A Correlation of

**SCOTT FORESMAN **

**SOCIAL STUDIES  
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to the

Wisconsin  
Model Academic  
Standards  
for Social Studies  
Grades K -6
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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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

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.
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

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
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

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 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)

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

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

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

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

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

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

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

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

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, 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

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

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

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

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

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

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
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

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.
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

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

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

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

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

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

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


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

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

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, 266; 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
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

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

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

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

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.

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

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

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
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

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
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

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

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

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

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

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


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


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


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


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

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
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

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

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

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

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,
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

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

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

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

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

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

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

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 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
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

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**


**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**


**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**

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

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

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

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

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
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

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
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

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

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
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


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

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

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

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
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

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

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: 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
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
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 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

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

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

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

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

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  

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

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

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  

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

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
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

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
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  

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

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

E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions
TE:  53, 55, 58-59, 65-67, 68-69, 80

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

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

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

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

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
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


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

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


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

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

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

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

B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin
B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues


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

C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused

C.8.4 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

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

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  
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

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

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
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.

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

E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community
E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies

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

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

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

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

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,
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

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

E.8.14 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed

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
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
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

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
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


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


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

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


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


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

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

B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues

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, 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

C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused

C.8.4 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

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
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  

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.
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.


**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**


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


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

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

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

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

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

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

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

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. 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
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

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

A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities

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

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

A.8.11 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
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


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

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


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


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

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

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

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

B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues
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

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
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

C.8.5 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights

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

C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate

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

C.8.9 Describe the role of international organizations 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

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
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

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

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

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

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

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

E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development
E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people
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

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

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

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

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

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

E.8.14 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed
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