**B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups**

**PE/TE:** Then and Now, 22-23, 66-67, 138-139, 228-229; A Step Back in Time, 272-275; Linking Our World, 278-281

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

**PE/TE:** Political Values, 154-157, 160-163, 166-169, 170-171, 172-175, 178-179, 180-183, 210-213, 216-219, 230-233

**B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags**

**PE/TE:** Martin Luther King, Jr. Day, 183; Thanksgiving, 213; Independence Day, 219; Holiday Time Line, 240; Festivals, 247; People Celebrate, 256-259; Spring 260-261; Memorial Day, 262-263, 286; Holiday Calendar, 287; TE only: Culture, 18; Special Days, 256a; People Celebrate, 256-259; Picturing Spring Celebrations, 261

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

**PE/TE:** Historical Events, 22, 66, 150, 151, 176-177, 182-183, 198-199, 202-205, 206-207, 208-209, 210-213, 214-215, 216-219, 222-225, 226-227, 228-229, 230-233, 236-237, 238-239, 240, 244-245, 246-247, 248-249, 250-253, 254-255, 256-259, 264-267, 270-271, 272a, 272-275, 276-277, 278-281, 284-285, 286-287; Biographies, 28-29, 34-35, 74-75, 86-87, 116-117, 132-133, 170-171, 178-179, 220-221, 234-235, 268-269, 282-283

**B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment**

**PE/TE:** Bartering Goods and Services, 138-139; Westward Ho! 228–229; Linking Our World, 278-281, Robert Fulton, 282–283; Review, 286-287

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

**PE/TE:** Cooperation and Interdependence, 30-33, 36-39, 68-71, 76-79, 82-85, 86-87, 88-89, 112-115, 120-123, 126-129, 134-137, 154-157, 160-163, 166-169, 172-175, 180-183, 202-205, 206-207, 208-209, 210-213, 214-215, 216-219, 220-221, 222-225, 226-227, 228-229, 230-233, 234-235, 244-245, 246-247, 248-249, 250-253, 254-255, 256-259, 264-267, 270-271, 272a, 272-275, 276-277, 278-281, 282-283

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

**PE/TE:** Native Americans, 66-67, 202-205, 206-207, 208-209, 212-213, 222-225, 241

**C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY****Content Standard**

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

**Rationale**

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.

**Performance Standards**

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

**C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity**

**PE/TE:** Living in a Neighborhood, 8-11; Citizen Heroes: Kids Care Clubs, 12-13; Local Government, 154–157; Citizen Heroes: Anna Beavers, 158–159; Thurgood Marshall, 170–171; Lesson 4: Voting for Leaders, 172–175; Susan B. Anthony, 178–179; The Land of Freedom, 180–183; Unit 4 Review, 190–193; TE only: 111a, 172a

**C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed.**

**PE/TE:** Federal Government, 166-169; Susan B. Anthony, 178–179; The Land of Freedom, 180–183; Thirteen Colonies, One Country, 216–219; TE only: The Preamble, 171a

**C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation**

**PE/TE:** Living in a Neighborhood, 8–11; Caring for Our Resources, 83; A Letter to the Editor, 152-153; Local Government, 154–157; State Government, 160–163; Federal Government, 166–169; Voting for Leaders, 172–175; TE only, 159a, 166a

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

**PE/TE:** Begin with a Song, 148–149; Vocabulary Preview, 150–151; Local Government, 154–157; State Government, 160–163; Federal Government, 166–169; Thurgood Marshall, 170–171; Voting for Leaders, 172–175; Susan B. Anthony, 178–179; Review, 190–193; TE only, 147b-147h, 154a, 159a, 166a

**C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community**

**PE/TE:** Citizenship Skills, H2–H9; Voting, 11; Voting for Leaders, 172–179; Begin with a Song, 148–149; Discovery Channel School: Get Out the Vote, 194–195; Citizen Heroes, 12–13, 88–89, 110–111, 158–159, 206–207, 254–255

**C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals**

**PE/TE:** Issues, 12-13, 74-75, 76a, 76-79, 81a, 82-85, 86-87, 88-89, 89a, 92, 108-109, 110-111, 116-117, 118-119, 152-153, 157, 158-159, 172-175, 179a

**D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION****Content Standard**

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

**Rationale**

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens. In Wisconsin schools, the content, concepts, and skills related to economics may be taught in units and courses including economics, history, government, global studies, and current events.

**Performance Standards**

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

**D.4.1 Describe and explain of the role of money, banking, and savings in everyday life**

**PE/TE:** Choosing Goods and Services, 104–107; Make a Decision, 108–109; A Trip to the Bank, 126-129; Read a Pie Chart, 130–131; Review, 142-143, 178; TE only: 104a, 126a

**D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game)**

**PE/TE:** Goods and Services, 104–107; Make a Decision, 108–109; A Trip to the Bank, 126-129; Read a Pie Chart, 130–131; Review, 145; TE only: A Classroom Store, 104a

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

**PE/TE:** From My Orchard to You, 68–71; Choosing Goods and Services, 104–107; 120a, Goods from the Factory to You, 120–123; A Trip to the Bank, 126-129; Countries Trade and Move Goods, 134–137;

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

**PE/TE:** From My Orchard to You, 68–71; Goods from the Factory to You, 120–123; A Trip to the Bank, 126-129; Countries Trade and Move Goods, 134–137; 140-141; TE only: A Classroom Store, 104a

**D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)**

**PE/TE:** From My Orchard to You, 68–71; Our Earth’s Resources, 76–79; Choosing Goods and Services, 104–107; Service in Our Community, 112–115; Dorling Kindersley: Fire Engine, 188–119; Goods from the Factory to You, 120–123; A Trip to the Bank, 126-129; Read a Pie Chart, 130–131; Countries Trade and Move Goods, 134–137; Then and Now: Bartering Goods and Services, 138–139; Can You Guess These Workers? 140–141; Local Government, 154–157; State Government, 160–163; TE only: A Classroom Store, 104a

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

**PE/TE:** Economic Roles of Various Institutions, 104-107, 112-115, 118-119, 120-123, 126-129, 130-131, 134-137, 138-139, 154-157, 160-163

**D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world**

**PE/TE:** Personal Economic Decisions, 76-79, 82-85, 86-87, 88-89, 104a, 104-107, 108-109, 110-111, 126-129, 130-131, 145



**E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY****Content Standard**

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

**Rationale**

Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

**Performance Standards**

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

**E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning**

**PE/TE:** Preview, 8, 16, 24, 30, 36, 56, 62, 68, 76, 82, 104, 112, 120, 126, 134, 154, 160, 166, 172, 180, 202, 210, 216, 222, 230, 250, 256, 264, 272, 278

**E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development**

**PE/TE:** See Biography on pages 28, 34, 74, 86, 116, 132, 170, 178, 220, 234, 268, 282 and Family History and Culture on pages 250-253 and 256-261.

**E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living**

**PE/TE:** Families, 8-11, 24-27, 68, 248-249, 250-253, 256-259

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

**PE/TE:** Ethnic Cultures, 24-27, 62-65, 180-183, 202-205, 222-225, 230-234, 250-253, 260-261, 264-267

**E.4.5 Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nation, and global society**

**PE/TE:** Social Institutions, 4-5, 6-7, 8-10, 12-13, 14-15, 16-19, 20-21, 24-27, 30-33, 148-149, 150-151, 154-157, 159a, 160-163, 166-169, 172a, 172-175, 180-183, 264-267, 271a

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

**PE/TE:** Citizenship Skills, H2-H9; Living in a Neighborhood, 8-11; A Letter to the Editor, 152-153; Local Government, 154-157; State Government, 160-163; Federal Government, 166-169; Voting for Leaders, 172-175; TE only: 159a, 166a

**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**

**PE/TE:** Citizen Heroes: Kids Care Clubs, 12-13; Biography: Rachel Carson, 86-87; Citizen Heroes: The Earth's Angels, 88-89; Citizen Heroes: Phoenix Kids Pride Program, 110-111; Anna Beavers, 158-159; Thurgood Marshall, 170-171; Susan B. Anthony, 178-179; Ella Cara Deloria, 206-207; Sojourner Truth, 234-235; Ellen Ochoa, 254-255;

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

**PE/TE:** Comparing Communities, 24-27; Where People Live, 62-65; Then and Now: How and Where People Lived, 66-67; Family History, 250-253; People Celebrate, 256-259; Linking Our World, 278-281

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

**PE/TE:** Comparing Communities, 24-27; Family History, 250-253; People Celebrate, 256-259; A Step Back in Time, 272-275; Biography, 28-29, 34-35, 74-75, 86-87, 116-117, 132-133, 170-171, 178-179, 220-221, 234-235, 268-269, 282-283

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

**PE/TE:** For related information see Analyze Pictures pages 9, 19, 38, 57, 83, 101, 149, 162, 181, 218, 233, 251, 261, 265, and 275.

**E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures**

**PE/TE:** Culture, 116-117, 195h, 195, 196-197, 198-199, 202a, 202-205, 206-207, 208-209, 209a, 210-213, 215a, 216-219, 220-221, 221a, 222a, 222-225, 228-229, 229a, 230-233, 234-235, 243, 244-246, 250-253, 255a, 259, 260, 261, 272, 273, 274, 275, 282-283

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

**PE/TE:** Contributions of Citizens, 22, 66, 150, 151, 176-177, 182-183, 198-199, 202-205, 206-207, 208-209, 210-213, 214-215, 216-219, 222-225, 226-227, 228-229, 230-233, 236-237, 238-239, 240, 244-245, 246-247, 248-249, 250-253, 254-255, 256-259, 264-267, 270-271, 272a, 272-275, 276-277, 278-281, 284-285, 286-287; Biographies, 28-29, 34-35, 74-75, 86-87, 116-117, 132-133, 170-171, 178-179, 220-221, 234-235, 268-269, 282-283

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

**PE/TE:** Similarities and Differences, 28-29, 34-35, 74-75, 86-87, 90, 116-117, 132-133, 170-171, 178-179, 188, 220-221, 234-235, 236, 268-269, 284-285

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

**PE/TE:** Comparing Communities, 24-27; Where People Live, 62-65; How and Where People Lived, 66-67; Family History, 250-253; People Celebrate, 256-259; Linking Our World, 278-281

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

**PE/TE:** Cooperation and Interdependence, 12-13, 74-75, 82-85, 88-89, 110-111, 116-117, 158-159, 170-171, 172-175, 178-179, 180-183, 206-207, 234-235, 254-255

**Scott Foresman Social Studies—Communities  
to the  
Wisconsin Model Academic Standards  
for Social Studies**

**Grade Three**

**A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS**

**Content Standard**

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

**Rationale**

Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

**Performance Standards**

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

**A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface**

**PE/TE:** Use Map Scales, 32-33, 35; Use Intermediate Directions, 98-99, 101; Understand Hemispheres, 110-111, 127, 131; Use a Locator Map, 222-223; Use Latitude and Longitude, 388-389, 405, 409

**A.4.2 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**

**PE/TE:** Geography Skills: Map Handbook, H12–H20; Map and Globe Skills, 32–33, 98–99, 110–111, 222–223, 388–389; Maps, 10, 16, 20, 21, 22, 26, 38, 42, 48, 74, 75, 84, 90, 104, 114, 120, 142, 148, 152, 153, 172, 178, 182, 186, 191, 208, 210, 214, 220, 224, 230, 233, 252, 258, 266, 318, 328, 340, 390, 398; Map Adventure, 51, 80, 174, 245, 320, 369; Atlas, R2-R3, R4-R5, R6-R7, R8-R9, R10-R11, R12-R13

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

**PE/TE:** Construct a Map, 23, 32-33, 98-99, 110-111, 219, 222-223, 343; TE only, 15, 51, 73, 108, 149, 175, 215, 245, 289, 331, 357, 397

**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**

**PE/TE:** Interacting with the Environment, 10-17, 18-25, 26-31, 34-35, 38-41, 42-47, 48-55, 58-59, 154-155, 172-175, 178-181, 186-189, 196-197, 206

**A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world**

**PE/TE:** Geography Skills: Map Handbook, H12–H20; Maps, Charts, and Graphs, 9, 10, 14, 16, 17, 20, 21, 22, 26, 32-33, 38, 42, 48, 51, 56, 73, 74, 75, 80, 84, 87, 90, 98-99, 103, 104, 110-111, 114, 120, 141, 142, 148, 152, 153, 158, 171, 172, 174, 178, 182, 186, 189, 191, 207, 208, 210, 214, 216, 220, 222, 224, 230, 234, 241, 245, 248, 252, 257, 258, 266, 279, 289, 290, 291, 292, 302, 317, 318, 320, 324, 327, 328, 334, 338-389, 340, 357, 358, 369, 383, 390, 398, R2-R3, R4-R5, R6-R7, R8-R9, R10-R11, R12-R13

**A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes**

**PE/TE:** Drawing Conclusions About a Tornado pages 138–139; World Climate Regions pages 182–183; What's Your Community's Environment? 142–147; Living in Different Climates, 150–155; Temperature Graph, 158-159, 168-169; TE only: Natural Hazards in Your Home Region, 183

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

**PE/TE:** What Are Communities? 10–15, 16–17, 18–23, 26-29, 30-31, 34-35; People Move from Place to Place, 74-77, 78-81, 84-89, 90-95, 100-101; A Community Business, 306-311; Depending on Others, 328-333; A World of Trade, 334-339, 340-341; Review, 342-343

**A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment**

**PE/TE:** Individuals and the Environment, 10-15, 18-23, 34-35, 38-41, 42-45, 48-53, 58-59, 136-137, 146-147, 172-175, 180-181, 192-193

**A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating**

**PE/TE:** Communities and Resources, 160–165; Issues and Viewpoints: Recycling, 166–167; Review, 168-169; Using Resources, 318-319

## **B. HISTORY: TIME, CONTINUITY, AND CHANGE**

### **Content Standard**

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

### **Rationale**

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

### **Performance Standards**

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

**B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts**

**PE/TE:** Primary Sources, Maps, Charts, and Graphs, 5, 13, 28-29, 46-47, 68-69, 82-83, 85, 86, 87-89, 92, 94, 96-97, 118-119, 121, 122-123, 154, 156-157, 176-177,

179, 190-191, 209-211, 214-217, 220-221, 225, 228-229, 231, 232-233, 236-237, 242-244, 250-25, 258-261, 267-269, 272-273, 296-297, 312-313, 321, 322, 326-327, 337, 352, 353, 358-361, 362-363, 364-365, 368, 370-371, 372-373, 374-375, 396-397, 402-403, 406, 407

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

**PE/TE:** Time Lines, 248-249, 275, 339

**B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events**

**PE/TE:** Primary Sources, 46-47, 60-61, 82-83, 96-97, 118-119, 128-129, 156-157, 176-177, 180, 190-191, 200, 228-229, 236-237, 272-273, 276-277, 312-313, 326-327, 350-351, 360, 364-365, 402-403, 406, 407; TE only, 133h, 199h, 281h, 349h

**B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups**

**PE/TE:** Timbuktu, 27-29; Education, 92; Beaumont, 163; Seattle, 179-181; Florida, 216-219; Quebec City, 225-227; Time Line, 249; Trade, 336-337; Then And Now, 44, 154, 331, 360

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

**PE/TE:** Political Values, 352-353, 358-361, 362-363, 364-365, 366-371, 372-373, 374-375, 380-381, 406, 407

**B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags**

**PE/TE:** Celebrating Cultures, 104–109, 112–113; Celebrating a Community's Past, 114–115; Celebrations Across Our Own Nation, 120–123; N'cwala, an African Thanksgiving, 124–125; Celebrate! 132; Pledge of Allegiance, 350-351

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

**PE/TE:** Important Contributions, 5, 13, 28–29, 68–69, 82–83, 85, 86, 87–89, 92, 94, 121, 122–123, 154, 179, 190–191, 209–211, 214–217, 220–221, 225, 228–229, 231, 232–233, 242–244, 250–25, 258–261, 267–269, 272–273, 296–297, 321, 322, 337, 352, 353, 358–361, 362–363, 368, 370–371, 372–373, 374–375, 396–397, 406, 407; Biography, 24–25, 46–47, 96–97, 118–119, 156–157, 176–177, 236–237, 272–273, 312–313, 326–327, 364–365, 402–403

**B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment**

**PE/TE:** Technology Changes Communities, 240–241, 242–247, 250–255, 258–263, 264–265, 266–269, 272–273, 274–275

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

**PE/TE:** Cooperation and Interdependence, 16–17, 27, 44–45, 52–53, 82–83, 85–87, 180–181, 186–189, 225–227, 232–233, 236–237, 243–244, 298–299, 306–311, 312–313, 318–323, 326–327, 328–333, 334–341, 358–361, 366–371, 384–389, 390–395, 398–401

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

**PE/TE:** Native Americans, 23, 122–123, 154–155, 173, 179, 206–209, 229, 231, 236–237, 365

**C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY****Content Standard**

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

**Rationale**

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.



**Performance Standards**

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

**C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity**

**PE/TE:** Citizenship Skills, H2–H3; Begin with the Pledge, 350–351; Rights and Responsibilities, 356–363; United States Government, 366–371; Here and There, 372–373; Citizenship in History, 374–375; Being a Good Citizen, 376–379; State Government, 398–401; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166–167, 228–229

**C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed.**

**PE/TE:** U.S. Constitution, 360, 368; Mayflower Compact, 361; Declaration of Independence, 367; Bill of Rights, 370, 371; Review, 380–381

**C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation**

**PE/TE:** Respect in a Community, 16–17; Why People Move, 76–77; Citizen Heroes, 82–83; A New Life in America, 90–91; Issues and Viewpoints, 166–167; U.S. Constitution, 360, 368; Mayflower Compact, 361; Bill of Rights, 370, 371; Being a Good Citizen, 376–379; Community Leaders, 391–395

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

**PE/TE:** Citizenship Skills, H2–H3; Unit 6: Governments, 350–351, 352–353, 354–355; Rights and Responsibilities, 356–357–381; Your Local Government, 382–405

**C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community**

**PE/TE:** Citizenship Skills, H2–H3; Begin with the Pledge, 350–351; Being a Good Citizen, 376–379; Review, 380–381; State Government, 398–401; Review, 405; TE only: Explore the Election Process, 394

**C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals**

**PE/TE:** Current Issues, 16-17, 166-167, 228-229, 256-257, 284-285, 318-319, 328-331, 332-333, 334-335, 355, 376-379, 398-401

**D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION****Content Standard**

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

**Rationale**

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens. In Wisconsin schools, the content, concepts, and skills related to economics may be taught in units and courses including economics, history, government, global studies, and current events.

**Performance Standards**

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

**D.4.1 Describe and explain of the role of money, banking, and savings in everyday life**

**PE/TE:** Money, 220, 287, Earning, Spending, and Saving, 290–295; History of Money, 296–297; Giving to the Community, 298–299; Choosing Wisely, 300–303; Getting Ahead, 310-311

**D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game)**

**PE/TE:** Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305; Supply and Demand, 311; Depending on Others, 328–333; World Trade, 338–339

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

**PE/TE:** Trade, 160-165, 318-319, 320, 321, 322-323, 330, 334-339, 340-341; Review, 342-343

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

**PE/TE:** Welcome to My Community, 284–285; Citizen Heroes, 298-299; People at Work, 321-323; Depending on Others, 328-333; Review, 342-343

**D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)**

**PE/TE:** Giving to the Community, 298–299; Goods and Services, 307; Using Resources, 318–325; Depending on Others, 328, 330; A World of Trade, 334-339; Government Services, 354-355; Community Services, 384–387; Community Leaders, 390–393; Review, 404-405

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

**PE/TE:** Economics Roles, 287, 306-311, 312-313, 314-315, 322-323, 326-327, 330, 354–355, 384–387, 391–393, 404-405

**D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world**

**PE/TE:** Communities and Resources, 160–165; Issues and Viewpoints: Recycling, 166–167; Choosing Wisely, 300–303; Make a Decision, 304–305; , Getting Ahead, 310-311; Conserving Resources, 323; People Helping People, 332-333; State Government, 398-401; Citizen Heroes, 16–17

**E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY****Content Standard**

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

**Rationale**

Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life

and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

### Performance Standards

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

**E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning**

**PE/TE:** Preview, 10, 18, 26, 38, 42, 48, 74, 78, 90, 104, 114, 120, 142, 150, 160, 172, 178, 186, 208, 214, 224, 230, 242, 250, 258, 266, 290, 300, 306, 318, 328, 334

**E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development**

**PE/TE:** See Biography on pages 24, 46, 96, 118, 156, 176, 236, 272, 312, 326, 364, 402 and cultural celebrations on pages 104-109, 114-115, and 120-123.

**E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living**

**PE/TE:** Kinds of Communities, 36–59; Welcome to My Community, 68-69; People Move From Place to Place, 72–101; Celebrations, 102–127

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

**PE/TE:** Cultures, 68-69, 70-71, 78-81, 86-89, 93, 96-97, 100-101, 104-109, 112-113, 114-117, 118-119, 120-123, 124-125, 126-127

**E.4.5 Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nation, and global society**

**PE/TE:** Social Institutions, 7, 12-15, 17-18, 18-21, 22-23, 26-29, 38-41, 42-45, 48-53, 54-55, 90-91, 104-107, 108-109, 114-115, 352-355, 358-359, 366-368

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

**PE/TE:** Citizenship Skills, H2-H3; Citizen Heroes, 16-17, 82-83; Issues and Viewpoints, 166-167; U.S. Constitution, 360–361; Washington D.C., 370-371; Being a Good Citizen, 376-379; Community Leaders, 390-395; Citizenship, 90

**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**

**PE/TE:** New Customs, 78-79; Celebrating Cultures, 104-109; Citizen Heroes, 16–17, 82–83, 190–191, 256–257, 298–299, 396–397; Issues and Viewpoints, 166–167, 228–229; Make a Decision, 304–305

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

**PE/TE:** Values and Beliefs, 104-109, 114-117, 120-123, 124-125, 214-219, 224-227, 230-235, 358-359

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

**PE/TE:** Learning New Customs, 78–79; Citizen Heroes: A Country for Everyone, 82–83; Where Did They Come From? 84–89; A New Life in America, 90–95; Celebrating Cultures, 104–109; Celebrating a Community’s Past, 114–115; Celebrations Across Our Own Nation, 120–123; Biography, 24–25, 46–47, 96–97, 118–119, 156–157, 176–177, 236–237, 272–273, 312–313, 326–327, 364–365, 402–403

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

**PE/TE:** For related information see Analyze Pictures pages 13, 55, 85, 108, 115, 164, 203, 226, 260, 310, 332, and point of view pages 228, 344, 363, and 396.

**E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures**

**PE/TE:** Culture, 68-69, 70-71, 78-81, 86-89, 93, 96-97, 100-101, 104-109, 112-113, 114-117, 118-119, 120-123, 124-125, 126-127, 128-129, 133d, 162, 172-173, 190-191, 200-201, 202-203, 208-211, 214-219, 224-227, 230-235, 240b, 242-244, 246-247, 250-251, 252-253, 260-261, 266-267, 268-269, 272-273, 279, 322, 337, 373, 374-375

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

**PE/TE:** Important Contributions, 5, 13, 28–29, 68–69, 82–83, 85, 86, 87–89, 92, 94, 121, 122–123, 154, 179, 190–191, 209–211, 214–217, 220–221, 225, 228–229, 231, 232–233, 242–244, 250–25, 258–261, 267–269, 272–273, 296–297, 321, 322, 337, 352, 353, 358–361, 362–363, 368, 370–371, 372–373, 374–375, 396–397, 406, 407; Biography, 24–25, 46–47, 96–97, 118–119, 156–157, 176–177, 236–237, 272–273, 312–313, 326–327, 364–365, 402–403

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

**PE/TE:** People Move from Place to Place, 72–73; Where Did They Come From? 84–89; A New Life in America, 90–95; Celebrating Cultures, 104–109; Celebrating a Community’s Past, 114–115; Celebrations Across Our Own Nation, 120–123; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235;

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

**PE/TE:** Community Celebrations, 68–69; Celebrating Cultures, 104–109; Celebrating a Community’s Past, 114–115; Celebrations Across Our Own Nation, 120–123; A Spanish Community, 214–219; A French Community, 224–227; An English Community, 230–235; Governments in the Past, 358–361

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

**PE/TE:** Cooperation and Interdependence, 10-15, 16-17, 18-23, 26-29, 82-83, 160-165, 166-167, 190-191, 228-229, 256-257, 266-269, 272-273, 298-299, 328-330, 376-379, 384-387, 396-397, 398-401

**Scott Foresman Social Studies—Regions  
to the  
Wisconsin Model Academic Standards  
for Social Studies**

**Grades Four**

**A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS**

**Content Standard**

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

**Rationale**

Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

**Performance Standards**

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

**A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface**

**PE/TE:** Understand Latitude and Longitude, 408; Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15;

**A.4.2 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**

**PE/TE:** Map Handbook, H10–H22; Maps, 11, 19, 20, 22, 24, 25, 40, 41, 54, 86, 105, 114, 133, 167, 170, 173, 181, 191, 195, 234, 247, 265, 281, 309, 326, 333, 347, 372, 381, 387, 401, 403, 409, 414, R2-R15; Map and Globe Skills, 24, 54, 86, 170, 408; Map Adventure, 83, 144, 174, 279, 341, 402

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

**PE/TE:** Map Making, 23, 24-25, 54-55, 86-87, 93, 170-171, 408-409; TE only: 9, 37, 65, 103, 125, 165, 187, 231, 255, 299, 323, 367, 393

**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**

**PE/TE:** Interacting with the Environment, 10-17, 18-25, 26-31, 34-35, 104-111, 112-115, 116-123, 166-171, 172-177, 178-185, 232-241, 242-245, 246-251, 300-307, 308-313, 314-321, 368-377, 378-383, 384-391

**A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world**

**PE/TE:** Research Skills, H4-H9; Map Handbook, H10-H22; Map and Globe Skills, 24, 54, 86, 170, 408; Map Adventure, 83, 144, 174, 279, 341, 402; Research and Writing Skills, 262, 330, 376; Chart and Graph Skills, 110, 134, 240; TE only: 1c, 8b, 36b, 64b, 95c, 102b, 124b, 157c, 164b, 186b, 223c, 230b, 254b, 291c, 298b, 322b, 359c, 366b, 392b

**A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes**

**PE/TE:** Living in the United States, 7; Climate, 18-23; Review, 34-35; Sunlight and Storms, 172-175; Hurricanes, 176-177; Varied Climates, 309; Mountains, 365, 372; Volcanoes, 374-375; Climates in the West, 378-383; TE only: Hurricane, 157h

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

**PE/TE:** 40, 73, 76, 77, 84, 124-129, 141, 186-215, 254-283, 322-351, 392-417

**A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment**

**PE/TE:** Human Environmental Interaction, 110-111, 115, 118, 142-146, 211-213, 234-235, 236-237, 238-239, 250-251, 270, 271, 272, 281, 282, 314-317, 347, 348, 384-387



**A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating**

**PE/TE:** Science and Technology, 105, 110–111, 114, 115, 135, 143, 145, 183, 234, 248, 280, 281, 282, 314, 315, 327, 339–342, 347, 348, 349, 403, 404, 405, 414; TE only: Science and Technology, 16, 21, 55, 145, 278, 313, 315, 342, 398

**B. HISTORY: TIME, CONTINUITY, AND CHANGE****Content Standard**

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

**Rationale**

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

**Performance Standards**

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

**B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts**

**PE/TE:** Primary Sources, 38, 40, 41, 45–46, 53–54, 74–75, 83, 107–108, 118, 130, 133, 135, 136, 139–140, 144, 150, 174, 179–180, 188, 191, 193–194, 197, 202, 207–208, 216, 240, 264, 265, 267–268, 271–272, 273–274, 276, 277, 279, 281, 283–284, 305–306, 310–311, 324, 326, 329–330, 332, 333, 334, 335, 338, 341, 346, 349–350, 352, 385–386, 389–390, 400, 401, 402, 403, 404, 407–408, 413, 414, 418

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

**PE/TE:** Use a Vertical Time Line, 134–135; 155; Time Lines, 38, 130, 135, 136, 150, 188, 194, 202, 216, 264, 276, 284, 324, 332, 338, 346, 352, 400, 418

**B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events**

**PE/TE:** Biography, 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, 407; Literature, 74–75, 107–108, 179–180, 271–272, 310–311, 385–386

**B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups**

**PE/TE:** Trade Then and Now, 72-79; Transportation and Communication, 80-85; Changes in the Way of the Narragansett People, 128, Cities Grow and Change, 142-145; Changes with the Cherokee, 190; Building Farms, 270-272; Steamboats and Railroads, 280-282; Irrigation, 347; Air Conditioning, 348; Business and Pleasure, 410-412; Then and Now, 118, 197, 277, 335, 404

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

**PE/TE:** Political Values, 41, 48-52, 130-131, 137, 138, 144, 190, 197, 204, 274, 278, R28-R31

**B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags**

**PE/TE:** Holidays and Symbols, 3, 90-91, 224; Symbols of the United States, R24–R27; TE only: Flag Etiquette, 3

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

**PE/TE:** Important Events, 38–44, 126–129, 130–133, 134–135, 136–138, 140–141, 142–146, 188–192, 194–199, 202–206, 210–213, 256–259, 264–266, 276–282, 324–328, 332–337, 338–343, 344–345, 346–348, 394–397, 400–406, 410–415; Biography, 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, 407

**B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment**

**PE/TE:** Transportation and Communication, 80–85; A Land of Promise, 132–133; Invention Time Line, 134–135; A Route to the Sea, 232–237; Using Farm Land, 274–275; Steamboats and Railroads, 280–282; Technology in the Southwest, 316–317; Irrigation and Air Conditioning, 347–348

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

**PE/TE:** Cooperation and Interdependence, 38–41, 124–129, 130–133, 134–135, 136–138, 139–141, 142–146, 147, 150–151, 188–192, 193, 194–199, 200–201, 202–206, 207, 210–213, 216–217, 256–259, 260–261, 264–266, 267, 268–272, 273, 274–275, 276–282, 283, 284–285, 324–328, 329, 332–337, 338–343, 344–345, 346–348, 349, 352–353, 394–397, 398–399, 400–406, 407, 410–415, 418–419

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

**PE/TE:** Native Americans, 126–129, 245, 256–259, 264–266, 269, 277, 302, 324–329, 334–336, 340, 342, 347, 394–399, 401

**C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY****Content Standard**

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

**Rationale**

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.

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**Performance Standards**

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

**C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity**

**PE/TE:** We the People, 46–52; The Strengths of Our Freedoms, 56–59; Taking a Stand, 136–138; Dorling Kindersley: Winning the Right to Vote, 140–141; Civil Rights Movement, 206; Citizen Heroes, 60, 148, 200, 260, 318, 416; Biography, 139, 207

**C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed.**

**PE/TE:** We the People, 46–52; The Strengths of Our Freedoms, 56–59; A New Nation, 131; Thirteenth Amendment, 137; Nineteenth Amendment, 138; Building the Nation, 197; United States Documents, R28–R31

**C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation**

**PE/TE:** A Government for the People, 47; The Three Branches of Government, 50–52; Votes for Women, 138; Civil Rights, 205; Civil Rights Movement, 206

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

**PE/TE:** We the People, 46–52; The Strengths of Our Freedoms, 56–59; Review, 62–63; Votes for Women, 138; Civil Rights, 205–206

**C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community**

**PE/TE:** Citizenship Skills, H2–H3; Citizenship Activities, 38–41, 42–44, 46–48, 49–52, 56–59, 60–61, 62–63, 123, 136–138, 139, 148–149, 200–201, 205, 238–239, 260–261, 318–319, 350–351, 416–417; TE only, 45, 61, 128, 141, 148, 200, 207, 260, 272, 273, 318, 354, 416

**C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals**

**PE/TE:** Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; Issues and Viewpoints, 238–239, 350–351; The Plentiful Sea, 116–119; Wildlife and Resources, 178–183

**D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION****Content Standard**

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

**Rationale**

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens. In Wisconsin schools, the content, concepts, and skills related to economics may be taught in units and courses including economics, history, government, global studies, and current events.

**Performance Standards**

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

**D.4.1 Describe and explain of the role of money, banking, and savings in everyday life**

**PE/TE:** Using Money, 74; Money in the United States, 75

**D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game)**

**PE/TE:** Using Money, 74; Making Choices, 78–79; Review, 88–89

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

**PE/TE:** The Land of Plenty, 66–71; Trade Then and Now, 72–79; Transportation and Communication, 80–86; Review, 88–89; Cities and Industry, 145; Trade, 277, 278, 280, 414

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

**PE/TE:** Human Resources, 31; Growth of Industry, 70-71, Trade Then and Now, 72-79; Interdependent, 81-82; Review, 88-89; Workers, 143, 146, 147, 260, 261

**D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)**

**PE/TE:** The Land of Plenty, 66-71; Trade Then and Now, 72-79; Transportation and Communication, 80-86; Review, 88-89

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

**PE/TE:** The Land of Plenty, 66-71; Trade Then and Now, 72-79; Transportation and Communication, 80-86; Review, 88-89; Cities and Industry, 145

**D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world**

**PE/TE:** Economic Decisions, 29, 60-61, 74, 78-79, 88-89, 318-319, 350-351

**E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY****Content Standard**

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

**Rationale**

Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

**Performance Standards**

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

**E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning**

**PE/TE:** Preview, 10, 18, 26, 38, 46, 56, 66, 72, 80, 104, 112, 116, 126, 130, 136, 142, 166, 172, 178, 188, 194, 202, 210, 232, 242, 246, 256, 264, 268, 276, 300, 308, 314, 324, 332, 338, 346, 368, 378, 384, 394, 400, 410

**E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development**

**PE/TE:** See Biography on pages 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, and 407. The Narragansett People, 126–151; The Cherokee, 188–217; The Ojibwa, 256–259; The Navajo, 324–353; The Tinglit, 394–419

**E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living**

**PE/TE:** For related information see different Native American nations on pages 38–45, 126–129, 188–193, 256–259, 324–328, and 394–397.

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

**PE/TE:** Americans All, 38–45; The Narragansett People, 126–151; The Cherokee, 188–217; The Ojibwa, 256–259; The Navajo, 324–353; The Tinglit, 394–419

**E.4.5 Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nation, and global society**

**PE/TE:** Social Institutions, 116–119, 126–129, 130–133, 136–138, 142–146, 188–192, 194–199, 202–206, 207, 210–213, 256–259, 260, 264–266, 267, 276–282, 338–343, 346–348, 358, 384–388, 389, 400–406, 410–415

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

**PE/TE:** Citizenship Skills, H2-H3; A Government for the People, 47; The Three Branches of Government, 50–52; Votes for Women, 138; Civil Rights, 205–206

**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**

**PE/TE:** Citizen Heroes, 60–61, 148–149, 200–201, 260–261, 318–319, 416–417; Taking a Stand, 136–141; The Nation Divided, 202–207; Issues and Viewpoints, 238–239, 350–351,

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

**PE/TE:** Values and Beliefs, 126–129, 188–193, 194–201, 245, 256–259, 264–266, 269, 277, 302, 324–329, 332–333, 334–336, 340, 342, 347, 394–399, 401

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

**PE/TE:** 45, 53, 74–75, 107–108, 118, 126–129, 139, 147, 179–180, 188–192, 193, 194–196, 197, 207, 256–263, 267, 271–272, 273, 277, 283, 305, 310–311, 324–328, 329, 335, 346–347, 349, 385–386, 389, 394–399, 398, 407

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

**PE/TE:** See fact and opinion page 208 and point of view pages 61, 90, 138, 139, 199, 259, 282, 303, 326, 337, 348, 383, 415, and 421. See also newscast page 185 and Newspaper Writing pages 89, 155, 221, and 321.

**E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures**

**PE/TE:** Culture, 1f, 4, 13, 17, 41, 45, 53, 74–75, 95f, 98, 107–108, 115, 139, 147, 152–153, 157f, 160, 179–180, 183, 193, 207, 267, 271–272, 273, 283, 294, 305, 310–311, 312, 329, 345, 349, 354–355, 359f, 362, 373, 385–386, 389, 399, 407

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

**PE/TE:** Important Events, 38–44, 126–129, 130–133, 134–135, 136–138, 140–141, 142–146, 188–192, 194–199, 202–206, 210–213, 256–259, 264–266, 276–282, 324–328, 332–337, 338–343, 344–345, 346–348, 394–397, 400–406, 410–415; Biography, 45, 53, 139, 147, 193, 207, 267, 273, 283, 305, 329, 349, 389, 407



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

**PE/TE:** Americans All, 38–44; We the People, 46–52; The Strengths of Our Freedoms, 56–59; Citizen Heroes, 60–61; The Narragansett People, 126-151; The Cherokee, 188-217; The Ojibwa, 256-259; The Navajo, 324-353; The Tinglit, 394-419

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

**PE/TE:** Americans All, 38-44; Biography, 45-46; , 132-133, 136, 137, 138-139, 205-207, 208, 332-335, 338-340

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

**PE/TE:** Cooperation and Interdependence, 60-61, 148-149, 136-138, 139, 140-141, 200-201, 238-239, 260-261, 318-319, 350-351, 416-417

**Scott Foresman Social Studies—Wisconsin  
to the  
Wisconsin Model Academic Standards  
for Social Studies**

**Grades Four**

**A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS**

**Content Standard**

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

**Rationale**

Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

**Performance Standards**

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

**A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface**

**PE:** 2, 5, 7, 8, 9, 12-13, 15, 16, 19, 21, 22, 24, 31, 38, 44, 46, 47, 51, 53, 54, 64, 67, 73, 99, 101, 117, 133, R1, R2, R3

**TE:** 15, 17, 21, 23, 25, 30, 34, 36, 37, 41-42, 46, 49, 61, 65, 70, 78, R1, R2, R3, R15, R16, R17, R18

**A.4.2 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**

**PE:** 2, 5, 7, 8, 9, 12-13, 15, 16, 19, 21, 22, 24, 31, 38, 44, 46, 47, 51, 53, 54, 64, 67, 73, 99, 101, 117, 133, R1, R2, R3

**TE:** 15, 17, 21, 23, 25, 30, 34, 36, 37, 41-42, 46, 49, 61, 65, 70, 78, R1, R2, R3, R15, R16, R17, R18

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

**PE:** 11

**TE:** 23

**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**

**PE:** 3, 5, 8-9, 19-25, 33, 35-42, 43, 44, 45, 57, 61, 70-72, 92-93, 122, 126, 129, 134-135

**TE:** 15, 17, 21, 25-26, 30, 33-35, 45, 50, 57, 73, 77, 178

**A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world**

**PE:** 2, 5, 7, 8, 9, 12-13, 15, 16, 19, 21, 22, 24, 27, 31, 38, 44, 47, 51, 53, 54, 64, 67, 73, 85, 92, 93, 99, 101, 103, 115, 117, 131, 133, R1, R2, R3

**TE:** 7, 17, 19, 21, 23, 25, 29, 30, 34, 37, 41-42, 46, 49, 54, 57, 61, 65, 69, 70, 77, 78, R1, R2, R3, R15, R16, R17, R18

**A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes**

**PE:** 21, 27-29, 46, 129

**TE:** 29, 31, 36

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

**PE:** 7, 8, 25, 44, 89, 132-133

**TE:** 21, 26, 35, 57, 78, R15

**A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment**

**PE:** 35, 40-42, 43, 45, 79, 118, 129, 134-135

**TE:** 33-35, 53, 70, 77, 78

**A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating**

**PE:** 35, 40-42, 43, 134-135

**TE:** 33-34, 78

## **B. HISTORY: TIME, CONTINUITY, AND CHANGE**

### **Content Standard**

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

### **Rationale**

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

### **Performance Standards**

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

**B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts**

**PE:** 23, 45, 49, 57, 59, 60, 61, 62, 63, 65, 66, 68, 69, 70, 71, 72, 73, 74, 75, 76-77, 79, 80, 81, 82, 83, 84, 85, 86, 87, 89, 92, 94, 111, 139

**TE:** 26, 35, 41, 45, 46, 51, 54, 57, 67, 81

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

**PE:** 48, 55, 56, 65, 66, 75, 86, 88, 96, 98

**TE:** 43, 47, 51, 55, 59

**B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events**

**PE:** 60, 86, 87, 97

**TE:** 43, 46, 47, 55

**B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups**

**PE:** 43, 46, 48, 55, 56, 66, 75, 78, 88

**TE:** 36, 40, 43, 44, 46, 48, 51, 52

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

**PE:** 54, 83, 94-96, 97, 102-103

**TE:** 42, 53, 58-59, 65

**B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags**

**PE:** 32, 65, 114-115

**TE:** 15, 30, 69

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

**PE:** 47, 48-55, 56-65, 66-75, 78-86, 87, 88-96, 97, 98

**TE:** 37-39, 40-43, 44-47, 48-51, 52-55, 56-59, 60

**B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment**

**PE:** 35, 40-41, 43, 57, 70-72, 89-91, 130-135

**TE:** 33-34, 45, 50, 57, 77-79

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

**PE:** 58-59, 62-63, 67, 79-81, 85, 94-96, 97, 129

**TE:** 45-46, 49, 53-54, 58-59

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

PE: 31, 43, 48-50, 53-55, 62-63, 69, 94, 111, 116, 131, 140

TE: 40-43, 46, 58, 67, 82

**C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY****Content Standard**

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

**Rationale**

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.

**Performance Standards**

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

**C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity**

PE: 94-96, 97, 104-109, 112-113, 118, 119, 121, 138, 140

TE: 58, 65-67, 68-69, 70-71, 73, 80, 82

**C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed.**

PE: 64, 102-103, 140

TE: 46, 65, 82

**C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation**

PE: 101, 106-107

TE: 65-66

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

PE: 101-103, 110, 140

TE: 33, 65-67, 82

**C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community**

PE: 41, 45, 96, 97, 100, 104-105, 108-110, 111, 118, 119, 129

TE: 34-35, 58-59, 65-67, 70-71, 77

**C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals**

PE: 43, 95, 102, 110, 111, 118, 119

TE: 33, 58, 65-67, 70-71

**D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION****Content Standard**

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

**Rationale**

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens. In Wisconsin schools, the content, concepts, and skills related to economics may be taught in units and courses including economics, history, government, global studies, and current events.

**Performance Standards**

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

**D.4.1 Describe and explain of the role of money, banking, and savings in everyday life**

PE: 85

TE: 54

**D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game)**

**PE:** 35-37, 43, 44, 45, 46, 70-72, 130-131, 134-135

**TE:** 33, 35, 36, 50, 77-78, R17

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

**PE:** 89, 70-72, 116-117, 129, 134-135, 141

**TE:** 26, 50, 57, 69-70, 77-78, 82

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

**PE:** 70-72, 118, 130-131, 135, 140

**TE:** 50, 70, 77-78, 82

**D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)**

**PE:** 44, 101, 116-117, 129-131

**TE:** 26, 33, 35, 65, 70, 77

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

**PE:** 41, 43, 44, 70-72, 85, 92, 96, 101, 109, 116-118, 129, 132, 134

**TE:** 26, 34, 35, 50, 54, 57-58, 65-66, 70, 77-78

**D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world**

**PE:** 33, 40-42, 43, 44, 45, 92, 118, 119

**TE:** 30, 34, 35, 57, 70, 71



**E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY****Content Standard**

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

**Rationale**

Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

**Performance Standards**

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

**E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning**

**PE:** 97, 116-117

**TE:** 59, 70

**E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development**

**PE:** 87, 94-96, 97, 104-107, 111, 112-118, 119, 121, 129, 131

**TE:** 55, 58-59, 65-67, 68-71, 73, 77

**E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living**

**PE:** 58-61, 70-72, 85, 92-93, 121, 129-131

**TE:** 45-47, 50, 54, 57, 73, 77

**E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people****PE:** 58-59, 94-95, 97, 98, 105, 111, 113-115, 131, 138**TE:** 45, 58-59, 60, 65, 67, 69, 77, 80**E.4.5 Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nation, and global society****PE:** 92, 95, 101, 103-107, 116-117, 129**TE:** 57-58, 65-67, 70, 77**E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture****PE:** 94-96, 97, 100-110, 111, 112-118, 119, 129**TE:** 58-59, 64-67, 68-71, 77**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****PE:** 80-81, 94-96, 97, 104-110, 111, 112-115, 118, 119, 129, 138**TE:** 53, 58-59, 65-67, 68-71, 77, 80**E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions****PE:** 80-81, 83, 87, 94-96, 97, 103, 105, 108-110, 111, 112-115, 138**TE:** 53, 55, 58-59, 65-67, 68-69, 80**E.4.9 Explain how people learn about others who are different from themselves****PE:** 94-96, 97, 103, 105, 108, 111, 113-115, 131, 138**TE:** 58-59, 65-67, 68-69, 77, 80**E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions.****PE:** 133, 136-137, 138**TE:** 78-79, 80

**E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures**

**PE:** 11, 16, 23, 49, 60, 120-123, 126-127, 131, 138, 139

**TE:** 14, 25-26, 41, 46, 72-75, 80, 81

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

**PE:** 40-42, 45, 67-70, 79-81, 83, 85, 87, 94-96, 97, 98, 104-109, 111, 116-117, 119, 129

**TE:** 34-35, 49-50, 53-55, 58-59, 60, 65-67, 70-71, 77

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

**PE:** 48-50, 58-63, 74-75, 80-81, 85, 92-96, 106-107, 111, 112-118, 120-127, 129

**TE:** 40-41, 45-47, 50, 53-54, 57-58, 66-67, 68-71, 72-75, 77

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

**PE:** 94-96, 97, 103, 105, 108, 111, 113-115, 131, 138

**TE:** 58-59, 65-67, 68-69, 77, 80

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

**PE:** 42, 43, 45, 62-63, 67, 79-83, 85-86, 87, 94-96, 97, 98, 104-107, 111, 118, 119, 129

**TE:** 34-35, 46, 49, 53-55, 58-59, 60, 65-67, 70-71, 77

**Scott Foresman Social Studies—The United States  
to the  
Wisconsin Model Academic Standards  
for Social Studies**

**Grade Five**

**A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS**

**Content Standard**

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

**Rationale**

Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

**Performance Standards**

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

**A.8.1 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**

**PE/TE:** Map Handbook, H12–H22; Maps, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 206, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 431, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 523, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 671, 677, 678, 682, 686, 688, 690, R4, R6, R7, R8, R9, R10, R12, R14; Map and Globe Skills, 32, 140, 244, 378, 512, 542, 656; Map Adventure, 114, 159, 248, 278, 365, 412, 507, 550, 604

**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**

**PE/TE:** Mapmaking, 30, 109, 182, 291, 366, 391; TE only: Mental Mapping, 27, 53, 75, 101, 133, 155, 201, 231, 267, 317, 337, 361, 401, 429, 537, 601, 635

**A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density**

**PE/TE:** Map and Globe Skills prepare students for this objective on pages 32-33, 140-141, 244-245, 378-379, 512-513, 542-543, 656-657; Atlas, R1-R15; TE only, H7, 1c, 32, 45c, 52b, 74b, 100b, 125c, 132b, 140, 154b, 193c, 200b, 230b, 244, 259c, 266b, 294b, 329c, 336b, 360b, 378, 393c, 400b, 428b, 455c, 462b, 490b, 513, 529c, 536b, 542, 560b, 593c, 600b, 634b, 656

**A.8.4 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**

**PE/TE:** For related information see pages 24-30 and 34-38. See also pages 176-180 and 372. See also Map Adventure on pages 114, 159, 248, 278, 365, 412, 507, 550, and 604. For detailed information see Grade 4: Wisconsin.

**A.8.5 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**

**PE/TE:** Land and Regions, 24-30; Resources and the Environment, 34-38; Resources, 212, 213, 241, 443-445, 566, 567, 569, 579, 604, 621; Atlas, R2-R15

**A.8.6 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**

**PE/TE:** Geography Skills, H10; Regions, 24-27; Landforms, 28; Weather, 29; Elevation Map, 32-33; Everglades, 39; Dust Bowl, 621

**A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world**

**PE/TE:** Migration, 55, 103, 104, 107-108, 111, 113-115, 134-138, 147, 159, 166, 170, 172, 206-207, 226, 234, 236, 238-239, 241-243, 370-372, 374-375, 378-379, 405, 406, 411-413, 431, 439-441, 473, 539, 540, 569-570, 613

**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**

**PE/TE:** Land and Regions, 24–30; Resources and the Environment, 34–38; Protecting the Land, 40–41; People Interacting with the Environment: Paleolithic, 56–57; Native Americans, 61–64, 68–69, 78, 83–85, 89–90, 95; New Spain, 144; Jamestown, 160, 161; Colonial America, 177–181, 204, 212–214; Westward Expansion, 374; Mining, 444; North and South, 465; Farmers and Cowboys, 547, 548, 550–552; Panama Canal, 604; Dust Bowl, 621

**A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals**

**PE/TE:** Buildings, 15, 52b, 63, 67, 78, 80, 83, 84, 144, 149, 172, 207, 211, 212, 213, 217, 218, 235, 238, 269, 271, 336b, 409, 433, 637, 662

**A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment**

**PE/TE:** Inventions, 21, 22; Resources, 34–39; Industrial Revolution, 409–413; Canals, 414–415; Technology and War, 496, 499, 514–515; Telegraph, 539; Railroad, 539–540; Windmills, 548; Barbed Wire, 551; Inventions and Big Business, 562–567; World War I, 609, 615; Automobile, 617; Atomic Bomb, 629–630; Internet, 661, 666; Biography, Thomas Edison, 23; George Washington Carver, 31; TE only: 140, 209, 244, 496, 548, 564, 609, 617

**A.8.11 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**

**PE/TE:** Global Trading, 20, 22; Resources, 35, 36, 37, 38, 39, 40–41, 42–43; Looking Toward the Future, 658–667

**B. HISTORY: TIME, CONTINUITY, AND CHANGE****Content Standard**

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

**Rationale**

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

**Performance Standards**

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

**B.8.1 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**

**PE/TE:** Print Resources, H5, H6; Begin with a Primary Source, 2–3, 46–47, 126–127, 194–195, 260–261, 330–331, 394–395, 456–457, 530–531, 594–595; Analyze Primary Sources, Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171, 172, 175, 182, 184, 185, 189, 206, 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508, 510, 519, 525, 548, 551, 555, 556, 563, 569, 572, 576, 579, 583, 607, 610, 612, 620, 621, 622, 626, 631, 638, 640, 644, 645, 646, 647, 651, 659, 660, 662, 665, 669; Literature and Social Studies, 79, 135, 219, 287, 374, 419, 480, 579, 618

**B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history**

**PE/TE:** Cause and Effect, 10, 21, 28, 38, 40, 55, 57, 63, 67, 82, 84, 103, 104, 112, 113, 114, 115, 121, 138, 150, 157, 160, 161, 164, 169, 170, 172, 180, 184, 197, 206, 212, 215, 217, 218, 220, 235, 236, 238, 242, 246, 247, 268, 269, 270, 271, 272, 276,

277, 279, 280, 286, 287, 296, 297, 299, 303, 304, 305, 308, 310, 315, 342, 343, 348, 354, 367, 372, 373, 380, 381, 382, 405, 409, 410, 411, 412, 417, 418, 419, 421, 431, 435, 443, 451, 465, 472, 474, 477, 479, 480, 481, 486, 495, 497, 500, 501, 502, 505, 507, 509, 510, 517, 520, 521, 539, 540, 547, 548, 549, 551, 552, 555, 556, 563, 564, 566, 569, 572, 573, 577, 578, 579, 580, 588, 603, 604, 609, 611, 612, 613, 617, 618, 619, 621, 623, 626, 627, 637, 639, 643, 644, 646, 652, 653, 654, 661, 680, 689; Cause and Effect Chart, 85, 167, 251, 264, 273, 282, 291, 300, 384, 582, 648

**B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history**

**PE/TE:** European Explorers, 110–115; The Voyages of Columbus, 134–138; The French and Indian War, 246–251; Revolutionary War, 276–282, 286–291, 302–311, 314–319; War of 1812, 380–384; Setting the South and Texas, 430–436, 438–441; Civil War, 492–496, 506–511; Crossing the Continent, 538–543; Expansion Overseas, 578–582; World War I, 608–614; World War II, 624–629; Equal Rights, 642–649; The Cold War Continues, 650–655; Looking Toward the Future, 658

**B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians**

**PE/TE:** For related information see point of view pages 11, 38, 80, 150, 219, 227, 315, 468, 500, 572, 647, 655 and Issues and Viewpoints pages 222, 310, 368, and 576.

**B.8.5 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**

**PE/TE:** Issues and Viewpoints, 222–223, 310–311, 368–369, 576–577; Citizen Heroes, 40, 92, 184, 274, 422, 504, 668; TE only: Patriotism, 1h, 11, 287, 324–325, 388–389, 463, 672–673

**B.8.6 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**

**PE/TE:** Government by the People, 14–17; Declaration of Independence, 295, 296–301; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; United States Documents, R26–R52; TE only: Patriotism, 1h, 11, 287, 324–325, 388–389, 463, 672–673



**B.8.7 Identify significant events and people in the major eras of United States and world history**

**PE/TE:** Meet the People, 48–49, 128–129, 196–197, 262–263, 332–333, 396–397, 458–459, 532–533, 596–597; Biography, 23, 31, 39, 65, 81, 105, 151, 163, 183, 215, 221, 237, 283, 301, 309, 351, 367, 385, 407, 421, 437, 475, 483, 497, 553, 575, 583, 623, 631, 645, 649. See Chapter Reviews pages 72–73, 98–99, 118–119, 152–153, 186–187, 228–229, 252–253, 292–293, 32–323, 358–359, 386–387, 426–427, 448–449, 488–489, 522–523, 558–559, 586–587, 632–633, and 670–671.

**B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society**

**PE/TE:** Inventions, 21, 22; Resources, 34–39; Industrial Revolution, 409–413; Canals, 414–415; Technology and War, 496, 499, 514–515; Telegraph, 539; Railroad, 539–540; Windmills, 548; Barbed Wire, 551; Inventions and Big Business, 562–567; World War I, 609, 615; Automobile, 617; Atomic Bomb, 629–630; Internet, 661, 666; Biography, Thomas Edison, 23; George Washington Carver, 31; TE only: 140, 209, 244, 496, 548, 564, 609, 617

**B.8.9 Explain the need for laws and policies to regulate science and technology**

**PE/TE:** For related information see technology pages 21–23, 31, 34–39, 409, 410, 496, 499, 514–515, 539, 544–545, 548, 551, 559, 562, 563, 564–566, 609, 615, 617, 629–630, 661, and 664–665.

**B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations**

**PE/TE:** Conflict and Cooperation, 54–73, 76–99, 102–119, 134–153, 156–187, 202–229, 232–23, 268–293, 298–323, 338–359, 362–387, 402–427, 430–449, 464–489, 492–523, 538–559, 562–587, 602–633, 636–669

**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**

**PE/TE:** Native Americans, 54–59, 60–65, 66–71, 76–81, 82–87, 88–93, 94–97, 98–99, 129, 142–145, 160–161, 171, 197, 234, 251, 372–374, 405–406, 537, 557, 648

**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**

**PE/TE:** Reading Social Studies, 4, 50, 130, 198, 264, 334, 398, 460, 534, 598; Thinking Skills, 174, 320, 446, 468, 584; Section Reviews, 11, 17, 22, 30, 57, 64, 69, 72, 80, 85, 91, 97, 98, 104, 109, 115, 118, 138, 145, 150, 152, 162, 167, 173, 174, 182, 186, 207, 214, 220, 227, 228, 236, 243, 251, 252, 273, 282, 291, 292, 300, 308, 319, 320, 322, 343, 350, 355, 358, 366, 376, 384, 386, 406, 413, 420, 426, 436, 441, 445, 446, 448, 467, 468, 474, 482, 487, 488, 496, 503, 511, 521, 522, 541, 552, 557, 558, 567, 574, 582, 584, 586, 605, 614, 622, 630, 632, 641, 648, 655, 665, 668

**C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY****Content Standard**

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

**Rationale**

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.

**Performance Standards**

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

**C.8.1 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**

**PE/TE:** For related information see 14–17, 43, 296–301, 344–351, 352–357, 358–359, and 642–649. See also Issues and Viewpoints pages 222, 310, 368, and 576.

**C.8.2 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**

**PE/TE:** Government by the People, 14-17; Declaration of Independence, 295, 296–301; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348, 642–643, 647; United States Documents, R26-R52

**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**

**PE/TE:** Our Constitution, 348–350, 358–359; Struggle for Equal Rights, 642–649

**C.8.4 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**

**PE/TE:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349; Struggle for Equal Rights, 642–649

**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**

**PE/TE:** Government by the People, 14-17; Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

**C.8.6 Explain the role of political parties and interest groups in American politics**

**PE/TE:** Political Parties, 364, 368–369, 370, 404, 481–482, 606. For related information see Issues and Viewpoints pages 222–223, 310–311, 368–369 and 576–577.

**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**

**PE/TE:** Issues and Viewpoints, 222–223, 310–311, 368–369, 576–577; Citizen Heroes, 40, 92, 184, 274, 422, 504, 668; TE only: Point of View, 11, 38, 80, 150, 169, 173, 219, 221, 223, 227, 238, 243, 269, 277, 285, 289, 297, 298, 310, 315, 318, 431, 468, 469, 495, 500, 572, 647, 655

**C.8.8 Identify ways in which advocates participate in public policy debates**

**PE/TE:** Issues and Viewpoints, 222–223, 310–311, 368–369, 576–577; Citizen Heroes, 40, 92, 184, 274, 422, 504, 668

**C.8.9 Describe the role of international organizations such as military alliances and trade associations**

**PE/TE:** Treaties, 319, 342, 435, 436, 611; NATO, 638; United Nations, 637, 639, 660

**D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION****Content Standard**

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

**Rationale**

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens. In Wisconsin schools, the content, concepts, and skills related to economics may be taught in units and courses including economics, history, government, global studies, and current events.

**Performance Standards**

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

**D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services**

**PE/TE:** For related information see different forms of exchange on pages 102, 103, 107, 108, and 619.

**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**

**PE/TE:** Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415, 538-541, 544-545, 562-567, 602-603, 604-605, 607, 617-623, 626-627, 648, 649, 664; TE only: Economics, 21, 22, 30, 35, 78, 79, 84, 103, 114, 148, 157, 177, 179, 203, 204, 212, 243, 254, 269, 279, 321, 339, 410, 444, 465, 502, 539, 553, 565, 566, 617, 618, 627, 644, 660, 663, 664

**D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets**

**PE/TE:** For related information see 18-22, 538-545, and 562-567

**D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life**

**PE/TE:** For related information see Free Enterprise pages 18–22, Rails Across the Nation pages 538–541, Inventions and Big Business pages 562–567, and A Time of Reforms pages 602–605.

**D.8.5 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**

**PE/TE:** Government by the People, 14-17; Our Constitution, 348–350; TE only: What the United States Government Does for Us, 349

**D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income**

**PE/TE:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Inventions and Big Business, 562–567; Workers and Unions, 572–574; Working Against Child Labor, 576–577; Working for Change, 648, 649; TE only: Economics, 21, 22, 30, 35, 78, 79, 84, 103, 114, 148, 157, 177, 179, 203, 204, 212, 243, 254, 269, 279, 321, 339, 410, 444, 465, 502, 539, 553, 565, 566, 617, 618, 627, 644, 660, 663, 664

**D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns**

**PE/TE:** Natural Resources, 24-33, 34-41, 202-207, 408-411, 538-545, 562-567, 586-587

**D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive**

**PE/TE:** **Benefits of Free Enterprise**, 21; Biography: Thomas Edison, 23; George Washington Carver, 31; Inventions and Big Business, 562–567, 586–587

**D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce**

**PE/TE:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; Workers and Unions, 572-574; Working Against Child Labor, 576-577; Working for Change, 648, 649

**D.8.10 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System**

**PE/TE:** Free Enterprise, 18-22; Inventions and Big Business, 562-567; Reforms, 602-603, 604-605; Depression, 619, 620, 621, 622, 623; Americans at War, 626-627; Labor Unions, 572-573

**D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment**

**PE/TE:** Free Enterprise, 18-22; Resources 35-37; Protecting the Environment, 38; Biography: Marjory Stoneman Douglas, 39; Citizen Heroes: Protecting the Land, 40-41

**E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY****Content Standard**

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

**Rationale**

Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

**Performance Standards**

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

**E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning**

Students activate prior knowledge in the Preview activities associated with each lesson.

**PE/TE:** Preview, 6, 14, 18, 24, 34, 54, 60, 66, 76, 82, 88, 94, 102, 106, 110, 134, 142, 146, 156, 164, 168, 176, 202, 210, 216, 224, 232, 240, 246, 268, 276, 286, 296, 302, 314, 338, 344, 352, 362, 370, 380, 402, 408, 416, 430, 442, 464, 470, 476, 484, 492, 498, 506, 516, 538, 546, 554, 562, 568, 578; TE only: Meeting Individual Needs, 13, 15, 20, 29, 32, 36, 40, 56, 61, 68, 79, 84, 90, 96, 104, 108, 111, 135, 145, 149, 160, 165, 170, 174, 178, 188, 203, 211, 217, 225, 234, 242, 250, 269, 280, 285, 287, 297, 306, 315, 339, 346, 353, 365, 373, 381, 405, 409, 419, 433, 441, 444, 467, 474, 479, 482, 486, 493, 499, 507, 512, 518, 540, 551, 556, 564, 570, 581, 605, 613, 622, 627, 641, 666, 684, 686, 690

**E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development**

**PE/TE:** The American People, 6–11; Early American Cultures, 60–64; Native Americans, 76–80, 88–91, 94–97; English Colonies, 176–185; Reforms, 416–418; North and South, 464–467; Civil War, 498–505; Farmers and Cowboys, 546–553; New Americans, 568–574; A Time of Reforms, 602–607; Equal Rights, 642–648

**E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people**

**PE/TE:** Different Cultures, 76–81, 82–87, 88–93, 94–97, 176–185, 202–209, 210–215, 216–223, 224–227, 464–469, 470–475, 476–483, 546–553, 568–577, 642–649

**E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community**

**PE/TE:** Continuity and Change, 2, 60–64, 76–80, 88–91, 94–97, 156–162, 164–167, 168–173, 176–182, 202–207, 210–214, 216–220, 224–227, 268–273, 276–282, 416–420, 421, 422, 464–467, 470–474, 476–482, 546–552, 554–557, 568–574, 642–648

**E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies**

**PE/TE:** The American People, 6–11; Government by the People, 14–17; Free Enterprise, 18–23; Early American Cultures, 60–64; Native Americans, 76–80, 88–91, 94–97; Colonial Life, 156–162, 164–167, 168–173, 176–182, 202–207, 210–214, 216–220, 224–227; Revolutionary Era, 268–273, 276–282; Reforms, 416–420, 421, 422; North and South, 464–467, 470–474, 476–482; Farmers and Cowboys, 546–552, 554–557; New Americans, 568–574; Equal Rights, 642–648

**E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals**

**PE/TE:** 213, 224–227, 307, 436, 466, 502, 567, 568–577, 585, 612, 613, 627, 639, 642–649; **TE only:** Prejudice Reduction, 9, 92, 185, 218, 241, 274, 306, 423, 451, 571, 628, 646

**E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society**

**PE/TE:** Prejudice, 213, 224–227, 446–447, 466, 568–577, 585, 613, 642–649; **TE only:** Prejudice Reduction, 9, 92, 185, 218, 241, 274, 306, 423, 451, 571, 628, 646

**E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups**

**PE/TE:** See Evaluating Advertisements pages 446–447, 449, recognize point of view page 469, and fact and opinion pages 81, 89, 174, 234, 237, 239, 291, 303, 308, 309, 432, 444, 450, 581, 583, 585, 643, 645, and 660.

**E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world**

**PE/TE:** African Americans, 213, 224–227, 306, 310, 471–473, 501, 518–521, 549, 613, 618, 642–646; Native Americans, 54–59, 60–65, 66–71, 76–81, 82–87, 88–93, 94–97, 98–99, 129, 142–145, 160–161, 171, 197, 234, 251, 372–374, 405–406, 537, 557, 648; Hispanics, 8; Mexican Americans, 436, 649; **TE only:** Background, 80, 109, 144, 160, 179, 206, 206, 374, 422, 424, 549, 557, 557, 569, 594, 612, 647, 647, 649, 665

**E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding**

**PE/TE:** Culture, 45h, 45, 46–47, 52a, 52b, 70–71, 72, 74b, 79, 88, 90, 94, 95, 96, 100b, 105, 120–121, 125d, 125h, 126–127, 135, 143, 144–145, 170, 171, 175, 183, 188–189, 193d, 194–195, 199, 200b, 215, 225, 226, 233, 238–239, 249, 254–255,



259b, 259, 260-261, 269, 270, 272-272, 277, 279, 281, 285, 286-287, 288, 294a, 299, 302-303, 304, 306, 307, 312-313, 314-315, 316, 318, 320, 329d, 329, 330-331, 335, 339, 346, 349, 372, 374, 376, 381, 382, 383, 394-395, 408, 409, 411, 414, 419, 431, 432, 434, 439, 444, 446, 450-451, 455, 456, 457, 465, 466, 469, 472, 480, 481, 485, 495, 510, 517, 530-531, 569, 570-571, 573, 579, 580-581, 584, 610, 611, 612, 613, 618, 619, 625, 627

**E.8.12 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**

**PE/TE:** 164–167, 176–183, 224–227, 246–251, 276–283, 302–313, 430–433, 464–469, 470–475, 476–483, 484–487, 642–649

**E.8.13 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes**

**PE/TE:** For related information see Issues and Viewpoints pages 222-223, 310-311, 368-369, and 576-577. TE only: Problem Solving, H3, 19, 81, 87, 111, 144, 159, 163, 177, 203, 247, 251, 255, 341, 377, 412, 440, 466, 471, 494, 505, 518, 550, 565, 613, 620

**E.8.14 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed**

**PE/TE:** Culture, 45h, 45, 46-47, 52a, 52b, 70-71, 72, 74b, 79, 88, 90, 94, 95, 96, 100b, 105, 120-121, 125d, 125h, 126-127, 135, 143, 144-145, 170, 171, 175, 183, 188-189, 193d, 194-195, 199, 200b, 215, 225, 226, 233, 238-239, 249, 254-255, 259b, 259, 260-261, 269, 270, 272-272, 277, 279, 281, 285, 286-287, 288, 294a, 299, 302-303, 304, 306, 307, 312-313, 314-315, 316, 318, 320, 329d, 329, 330-331, 335, 339, 346, 349, 372, 374, 376, 381, 382, 383, 394-395, 408, 409, 411, 414, 419, 431, 432, 434, 439, 444, 446, 450-451, 455, 456, 457, 465, 466, 469, 472, 480, 481, 485, 495, 510, 517, 530-531, 569, 570-571, 573, 579, 580-581, 584, 610, 611, 612, 613, 618, 619, 625, 627

**E.8.15 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis**

**PE/TE:** Trading with the World, 20; Scarcity, 22; Regions Work Together, 30; Protecting the Environment, 38, 39; Protecting the Land, 40–41; A Dangerous World, 636–641; Struggle for Equal Rights, 642–648; The Cold War Continues, 650–655; Looking Toward the Future, 658–667; Racing to the Rescue, 668–669

**Scott Foresman Social Studies– Building a Nation  
to the  
Wisconsin Model Academic Standards  
for Social Studies**

**Grade Five**

**A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS**

**Content Standard**

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

**Rationale**

Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

**Performance Standards**

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

**A.8.1 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**

**PE/TE:** Map Handbook, H12–H22; Maps, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 206, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 431, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 523, R4, R6, R7, R8, R9, R10, R12, R14; Map and Globe Skills, 32, 140, 244, 378, 512; Map Adventure, 114, 159, 248, 278, 365, 412, 507

**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**

**PE/TE:** Mapmaking, 30, 109, 182, 291, 366, 391; TE only: Mental Mapping, 27, 53, 75, 101, 133, 155, 201, 231, 267, 317, 337, 361, 401, 429

**A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density**

**PE/TE:** Map and Globe Skills prepare students for this objective on pages 32-33, 140-141, 244-245, 378-379, 512-513; Atlas, R1-R15; TE only, H7, 1c, 32, 45c, 52b, 74b, 100b, 125c, 132b, 140, 154b, 193c, 200b, 230b, 244, 259c, 266b, 294b, 329c, 336b, 360b, 378, 393c, 400b, 428b, 455c, 462b, 490b, 513

**A.8.4 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**

**PE/TE:** For related information see pages 24-30 and 34-38. See also pages 176-180 and 372. See also Map Adventure on pages 114, 159, 248, 278, 365, 412, 507. For detailed information see Grade 4: Wisconsin.

**A.8.5 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**

**PE/TE:** Land and Regions, 24-30; Resources and the Environment, 34-38; Resources, 212, 213, 241, 443-445; Atlas, R2-R15

**A.8.6 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**

**PE/TE:** Geography Skills, H10; Regions, 24-27; Landforms, 28; Weather, 29; Elevation Map, 32-33; Everglades, 39

**A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world**

**PE/TE:** Migration, 55, 103, 104, 107-108, 111, 113-115, 134-138, 147, 159, 166, 170, 172, 206-207, 226, 234, 236, 238-239, 241-243, 370-372, 374-375, 378-379, 405, 406, 411-413, 431, 439-441, 473

**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**

**PE/TE:** Land and Regions, 24–30; Resources and the Environment, 34–38; Protecting the Land, 40–41; People Interacting with the Environment: Paleolithic, 56–57; Native Americans, 61–64, 68–69, 78, 83–85, 89–90, 95; New Spain, 144; Jamestown, 160, 161; Colonial America, 177–181, 204, 212–214; Westward Expansion, 374; Mining, 444; North and South, 465

**A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals**

**PE/TE:** Buildings, 15, 52b, 63, 67, 78, 80, 83, 84, 144, 149, 172, 207, 211, 212, 213, 217, 218, 235, 238, 269, 271, 336b, 409, 433

**A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment**

**PE/TE:** Inventions, 21, 22; Resources, 34–39; Industrial Revolution, 409–413; Canals, 414–415; Technology and War, 496, 499; Biography, Thomas Edison, 23; George Washington Carver, 31; TE only: 140, 209, 244, 496

**A.8.11 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**

**PE/TE:** Global Trading, 20, 22; Resources, 35, 36, 37, 38, 39, 40–41, 42–43

**B. HISTORY: TIME, CONTINUITY, AND CHANGE****Content Standard**

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

**Rationale**

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the

past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

### Performance Standards

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

**B.8.1 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**

**PE/TE:** Print Resources, H5, H6; Begin with a Primary Source, 2–3, 46–47, 126–127, 194–195, 260–261, 330–331, 394–395, 456–457; Analyze Primary Sources, Analyze Primary Sources, 16, 37, 93, 103, 135, 149, 158, 160, 163, 171 172, 175, 182, 184, 185, 189, 206 209, 214, 215, 221, 227, 235, 241, 249, 269, 270, 275, 279, 281, 282, 285, 288, 290, 299, 301, 304, 309, 316, 346, 348, 350, 353, 366, 367, 406, 407, 418, 423, 432, 439, 447, 467, 475, 478, 481, 500, 504, 508 510, 519, 525; Literature and Social Studies, 79, 135, 219, 287, 374, 419, 480

**B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history**

**PE/TE:** Cause and Effect, 10, 21, 28, 38, 40, 55, 57, 63, 67, 82, 84, 103, 104, 112, 113, 114, 115, 121, 138, 150, 157, 160, 161, 164, 169, 170, 172, 180, 184, 197, 206, 212, 215, 217, 218, 220, 235, 236, 238, 242, 246, 247, 268, 269, 270, 271, 272, 276, 277, 279, 280, 286, 287, 296, 297, 299, 303, 304, 305, 308, 310, 315, 342, 343, 348, 354, 367, 372, 373, 380, 381, 382, 405, 409, 410, 411, 412, 417, 418, 419, 421, 431, 435, 443, 451, 465, 472, 474, 477, 479, 480, 481, 486, 495, 497, 500, 501, 502, 505, 507, 509, 510, 517, 520, 521; Cause and Effect Chart, 85, 167, 251, 264, 273, 282, 291, 300, 384

**B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history**

**PE/TE:** European Explorers, 110–115; The Voyages of Columbus, 134–138; The French and Indian War, 246–251; Revolutionary War, 276–282, 286–291, 302–311, 314–319; War of 1812, 380–384; Setting the South and Texas, 430–436, 438–441; Civil War, 492–496, 506–511

**B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians**

**PE/TE:** For related information see point of view pages 11, 38, 80, 150, 219, 227, 315, 468, 500 and Issues and Viewpoints pages 222, 310, and 368.

**B.8.5 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**

**PE/TE:** Issues and Viewpoints, 222–223, 310–311, 368–369; Citizen Heroes, 40, 92, 184, 274, 422, 504; TE only: Patriotism, 1h, 11, 287, 324–325, 388–389, 463

**B.8.6 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**

**PE/TE:** Government by the People, 14–17; Declaration of Independence, 295, 296–301; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; United States Documents, R26–R52; TE only: Patriotism, 1h, 11, 287, 324–325, 388–389, 463

**B.8.7 Identify significant events and people in the major eras of United States and world history**

**PE/TE:** Meet the People, 48–49, 128–129, 196–197, 262–263, 332–333, 396–397, 458–459, 532–533, 596–597; Biography, 23, 31, 39, 65, 81, 105, 151, 163, 183, 215, 221, 237, 283, 301, 309, 351, 367, 385, 407, 421, 437, 475, 483, 497. See Chapter Reviews pages 72–73, 98–99, 118–119, 152–153, 186–187, 228–229, 252–253, 292–293, 32–323, 358–359, 386–387, 426–427, 448–449, 488–489, and 522–523.

**B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society**

**PE/TE:** Inventions, 21, 22; Resources, 34–39; Industrial Revolution, 409–413; Canals, 414–415; Technology and War, 496, 499, 514–515; Biography, Thomas Edison, 23; George Washington Carver, 31; TE only: 140, 209, 244, 496

**B.8.9 Explain the need for laws and policies to regulate science and technology**

**PE/TE:** For related information see technology pages 21–23, 31, 34–39, 409, 410, 496, 499, 514–515.

**B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations**

**PE/TE:** Conflict and Cooperation, 54–73, 76–99, 102–119, 134–153, 156–187, 202–229, 232–23, 268–293, 298–323, 338–359, 362–387, 402–427, 430–449, 464–489, 492–523

**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**

**PE/TE:** Native Americans, 54-59, 60-65, 66-71, 76-81, 82-87, 88-93, 94-97, 98-99, 129, 142-145, 160-161, 171, 197, 234, 251, 372-374, 405-406

**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**

**PE/TE:** Reading Social Studies, 4, 50, 130, 198, 264, 334, 398, 460; Thinking Skills, 174, 320, 446, 468; Section Reviews, 11, 17, 22, 30, 57, 64, 69, 72, 80, 85, 91, 97, 98, 104, 109, 115, 118, 138, 145, 150, 152, 162, 167, 173, 174, 182, 186, 207, 214, 220, 227, 228, 236, 243, 251, 252, 273, 282, 291, 292, 300, 308, 319, 320, 322, 343, 350, 355, 358, 366, 376, 384, 386, 406, 413, 420, 426, 436, 441, 445, 446, 448, 467, 468, 474, 482, 487, 488, 496, 503, 511, 521, 522

**C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY****Content Standard**

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

**Rationale**

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.

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**Performance Standards**

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

**C.8.1 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**

**PE/TE:** For related information see 14–17, 43, 296–301, 344–351, 352–357, and 358–359. See also Issues and Viewpoints pages 222, 310, and 368.

**C.8.2 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**

**PE/TE:** Government by the People, 14-17; Declaration of Independence, 295, 296–301; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355; Bill of Rights, 354; Supreme Court Decisions, 348; United States Documents, R26-R52

**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**

**PE/TE:** Our Constitution, 348–350, 358–359

**C.8.4 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**

**PE/TE:** Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

**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**

**PE/TE:** Government by the People, 14-17; Our Constitution, 348–350, 358–359; Fact File: The Three Branches of Government, 349

**C.8.6 Explain the role of political parties and interest groups in American politics**

**PE/TE:** Political Parties, 364, 368–369, 370, 404, 481–482, 606. For related information see Issues and Viewpoints pages 222–223, 310–311, and 368–369.



**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**

**PE/TE:** Issues and Viewpoints, 222–223, 310–311, 368–369; Citizen Heroes, 40, 92, 184, 274, 422, 504; TE only: Point of View, 11, 38, 80, 150, 169, 173, 219, 221, 223, 227, 238, 243, 269, 277, 285, 289, 297, 298, 310, 315, 318, 431, 468, 469, 495, 500

**C.8.8 Identify ways in which advocates participate in public policy debates**

**PE/TE:** Issues and Viewpoints, 222–223, 310–311, 368–369; Citizen Heroes, 40, 92, 184, 274, 422, 504

**C.8.9 Describe the role of international organizations such as military alliances and trade associations**

**PE/TE:** Treaties, 319, 342, 435, 436

**D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION****Content Standard**

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

**Rationale**

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens. In Wisconsin schools, the content, concepts, and skills related to economics may be taught in units and courses including economics, history, government, global studies, and current events.

**Performance Standards**

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

**D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services**

**PE/TE:** For related information see different forms of exchange on pages 102, 103, 107, 108, and 619.

**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**

**PE/TE:** Economic Concepts, 18-22, 23, 106-109, 202-207, 408-411, 414-415; TE only: Economics, 21, 22, 30, 35, 78, 79, 84, 103, 114, 148, 157, 177, 179, 203, 204, 212, 243, 254, 269, 279, 321, 339, 410, 444, 465, 502

**D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets**

**PE/TE:** For related information see pages 18-22.

**D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life**

**PE/TE:** For related information see Free Enterprise pages 18–22.

**D.8.5 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**

**PE/TE:** Government by the People, 14-17; Our Constitution, 348–350; TE only: What the United States Government Does for Us, 349

**D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income**

**PE/TE:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413; TE only: Economics, 21, 22, 30, 35, 78, 79, 84, 103, 114, 148, 157, 177, 179, 203, 204, 212, 243, 254, 269, 279, 321, 339, 410, 444, 465, 502

**D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns**

**PE/TE:** Natural Resources, 24-33, 34-41, 202-207, 408-411

**D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive**

**PE/TE:** Benefits of Free Enterprise, 21; Biography: Thomas Edison, 23; George Washington Carver, 31

**D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce**

**PE/TE:** Free Enterprise, 18-23; Working and Trading, 202-207; A New Kind of Revolution, 408-413

**D.8.10 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System**

**PE/TE:** Free Enterprise, 18-22

**D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment**

**PE/TE:** Free Enterprise, 18-22; Resources 35-37; Protecting the Environment, 38; Biography: Marjory Stoneman Douglas, 39; Citizen Heroes: Protecting the Land, 40-41

**E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY****Content Standard**

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

**Rationale**

Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

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**Performance Standards**

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

**E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning**

Students activate prior knowledge in the Preview activities associated with each lesson.

**PE/TE:** Preview, 6, 14, 18, 24, 34, 54, 60, 66, 76, 82, 88, 94, 102, 106, 110, 134, 142, 146, 156, 164, 168, 176, 202, 210, 216, 224, 232, 240, 246, 268, 276, 286, 296, 302, 314, 338, 344, 352, 362, 370, 380, 402, 408, 416, 430, 442, 464, 470, 476, 484, 492, 498, 506, 516; TE only: Meeting Individual Needs, 13, 15, 20, 29, 32, 36, 40, 56, 61, 68, 79, 84, 90, 96, 104, 108, 111, 135, 145, 149, 160, 165, 170, 174, 178, 188, 203, 211, 217, 225, 234, 242, 250, 269, 280, 285, 287, 297, 306, 315, 339, 346, 353, 365, 373, 381, 405, 409, 419, 433, 441, 444, 467, 474, 479, 482, 486, 493, 499, 507, 512, 518

**E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development**

**PE/TE:** The American People, 6–11; Early American Cultures, 60–64; Native Americans, 76–80, 88–91, 94–97; English Colonies, 176–185; Reforms, 416–418; North and South, 464–467; Civil War, 498–505

**E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people**

**PE/TE:** Different Cultures, 76–81, 82–87, 88–93, 94–97, 176–185, 202–209, 210–215, 216–223, 224–227, 464–469, 470–475, 476–483

**E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community**

**PE/TE:** Continuity and Change, 2, 60–64, 76–80, 88–91, 94–97, 156–162, 164–167, 168–173, 176–182, 202–207, 210–214, 216–220, 224–227, 268–273, 276–282, 416–420, 421, 422, 464–467, 470–474, 476–482

**E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies**

**PE/TE:** The American People, 6–11; Government by the People, 14–17; Free Enterprise, 18–23; Early American Cultures, 60–64; Native Americans, 76–80, 88–

91, 94–97; Colonial Life, 156–162, 164–167, 168–173, 176–182, 202–207, 210–214, 216–220, 224–227; Revolutionary Era, 268–273, 276–282; Reforms, 416–420, 421, 422; North and South, 464–467, 470–474, 476–482

**E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals**

**PE/TE:** 213, 224–227, 307, 436, 466, 502; **TE only:** Prejudice Reduction, 9, 92, 185, 218, 241, 274, 306, 423, 451

**E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society**

**PE/TE:** Prejudice, 213, 224–227, 446–447, 466; **TE only:** Prejudice Reduction, 9, 92, 185, 218, 241, 274, 306, 423, 451

**E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups**

**PE/TE:** See Evaluating Advertisements pages 446–447, 449, recognize point of view page 469, and fact and opinion pages 81, 89, 174, 234, 237, 239, 291, 303, 308, 309, 432, 444, 450.

**E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world**

**PE/TE:** African Americans, 213, 224–227, 306, 310, 471–473, 501, 518–521; Native Americans, 54–59, 60–65, 66–71, 76–81, 82–87, 88–93, 94–97, 98–99, 129, 142–145, 160–161, 171, 197, 234, 251, 372–374, 405–406; Hispanics, 8; Mexican Americans, 436, 649; **TE only:** Background, 80, 109, 144, 160, 179, 206, 206, 374, 422, 424

**E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding**

**PE/TE:** Culture, 45h, 45, 46–47, 52a, 52b, 70–71, 72, 74b, 79, 88, 90, 94, 95, 96, 100b, 105, 120–121, 125d, 125h, 126–127, 135, 143, 144–145, 170, 171, 175, 183, 188–189, 193d, 194–195, 199, 200b, 215, 225, 226, 233, 238–239, 249, 254–255, 259b, 259, 260–261, 269, 270, 272–272, 277, 279, 281, 285, 286–287, 288, 294a, 299, 302–303, 304, 306, 307, 312–313, 314–315, 316, 318, 320, 329d, 329, 330–331, 335, 339, 346, 349, 372, 374, 376, 381, 382, 383, 394–395, 408, 409, 411, 414, 419, 431, 432, 434, 439, 444, 446, 450–451, 455, 456, 457, 465, 466, 469, 472, 480, 481, 485, 495, 510, 517

**E.8.12 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**

**PE/TE:** 164–167, 176–183, 224–227, 246–251, 276–283, 302–313, 430–433, 464–469, 470–475, 476–483, 484–487

**E.8.13 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes**

**PE/TE:** For related information see Issues and Viewpoints pages 222-223, 310-311, and 368-369. TE only: Problem Solving, H3, 19, 81, 87, 111, 144, 159, 163, 177, 203, 247, 251, 255, 341, 377, 412, 440, 466, 471, 494, 505, 518

**E.8.14 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed**

**PE/TE:** Culture, 45h, 45, 46-47, 52a, 52b, 70-71, 72, 74b, 79, 88, 90, 94, 95, 96, 100b, 105, 120-121, 125d, 125h, 126-127, 135, 143, 144-145, 170, 171, 175, 183, 188-189, 193d, 194-195, 199, 200b, 215, 225, 226, 233, 238-239, 249, 254-255, 259b, 259, 260-261, 269, 270, 272-272, 277, 279, 281, 285, 286-287, 288, 294a, 299, 302-303, 304, 306, 307, 312-313, 314-315, 316, 318, 320, 329d, 329, 330-331, 335, 339, 346, 349, 372, 374, 376, 381, 382, 383, 394-395, 408, 409, 411, 414, 419, 431, 432, 434, 439, 444, 446, 450-451, 455, 456, 457, 465, 466, 469, 472, 480, 481, 485, 495, 510, 517

**E.8.15 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis**

**PE/TE:** Trading with the World, 20; Scarcity, 22; Regions Work Together, 30; Protecting the Environment, 38, 39; Protecting the Land, 40–41

**Scott Foresman Social Studies – The World  
to the  
Wisconsin Model Academic Standards  
for Social Studies**

**Grade Six**

**A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS**

**Content Standard**

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

**Rationale**

Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

**Performance Standards**

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

**A.8.1 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**

**PE/TE:** Map Handbook, H10-H24; Maps, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175, 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645, R2–19; Map and Globe Skills, 82, 166, 194, 258, 412, 658; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662

**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**

**PE/TE:** Pages R1–R7, 82-83, 166-167, 194-195, 258-259, 412-413, and 658-659 prepare students for this task. TE only, 9, 33, 77, 99, 121, 161, 185, 207, 245, 275, 321, 345, 369, 391, 429, 455, 485, 519, 541, 567, 605, 629, 653

**A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density**

**PE/TE:** Map and Globe Skills prepare students for this objective on pages 82-83, 166-167, 194-195, 258-259, 412-413, and 658-659; Atlas, R1-R19; TE only, H7, 1c, 8b, 32b, 69c, 76b, 82, 98b, 120b, 153c, 160b, 166, 184b, 194, 206b, 237c, 244b, 259, 274b, 313c, 320b, 344b, 368b, 390b, 412, 421c, 428b, 454b, 484b, 511c, 518b, 540b, 566b, 597c, 604b, 628b, 652b, 659

**A.8.4 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**

**PE/TE:** For related information see pages 228–229, 658–659, 660–663, and 664–667. See also Map Adventure on pages 38, 94, 200, 261, 337, 440, 577, and 662.

**A.8.5 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**

**PE/TE:** Natural Resources, 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 658–659, 660–663, 664–667; Atlas, R2–R19

**A.8.6 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**

**PE/TE:** 7, 12, 24, 27, 75, 81, 102, 123, 125, 319, 661, 662. See also regional climates on pages 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 246–251, 322–325, 370–373, and 392–395.



**A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world**

**PE/TE:** 12–16, 38, 45, 52–53, 56–57, 58, 94, 95, 108–111, 129–134, 138, 142, 143, 170m 175, 176, 177, 178, 189, 197–201, 211, 252–256, 260–264, 266–271, 285–286, 289, 290, 296, 297, 300, 303, 327, 328, 334–338, 348–349, 352–355, 375–378, 382–385, 396–399, 407–409, 410, 438–442, 444–449, 458–462, 466–470, 486–489, 494–496, 500–503, 522, 544–547, 568–570, 573, 584–585, 603, 606–612, 620–625, 654–659, 664–667, 668–671

**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**

**PE/TE:** Interacting with the Environment, 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667

**A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals**

**PE/TE:** Buildings and Architecture, 3, 13, 16, 22, 37, 41, 48, 63, 76, 87, 115, 125, 129, 133, 140, 153c, 160, 169, 171, 172, 177, 188, 192, 204, 219, 220, 249, 262, 269, 277, 279, 291, 301, 302, 331, 336, 346, 350, 356, 361, 376, 381, 382, 384, 431, 489, 646

**A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment**

**PE/TE:** Science and Technology, 19, 20, 89, 112, 130, 175, 270, 345, 434, 474–477, 478, 479, 480, 481, 554, 571, 603, 660–667, 668–671, 672–673; **TE only:** Science and Technology, 17, 28, 145, 163, 214, 434, 435, 669

**A.8.11 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**

**PE/TE:** Population Growth and Change, 654–659; Earth's Environment, 660–663; Energy, 664–667; Technology, 668–671; Review, 672–673

**B. HISTORY: TIME, CONTINUITY, AND CHANGE****Content Standard**

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

**Rationale**

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

**Performance Standards**

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

**B.8.1 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**

**PE/TE:** Primary Sources, H16, 3, 29, 37, 43, 50, 51, 52, 55, 61, 63, 71, 80, 85, 91, 111, 116, 135, 137, 142, 155, 181, 203, 228, 229, 239, 248, 255, 257, 265, 270, 280, 281, 284, 285, 286, 289, 291, 293, 295, 305, 307, 315, 328, 329, 331, 335, 339, 352, 353, 358, 363, 379, 383, 399, 407, 409, 410, 423, 427, 437, 440, 443, 457, 458, 459, 463, 471, 472, 473, 476, 477, 487, 488, 495, 497, 499, 500, 501, 513, 523, 527, 528, 530, 532, 547, 549, 550, 552, 553, 561, 569, 570, 571, 573, 577, 579, 581, 586, 588, 589, 599, 607, 609, 611, 613, 619, 623, 625, 639, 640, 642, 643, 646, 647, 648, 655, 661

**B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history**

**PE/TE:** Cause-and-Effect, 21, 27, 34, 41, 64, 79, 86, 89, 94, 95, 101, 110, 115, 117, 123, 132, 133, 139, 142, 164, 165, 169, 177, 180, 181, 188, 193, 197, 198, 199, 201, 215, 217, 224, 225, 228, 248, 249, 263, 264, 266, 269, 271, 284, 285, 286, 296, 298, 299, 301, 323, 331, 334, 335, 336, 339, 347, 349, 353, 356, 357, 360, 361, 362, 363, 371, 373, 379, 382, 383, 385, 392, 393, 394, 395, 402, 404, 406, 407, 411, 416, 431,

435, 439, 440, 443, 447, 457, 461, 468, 469, 471, 473, 475, 477, 479, 487, 488, 492, 495, 499, 500, 503, 516, 517, 520, 521, 523, 526, 528, 529, 30, 531, 534, 536, 542, 543, 544, 545, 546, 548, 550, 551, 552, 554, 558, 559, 568, 570, 571, 572, 573, 575, 576, 577, 578, 579, 580, 582, 583, 585, 589, 593, 615, 617, 621, 622, 623, 630, 631, 637, 638, 645, 656, 659, 660, 661, 662, 665, 666

**B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history**

**PE/TE:** 84–90, 95, 108–112, 130–133, 136–139, 140–143, 176–180, 190–193, 198–201, 252–259, 260–265, 266–271, 282–287, 288–293, 294–297, 298–305, 348–353, 372–373, 397–398, 410–411, 430–437, 441, 442, 445–449, 456–462, 466–470, 480–481, 520–525, 526–533, 548–557, 558–563, 576–581, 606–613, 614–619, 620–624, 636–643, 644–649

**B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians**

**PE/TE:** For related information see point of view pages 16, 255, 446, 544, 588, 589, 592, 619, and 675, Research Skills pages H4–H5, Community Resources, H6–H7, Technology Resources, H8–H9, and Issues and Viewpoints pages 228 and 588.

**B.8.5 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**

**PE/TE:** Issues and Viewpoints, 228–229, 588–589. For related information see 398, 456–465, 466–473, 606–613, 614–619, 620–624, 636–643, and 644–649.

**B.8.6 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**

**PE/TE:** For related information see Revolutions in the Americas pages 456–465 and 473. TE only: See also Citizenship Strand pages 17, 88, 199, 305, 351, 573, 609, 649, and 647.

**B.8.7 Identify significant events and people in the major eras of United States and world history**

**PE/TE:** Meet the People and Biography, 4–5, 44, 47, 51, 72–73, 91, 113, 135, 156–157, 181, 203, 225, 240–241, 257, 265, 305, 316–317, 329, 379, 399, 424–425, 443, 463, 497, 514–515, 533, 555, 581, 600–601, 613, 619, 642. See Chapter Reviews

pages 30–31, 62–63, 96–97, 118–119, 146–147, 182–183, 204–205, 230–231, 272–273, 306–307, 342–343, 366–367, 388–389, 414–415, 452–453, 482–483, 504–505, 538–539, 564–565, 590–591, 626–627, and 672–673.

**B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society**

**PE/TE:** Science and Technology, 19, 20, 89, 112, 130, 175, 270, 345, 434, 474–477, 478, 479, 480, 481, 554, 571, 603, 660–667, 668–671, 672–673; TE only: Science and Technology, 17, 28, 145, 163, 214, 434, 435, 669

**B.8.9 Explain the need for laws and policies to regulate science and technology**

**PE/TE:** For related information see Living in the 21<sup>st</sup> Century pages 660–663, 664–667, and 668–671.

**B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations**

**PE/TE:** Conflict, Cooperation, and Interdependence, 10–31, 34–63, 78–97, 100–119, 122–147, 162–183, 186–205, 208–231, 246–273, 276–307, 322–343, 346–367, 370–389, 392–415, 430–453, 456–483, 486–505, 520–539, 542–565, 568–591, 606–627, 630–651, 654–673

**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**

**PE/TE:** Native Americans, 208–211, 212–217, 218–221, 222–229, 230–231

**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**

**PE/TE:** Reviews, 16, 23, 29, 30, 39, 46, 53, 59, 62, 81, 90, 95, 96, 103, 112, 117, 118, 127, 134, 139, 143, 146, 165, 173, 180, 182, 189, 193, 201, 204, 211, 215, 221, 224, 230, 251, 256, 264, 271, 272, 279, 287, 292, 297, 304, 306, 325, 328, 333, 338, 342, 349, 355, 359, 363, 366, 373, 378, 385, 388, 395, 398, 405, 411, 414, 437, 442, 449, 452, 462, 470, 477, 481, 482, 489, 496, 503, 504, 523, 532, 537, 538, 547, 554, 561, 564, 572, 580, 587, 590, 612, 618, 623, 626, 633, 641, 649, 650, 657, 663, 667, 671, 672

**C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY****Content Standard**

Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

**Rationale**

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.

**Performance Standards**

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

**C.8.1 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**

**PE/TE:** For related information see pages 14–17, 42–43, 296–301, 344–351, 352–357, 358–359, 464–465, and 642–649.

**C.8.2 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**

**PE/TE:** American Revolution, 458-459; Peace and the Birth of a Nation, 464–465; Compare Primary Sources, 472-473

**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**

**PE/TE:** Laws and Government, 50, 51, 60, 290, 321, 327, 335, 398, 399, 449, 458-459, 464–465, 466-473, 472-473, 469, 492-497, 576-581, 606-613, 614-619, 620-625, 636-43, 644-649; TE only: Government, 133, 284, 290, 502

**C.8.4 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**

**PE/TE:** For related information see pages 458-459, 464–465, and 472-473.

**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**

**PE/TE:** For related information see pages 458-459, 464–465, 472-473, and 654-659.

**C.8.6 Explain the role of political parties and interest groups in American politics**

**PE/TE:** For related information see Living in the 21<sup>st</sup> Century pages 654–659, 660–663, 664–667, and 668–670.

**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**

**PE/TE:** Research Skills, H4–H5, Community Resources, H6–H7, Technology Resources, H8–H9; Living in the 21<sup>st</sup> Century, 653, 654–659, 660–663, 664–667, 668–671; Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643; TE only: Decision Making, 50, 125, 176, 180, 257, 263, 265, 300, 329, 440, 480, 527, 545, 667; Problem Solving, 24, 130, 133, 171, 197, 213, 355, 375, 387, 397, 436, 522, 537, 639, 661

**C.8.8 Identify ways in which advocates participate in public policy debates**

**PE/TE:** Living in the 21<sup>st</sup> Century, 653, 654–659, 660–663, 664–667, 668–671; Issues and Viewpoints, 228–229, 588–589; Citizen Heroes, 17, 88, 202, 293, 339, 471, 573, 643;

**C.8.9 Describe the role of international organizations such as military alliances and trade associations**

**PE/TE:** International Organizations, 560, 570, 583, 615, 632, 633, 637, 639, 666; TE only: Background: United Nations, 674

**D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION****Content Standard**

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

**Rationale**

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens. In Wisconsin schools, the content, concepts, and skills related to economics may be taught in units and courses including economics, history, government, global studies, and current events.

**Performance Standards**

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

**D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services**

**PE/TE:** For related information see different forms of exchange on pages 38, 59, 169, 269, 336, 348, 351, 371, 375, 394, 399, 403, 411, 494, 543, 611, and 632.

**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**

**PE/TE:** Economic Concepts, 38, 59, 89, 169, 269, 282–287, 336, 348, 351, 371, 374, 375, 376–378, 394, 399, 403, 411, 474–477, 478–481, 494, 543, 537, 544, 611, 621, 628–629, 630–633

**D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets**

**PE/TE:** For related information see Economic Cooperation on pages 630-633.

**D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life**

**PE/TE:** The Industrial Revolution, 474–477; The Second Industrial Revolution, 478–481; Imperialism, 492–496; Depression, 542–547; Changes in Eastern Europe, 621, Earth's Environment, 660–663; Energy, 664-667; Technology: Computers, 668-669

**D.8.5 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**

**PE/TE:** For related information see 630–633, 636–643, and 644–649.

**D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income**

**PE/TE:** For related information see 474–477, 478–481, 630–633, 636–643, and 644–649.

**D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns**

**PE/TE:** Natural Resources, 38, 39, 58, 59, 89, 94, 99, 110, 112, 220, 248, 324, 335, 336, 338, 362, 363, 369, 375, 378, 379, 381, 385, 431, 439, 445, 449, 474–477, 478–481, 630–633, 668–671

**D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive**

**PE/TE:** For related information see 474–477, 478–481, 630–633, and 668–671.

**D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce**

**PE/TE:** The Industrial Revolution, 474–477; The Second Industrial Revolution, 478–481; Communism, 531; Changes in Eastern Europe, 621; Economic Cooperation, 630–633; Technology, 668–671

**D.8.10 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System**

**PE/TE:** Economics, 38, 59, 169, 269, 282–287, 336, 348, 351, 371, 374, 375, 376–378, 394, 399, 403, 411, 474–477, 478–481, 494, 543, 611, 628–629, 630–633

**D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment**

**PE/TE:** Earth's Environment, 660–663; Energy, 664–667; Technology: Computers, 668–669



**E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY****Content Standard**

Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

**Rationale**

Learning about the behavioral sciences helps students to understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influences on self and on others. In Wisconsin schools, the content, concepts, and skills related to the study of psychology, sociology, and anthropology may be taught in units and courses dealing with anthropology, sociology, psychology, government, history, geography, civics, global studies, current events, and the humanities.

**Performance Standards**

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

**E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning**

**PE/TE:** Preview, 10, 18, 26, 34, 40, 48, 54, 78, 84, 92, 100, 106, 114, 122, 128, 136, 140, 162, 168, 174, 186, 190, 196, 208, 212, 218, 222, 246, 252, 260, 266, 276, 282, 288, 294, 298, 322, 326, 330, 334, 346, 350, 356, 360, 370, 374, 380, 392, 396, 400, 406, 430, 438, 444, 456, 466, 474, 478, 486, 492, 498, 520, 526, 534, 542, 548, 558, 568, 576, 582, 606, 614, 620, 630, 636, 644, 654, 660, 664, 668

**E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development**

**PE/TE:** Individual Identity and Development, 22, 42, 55, 56, 57, 85, 89-91, 95, 108, 111, 115, 139, 173, 243, 255, 256, 283-286, 361, 382, 398, 401-402, 404, 405, 441, 443, 448, 449, 466, 467, 468, 469, 476, 471, 481, 529, 530, 531, 532, 551, 552, 639, 656

**E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people**

**PE/TE:** Communism in China, 576-580; Independence, 606-613; The Middle East, 614-619; Eastern Europe, 620-623; Conflicts of Identity, 636-641; The Struggle for Peace, 643; Political Conflicts and Challenges, 644-649; Review, 650-651

**E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community**

**PE/TE:** Social Continuity and Change, 18–23, 26–29, 40–46, 48–53, 54–59, 84–90, 92–95, 106–112, 114–117, 128–134, 136–139, 140–143, 168–173, 174–180, 190–193, 196–201, 218–221, 222–224, 252–253, 260–264, 266–271, 276–279, 282–287, 288–292, 294–297, 298–304, 326–328, 330–333, 334–338, 346–349, 356–359, 360–363, 374–378, 380–385, 396–398, 401–402, 406–411, 456–465, 466–473, 474–477, 478–481, 498–503, 54–537, 576–581, 606–613, 614–619, 620–623, 636–643, 644–649

**E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies**

**PE/TE:** Groups and Institutions, 18–23, 26–29, 40–46, 48–53, 54–59, 84–90, 92–95, 106–112, 114–117, 128–134, 136–139, 140–143, 168–173, 174–180, 190–193, 196–201, 218–221, 222–224, 252–253, 260–264, 266–271, 276–279, 282–287, 288–292, 294–297, 298–304, 326–328, 330–333, 334–338, 346–349, 356–359, 360–363, 374–378, 380–385, 396–398, 406–411, 430–437, 456–465, 466–473, 474–481, 498–503, 542–547, 568–575, 576–581, 606–627, 630–651

**E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals**

**PE/TE:** Interactions of Individuals, 22, 42, 55, 56, 57, 85, 89-91, 95, 108, 111, 115, 139, 173, 243, 255, 256, 283-286, 361, 382, 398, 401-402, 404, 405, 441, 443, 448, 449, 459, 461, 466, 467, 468, 469, 476, 471, 481, 529, 530, 531, 532, 551, 552, 588-589, 607-613, 636-637, 638-639, 656

**E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society**

**PE/TE:** Detecting Bias, 216-217, 231; Citizen Heroes: Respecting Other Cultures, 339; A Pioneer for Women's Rights, 471; The Struggle for Peace, 643

**E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups**

**PE/TE:** See Detecting Bias on pages 216–217, the Public Speaks Out pages 588–589 and fact and opinion on pages 113, 200, 213, 217, 268, 324, and 337.

**E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world**

**PE/TE:** Different Cultures, 18–23, 26–29, 40–46, 48–53, 54–59, 81, 84–90, 92–95, 106–112, 114–117, 128–134, 136–139, 140–143, 165, 168–173, 174–180, 190–193, 196–201, 202–203, 218–221, 222–224, 249, 252–253, 254, 260–264, 266–271, 276–279, 282–287, 288–292, 294–297, 298–304, 326–328, 329, 330–333, 334–338, 339–340, 346–349, 356–359, 360–363, 374–378, 380–385, 396–398, 399, 401, 404, 406–411, 416, 465, 557, 579, 585, 656

**E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding**

**PE/TE:** Culture, 23, 60, 69f, 101, 126, 145, 149, 153f, 172, 202–203, 210, 233, 237f, 239, 291, 302, 313f, 324, 339–340, 353, 410, 421f, 445, 450, 458, 464, 467, 489, 507, 511f, 561, 581, 589, 597f, 599, 640, 648, 675

**E.8.12 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**

**PE/TE:** Caste System, 139; Slavery, 55, 89, 255, 285, 441, 448, 449, 469; Revolutions in the Americas, 456–462; The French Revolution, 466–470; Communism in China, 576–580; Independence, 606–613; The Middle East, 614–619; Eastern Europe, 620–623; Conflicts of Identity, 636–641; The Struggle for Peace, 643; Political Conflicts and Challenges, 644–649; Citizen Heroes, 339, 471, 643

**E.8.13 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes**

**PE/TE:** For related information see Solving Complex Problems pages 574–575, Detecting Bias pages 216–217, Issues and Viewpoints pages 228–229, and 588–589

**E.8.14 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed**

**PE/TE:** Culture, 23, 60, 69f, 101, 126, 145, 149, 153f, 172, 202–203, 210, 233, 237f, 239, 291, 302, 313f, 324, 339–340, 353, 410, 421f, 445, 450, 458, 464, 467, 489, 507, 511f, 561, 581, 589, 597f, 599, 640, 648, 675

**E.8.15 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis**

**PE/TE:** Independence, 606-613; The Middle East, 614-619; Eastern Europe, 620-623; Conflicts of Identity, 636-641; The Struggle for Peace, 643; Political Conflicts and Challenges, 644-649; Review, 650-651