

## Kindergarten

### Theme - Ourselves

- Learn how to use maps and globes. (A.1, A.2, A.5, A.10)
- Describe and give examples of ways in which people use land, locate communities and design and construct shelters. (A.4)
- Learn about predictable environmental changes such as weather and the seasons (A.6A) and effects on the earth caused by floods, droughts, and snowstorms. (A.6C)
- Learn to identify connections between the local community and other places in Wisconsin, the United States, and the world. (A.7)
- Describe the movement of people, ideas, and products throughout the world. (A.12)
- Learn to use art and other objects to construct an understanding of the past. (B.2)
- Learn how to recognize an important person in history and their link to important historical events. (B.3)
- Learn that life today is influenced by the past. (B.4)
- Learn the history and importance of freedom, justice, and democracy. (B.5)
- Learn the importance of national and state holidays, symbols, and important people and events. (B.6A, B.6B, B.7)
- Learn about the history of energy, transportation, and communications. (B.8A)
- Identify one's responsibility to family, friends, and community and how rules are made. (C.1, C.3)
- Learn how to be a good citizen. (C.5)
- Learn how money is used in everyday life. (D.1)
- Learn how personal choices affect recycling, conserving, and protecting the environment. (D.18)
- Learn how families are alike and different. (E.3)
- Learn ways that ethnic culture influences daily life. (E.4)
- Know how school, church, police, and family contribute to well being in the community, state, nation, and world. (E.5)
- Give examples of how different groups influence laws and rules. (E.6)
- Know that people react differently to situations and people. (E.7A, E.7B)
- Explore how we learn about different cultures. (E.10)
- Describe cooperation between individuals, groups, nations. (E.14)

## Grade One

### Theme – Our Family

- Use direction and shape to locate continents, oceans, natural features and manmade features on a map or globe. (A.1, A.2)
- Be able to draw a map of the world from memory, showing land masses, oceans, and mountains. (A.3A)
- Describe and give examples of ways in which people use land, locate communities and design and construct shelters. (A.4)
- Use charts, maps, and graphs to collect information about the local community, Wisconsin, the United States, and the world. (A.5)
- Learn about predictable environmental changes such as weather and the seasons (A.6A) and effects on the earth caused by floods, droughts, and snowstorms. (A.6C)
- Identify connections between the local community and other places in Wisconsin, the United States, and the world. (A.7)
- Identify and discuss how people change the community. (A.8)
- Use physical maps or a globe to gather and compare information. (A.10)
- Describe the movement of people, ideas, and products throughout the world. (A.12)
- Explain the ways in which different people throughout the world interact with the environment through work and play. (A.13)
- Learn about different sources of information that are used to learn about the past. (B.1)
- Learn how to use a timeline. (B.2)
- Learn how to recognize an important person in history and their link to important historical events. (B.3)
- Learn that life today is influenced by the past. (B.4)
- Learn the history and importance of freedom, justice, and democracy. (B.5)
- Learn the importance of national and state holidays, symbols, and important people and events. (B.6A, B.6B, B.7)
- Learn about the history of energy, transportation, and communications. (B.8A)
- Describe the effects of technology on people and the environment. (B.8B)
- Identify one's responsibility to family, friends, and community and how rules are made. (C.1, C.3)
- Learn how to be a good citizen. (C.5)
- Learn how money is used in everyday life. (D.1)
- Know that people make choices about how to spend their money. (D.2)
- Explain how money makes it easier to borrow, trade and save. (D.8)
- Learn how personal choices affect recycling, conserving, and protecting the environment. (D.18)
- Explain how prior knowledge, motivation, capabilities, and personal interests affect working together to help individuals learn. (E.1)
- Explain what effects individual identity and development. (E.2)
- Compare things such as size, hobbies, celebrations, where families live, and how they make a living to explain how families are alike and different. (E.3)
- Describe ways that ethnic culture influences daily life. (E.4)
- Describe how school, church, police, and family contribute to well being in the community, state, nation, and world. (E.5)
- Give examples of how different groups influence laws and rules. (E.6)
- Give examples that show how and why people react differently to situations and people. (E.7A, E.7B)
- Explore and explain how we learn about different cultures. (E.10)
- Describe cooperation between individuals, groups, nations. (E.14)
- Describe and explain how groups and institutions meet the needs of individuals and societies. (E.17)
- Give examples of cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world. (E.20)

## Grade Two

### Theme – Our Neighborhood

- Use direction and shape to locate continents, oceans, natural features, manmade features, and land forms on a map or globe. (A.1, A.2)
- Be able to draw a map of the world from memory, showing land masses, oceans, and mountains. (A.3A)
- Describe and give examples of ways in which people use land, locate communities and design and construct shelters. (A.4)
- Use charts, maps, and graphs to collect information about the local community, Wisconsin, the United States, and the world. (A.5)
- Identify and distinguish predictable environmental changes such as weather and the seasons (A.6A) and effects on the earth caused by floods, droughts, and snowstorms (A.6C) and unpredictable changes and their effects on society. (A.6B)
- Identify connections between the local community and other places in Wisconsin, the United States, and the world. (A.7)
- Identify and discuss how people change the community. (A.8)
- Use physical maps, political maps, or a globe to gather and compare information. (A.10)
- Describe the movement of people, ideas, and products throughout the world. (A.12)
- Describe and explain the ways in which different people throughout the world interact with the environment through work and play. (A.13)
- Learn about different sources of information that are used to learn about the past. (B.1)
- Learn how to use a timeline. (B.2)
- Learn how to recognize an important person in history, their link to important historical events, and place them in time and context. (B.3)
- Learn that life today is influenced by the past by looking at cultural roles of individuals and groups, as well as social, economic, and political roles. (B.4)
- Learn the history and importance of freedom, justice, and democracy. (B.5)
- Learn the importance of national and state holidays, symbols, and important people and events. (B.6A, B.6B, B.7)
- Learn about the history of energy, transportation, and communications. (B.8A)
- Describe the effects of technology on people and the environment. (B.8B)
- Identify one's responsibility to family, friends, and community and how rules are made. (C.1, C.3)
- Learn how to be a good citizen. (C.5)
- Learn how money is used in everyday life. (D.1)
- Know that people make choices about how to spend their money. (D.2)
- Explain how money makes it easier to borrow, trade and save. (D.8)
- Know and explain the basic economic idea of supply and demand and production and consumption. (D.9)
- Identify the location of selected natural resources and explain how they are used to generate trade and shape the economy. (D.14)
- Learn how personal choices affect recycling, conserving, and protecting the environment. (D.18)
- Explain how prior knowledge, motivation, capabilities, and personal interests affect working together to help individuals learn. (E.1)
- Explain what effects individual identity and development. (E.2)
- Compare things such as size, hobbies, celebrations, where families live, and how they make a living to explain how families are alike and different. (E.3)
- Describe ways that ethnic culture influences daily life. (E.4)
- Describe how school, church, police, and family contribute to well being in the community, state, nation, and world. (E.5)
- Give examples of how different groups influence laws and rules. (E.6)
- Give examples that show how and why people react differently to situations and people. (E.7A, E.7B)
- Explore and explain how we learn about different cultures. (E.10)
- Give examples of important contributions made by citizens in Wisconsin, the United States, and the world. (E.11)
- Describe cooperation between individuals, groups, nations. (E.14)

- Describe and explain how groups and institutions meet the needs of individuals and societies. (E.17)
- Give examples of cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world. (E.20)

## Grade Three

### Theme – Our Community

- Use direction, shape, longitude, and latitude to locate continents, oceans, natural features, manmade features, and land forms, and mountain ranges on a map or globe. (A.1, A.2)
- Be able to draw a map of the world from memory, showing land masses, oceans, and mountains. (A.3A)
- Describe and give examples of ways in which people use land, locate communities and design and construct shelters. (A.4)
- Use charts, maps, graphs, atlases, and grid systems to collect information about the local community, Wisconsin, the United States, and the world. (A.5)
- Identify and distinguish predictable environmental changes such as weather and the seasons (A.6A) and effects on the earth caused by floods, droughts, and snowstorms (A.6C) and unpredictable changes and their effects on society. (A.6B)
- Identify connections between the local community and other places in Wisconsin, the United States, and the world. (A.7)
- Identify and discuss how people change the community and the probable effects on the community and environment. (A.8)
- Give examples to show how increased knowledge has led to environmental changes (A.9)
- Use physical maps, political maps, or a globe to gather and compare information. (A.10)
- Describe the movement of people, ideas, and products throughout the world. (A.12)
- Describe and explain the ways in which different people throughout the world interact with the environment through work and play. (A.13)
- Learn about different sources of information that are used to learn about the past. (B.1)
- Use a timeline to select, organize, and sequence information describing history. (B.2)
- Learn how to recognize an important person in history, their link to important historical events, and place them in time and context. (B.3)
- Compare and contrast changes in life today with the past by looking at cultural roles of individuals and groups, as well as social, economic, and political roles. (B.4)
- Learn the history and importance of freedom, justice, and democracy. (B.5)
- Learn the importance of national and state holidays, symbols, and important people and events. (B.6A, B.6B, B.7)
- Learn about the history of energy, transportation, and communications. (B.8A)
- Describe the effects of technology on people and the environment. (B.8B)
- Give examples of cooperation and interdependence among individuals, groups, and nations. (B.9)
- Identify one's responsibility to family, friends, and community and how rules are made. (C.1, C.3)
- Explain the basic purpose of local, state, and national government in America. (C.4)
- Learn how to be a good citizen. (C.5)
- Learn how money is used in everyday life. (D.1)
- Know that people make choices about how to spend their money. (D.2)
- Give examples to show how business and industry depend on workers to make production more efficient. (D.4)
- Explain how money makes it easier to borrow, trade and save. (D.8)
- Know and explain the basic economic idea of supply and demand and production and consumption. (D.9)
- Describe how new technology affects standard of living and quality of life. (D.11)
- Identify the location of selected natural resources and explain how they are used to generate trade and shape the economy. (D.14)
- Learn how personal choices affect recycling, conserving, and protecting the environment. (D.18)
- Explain how prior knowledge, motivation, capabilities, and personal interests affect working together to help individuals learn. (E.1)
- Explain what effects individual identity and development. (E.2)
- Compare things such as size, hobbies, celebrations, where families live, and how they make a living to explain how families are alike and different. (E.3)
- Describe ways that ethnic culture influences daily life. (E.4)
- Describe how school, church, police, and family contribute to well being in the community, state, nation, and

- world. (E.5)
- Give examples of how different groups influence laws and rules. (E.6)
  - Give examples that show how and why people react differently to situations and people. (E.7A, E.7B)
  - Explore and explain how we learn about different cultures. (E.10)
  - Give examples of important contributions made by citizens in Wisconsin, the United States, and the world. (E.11)
  - Describe cooperation between individuals, groups, nations. (E.14)
  - Explain the way individuals, groups, and institutions contribute to continuity and change within a community. (E.16)
  - Describe and explain how groups and institutions meet the needs of individuals and societies. (E.17)
  - Identify examples of bias, prejudice, and stereotyping and how they contribute to conflict in a society. (E.19)
  - Give examples of cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world. (E.20)

## Grade Four

### Theme – Regions of the U.S/Wisconsin

- Use direction, shape, longitude, latitude, and scale to locate continents, oceans, natural features, manmade features, and land forms, and mountain ranges on a map or globe. (A.1, A.2)
- Be able to draw a map of the world from memory, showing land masses, major bodies of water, and mountains. (A.3A)
- Describe and give examples of ways in which people use land, locate communities and design and construct shelters. (A.4)
- Use charts, maps, graphs, atlases, and grid systems to collect information about the local community, Wisconsin, the United States, and the world. (A.5)
- Identify and distinguish predictable environmental changes such as weather and the seasons (A.6A) and effects on the earth caused by floods, droughts, and snowstorms (A.6C) and unpredictable changes and their effects on society. (A.6B)
- Describe and distinguish between the environmental effects on the earth by plate tectonics, erosion, and glaciers. (A.6D)
- Identify connections between the local community and other places in Wisconsin, the United States, and the world. (A.7)
- Identify and discuss how people change the community and the probable effects on the community and environment. (A.8)
- Give examples to show how increased knowledge has led to environmental changes. (A.9)
- Use physical maps, political maps, or a globe to gather and compare information. (A.10)
- Use an atlas to estimate distances and calculate scale. (A.11)
- Describe the movement of people, ideas, and products throughout the world. (A.12)
- Describe and explain the ways in which different people throughout the world interact with the environment through work and play. (A.13)
- Learn about different sources of information that are used to learn about the past. (B.1)
- Use a timeline to select, organize, and sequence information describing history. (B.2)
- Learn how to recognize an important person in history, their link to important historical events, and place them in time and context. (B.3)
- Compare and contrast changes in life today with the past by looking at cultural roles of individuals and groups, as well as social, economic, and political roles. (B.4)
- Learn the history and importance of freedom, justice, and democracy. (B.5)
- Learn the importance of national and state holidays, symbols, and important people and events (B.6A, B.6B, B.7)
- Learn about the history of energy, transportation, and communications. (B.8A)
- Describe the effects of technology on people and the environment. (B.8B)
- Give examples of cooperation and interdependence among individuals, groups, and nations. (B.9)
- Explain the history, culture, tribal sovereignty, and current status of American Indian tribes and bands in Wisconsin. (B.10)
- Identify political values of freedom, justice, equality, and democracy found in The Declaration of Independence, the United States Constitution, and the Bill of Rights. (B.15)
- Identify important people and events in the major eras of the United States and world history. (B.16)
- Identify one's responsibility to family, friends, and community and how rules are made. (C.1, C.3)
- Explain the basic purpose of local, state, and national government in America. (C.4)
- Learn how to be a good citizen. (C.5)
- Explain how laws and purposes of government are acquired and used. (C.8)
- Learn how money is used in everyday life. (D.1)
- Know that people make choices about how to spend their money (D.2) and how those choices can affect the lives of other people. (D.7)
- Identify local goods and services that are part of the world economy and their use in Wisconsin. (D.3, D.10)
- Give examples to show how business and industry depend on workers to make production more efficient. (D.4)
- Explain how money makes it easier to borrow, trade and save. (D.8)



- Know and explain the basic economic idea of supply and demand and production and consumption. (D.9)
- Describe how new technology affects standard of living and quality of life. (D.11)
- Identify the location of selected natural resources and explain how they are used to generate trade and shape the economy. (D.14)
- Learn how personal choices affect recycling, conserving, and protecting the environment. (D.18)
- Explain how prior knowledge, motivation, capabilities, and personal interests affect working together to help individuals learn. (E.1)
- Explain what effects individual identity and development. (E.2)
- Compare things such as size, hobbies, celebrations, where families live, and how they make a living to explain how families are alike and different. (E.3)
- Describe ways that ethnic culture influences daily life. (E.4)
- Describe how school, church, police, and family contribute to well being in the community, state, nation, and world. (E.5)
- Give examples of how different groups influence laws and rules. (E.6)
- Give examples that show how and why people react differently to situations and people. (E.7A, E.7B)
- Describe and compare values and beliefs of different people and groups. (E.8)
- Explain how the media may influence opinions, choices, and decisions. (E.9)
- Explore and explain how we learn about different cultures. (E.10)
- Give examples of important contributions made by citizens in Wisconsin, the United States, and the world. (E.11)
- Compare ways that cultures meet human needs (E.12) and how those differences may lead to understanding or misunderstanding. (E.13)
- Describe cooperation between individuals, groups, nations. (E.14)
- Explain the way individuals, groups, and institutions contribute to continuity and change within a community. (E.15, E.16)
- Describe and explain how groups and institutions meet the needs of individuals and societies. (E.17)
- Identify examples of bias, prejudice, and stereotyping and how they contribute to conflict in a society. (E.19)
- Give examples of cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world. (E.20)
- Explain how language, art, music, beliefs and practices, can further understanding or lead to conflict. (E.21, E.22)



## Grade Five

### Theme – Our Country

- Use direction, shape, longitude, latitude, and scale to locate continents, oceans, natural features, manmade features, and land forms, and mountain ranges on a map or globe. (A.1, A.2)
- Be able to draw a map of the world from memory, showing land masses, major bodies of water, and mountains. (A.3A)
- Be able to draw maps of selected locales, regions, states, and countries and draw maps from memory. (A.3B)
- Describe and give examples of ways in which people use land, locate communities and design and construct shelters. (A.4)
- Use charts, maps, graphs, atlases, grid systems, and databases to collect information about the local community, Wisconsin, the United States, and the world. (A.5)
- Identify and distinguish predictable environmental changes such as weather and the seasons (A.6A) and effects on the earth caused by floods, droughts, and snowstorms (A.6C) and unpredictable changes and their effects on society. (A.6B)
- Describe and distinguish between the environmental effects on the earth by plate tectonics, erosion, and glaciers. (A.6D)
- Identify connections between the local community and other places in Wisconsin, the United States, and the world. (A.7)
- Identify and discuss how people change the community and the probable effects on the community and environment. (A.8)
- Give examples to show how increased knowledge has led to environmental changes. (A.9)
- Use physical maps, political maps, topographic maps, aerial photographs, or a globe to gather and compare information about a place. (A.10)
- Use an atlas to estimate distances and calculate scale and dominant patterns of climate and land. (A.11)
- Describe the movement of people, ideas, and products throughout the world. (A.12)
- Describe and explain the ways in which different people throughout the world interact with the environment through work and play. (A.13)
- Describe how buildings and their decorations reflect cultural values and ideas; such as cave paintings, pyramids, sacred cities, castles, and cathedrals. (A.14).
- Learn about different sources of information that are used to learn about the past. (B.1)
- Use a timeline to select, organize, and sequence information describing history. (B.2)
- Learn how to recognize an important person in history, their link to important historical events, and place them in time and context. (B.3)
- Compare and contrast changes in life today with the past by looking at cultural roles of individuals and groups, as well as social, economic, and political roles. (B.4)
- Learn the history and importance of freedom, justice, and democracy. (B.5)
- Learn the importance of national and state holidays, symbols, and important people and events. (B.6A, B.6B, B.7)
- Learn about the history of energy, transportation, and communications. (B.8A)
- Describe the effects of technology on people and the environment. (B.8B)
- Give examples of cooperation and interdependence among individuals, groups, and nations. (B.9)
- Explain the history, culture, tribal sovereignty, and current status of American Indian tribes and bands in Wisconsin. (B.10)
- Use cause and effect arguments to demonstrate how events have influenced the past and present in the U.S. and world history. (B.11)
- Discuss the causes and consequences of wars in the U.S. and world history. (B.12)
- Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians. (B.13)
- Use evidence in history to determine and support a position about political values, such as freedom, democracy, equality, or justice. (B.14)
- Identify political values of freedom, justice, equality, and democracy found in The Declaration of Independence, the United States Constitution, and the Bill of Rights. (B.15)

- Identify important people and events in the major eras of the United States and world history. (B.16)
- Identify one's responsibility to family, friends, and community and how rules are made. (C.1, C.3)
- Identify the Declaration of Independence, the Constitution, and the Bill of Rights as documents in which the U.S. citizens' rights are guaranteed. (C.2)
- Explain the basic purpose of local, state, and national government in America. (C.4)
- Learn how to be a good citizen. (C.5)
- Find and use information to understand a classroom or school issue while taking into accounts the viewpoints and interests of others. (C.6)
- Identify and explain democracy's basic principles. (C.7)
- Explain how laws and purposes of government are acquired and used. (C.8)
- Explain the role of political parties and interest groups in American politics. (C.9)
- Locate and use information to understand a public concern issue, take a position and advocate the position in a debate. (C.10)
- Describe the role of international organizations. (C.11)
- Learn how money is used in everyday life. (D.1)
- Know that people make choices about how to spend their money (D.2) and how those choices can affect the lives of other people. (D.7)
- Identify the economic roles of households, businesses and government. (D.6)
- Identify local goods and services that are part of the world economy and their use in Wisconsin. (D.3, D.10)
- Give examples to show how business and industry depend on workers to make production more efficient. (D.4)
- Explain how money makes it easier to borrow, trade and save. (D.8)
- Know and explain the basic economic idea of supply and demand and production and consumption. (D.9)
- Describe how new technology affects standard of living and quality of life. (D.11)
- Give examples how the government provides for natural defense, health, safety, and environmental protection, and defense of property rights. (D.12)
- Identify and explain various points of view concerning economic issues. (D.13)
- Identify the location of selected natural resources and explain how they are used to generate trade and shape the economy. (D.14)
- Explain how and why people who start a new business take risks to provide goods and services. (D.15)
- Explain why the earning power of workers depends on productivity and the market value of what they produce. (D.16)
- Learn how personal choices affect recycling, conserving, and protecting the environment. (D.18)
- Explain how prior knowledge, motivation, capabilities, and personal interests affect working together to help individuals learn. (E.1)
- Explain what effects individual identity and development. (E.2)
- Compare things such as size, hobbies, celebrations, where families live, and how they make a living to explain how families are alike and different. (E.3)
- Describe ways that ethnic culture influences daily life. (E.4)
- Describe how school, church, police, and family contribute to well being in the community, state, nation, and world. (E.5)
- Give examples of how different groups influence laws and rules. (E.6)
- Give examples that show how and why people react differently to situations and people. (E.7A, E.7B)
- Describe and compare values and beliefs of different people and groups. (E.8)
- Explain how the media may influence opinions, choices, and decisions. (E.9)
- Explore and explain how we learn about different cultures. (E.10)
- Give examples of important contributions made by citizens in Wisconsin, the United States, and the world. (E.11)
- Compare ways that cultures meet human needs (E.12) and how those differences may lead to understanding or misunderstanding. (E.13)
- Describe cooperation between individuals, groups, and nations. (E.14)
- Explain the way individuals, groups, and institutions contribute to continuity and change within a community. (E.15, E.16)

- Describe and explain how groups and institutions meet the needs of individuals and societies. (E.17)
- Describe and explain the influence of status, ethnic origin, race, gender, and age on the interaction of individuals. (E.18)
- Identify examples of bias, prejudice, and stereotyping and how they contribute to conflict in a society. (E.19)
- Give examples of cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world (E.20)
- Explain how language, art, music, beliefs and other components of culture can further understanding or cause misunderstanding. (E.21)
- Explain how beliefs and practices may lead to conflict among people of different regions or cultures. (E.22)

## Grade Six

### Theme – Our World

- Use direction, shape, longitude, latitude, and scale to locate continents, oceans, natural features, manmade features, and land forms, and mountain ranges on a map or globe. (A.1, A.2)
- Be able to draw a map of the world from memory, showing land masses, major bodies of water, and mountains. (A.3A)
- Be able to draw maps of selected locales, regions, states, and countries and draw maps from memory. (A.3B)
- Describe and give examples of ways in which people use land, locate communities and design and construct shelters. (A.4)
- Use charts, maps, graphs, atlases, grid systems, and databases to collect information about the local community, Wisconsin, the United States, and the world. (A.5)
- Identify and distinguish predictable environmental changes such as weather and the seasons (A.6A) and effects on the earth caused by floods, droughts, and snowstorms (A.6C) and unpredictable changes and their effects on society. (A.6B)
- Describe and distinguish between the environmental effects on the earth by plate tectonics, erosion, and glaciers. (A.6D)
- Identify connections between the local community and other places in Wisconsin, the United States, and the world. (A.7)
- Identify and discuss how people change the community and the probable effects on the community and environment. (A.8)
- Give examples to show how increased knowledge has led to environmental changes. (A.9)
- Use physical maps, political maps, topographic maps, aerial photographs, or a globe to gather and compare information about a place. (A.10)
- Use an atlas to estimate distances and calculate scale and dominant patterns of climate and land. (A.11)
- Describe the movement of people, ideas, and products throughout the world. (A.12)
- Describe and explain the ways in which different people throughout the world interact with the environment through work and play. (A.13)
- Describe how buildings and their decorations reflect cultural values and ideas; such as cave paintings, pyramids, sacred cities, castles, and cathedrals. (A.14)
- Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment. (A.15)
- Learn about different sources of information that are used to learn about the past. (B.1)
- Use a timeline to select, organize, and sequence information describing history. (B.2)
- Learn how to recognize an important person in history, their link to important historical events, and place them in time and context. (B.3)
- Compare and contrast changes in life today with the past by looking at cultural roles of individuals and groups, as well as social, economic, and political roles. (B.4)
- Learn the history and importance of freedom, justice, and democracy. (B.5)
- Learn the importance of national and state holidays, symbols, and important people and events. (B.6A, B.6B, B.7)
- Learn about the history of energy, transportation, and communications. (B.8A)
- Describe the effects of technology on people and the environment. (B.8B)
- Give examples of cooperation and interdependence among individuals, groups, and nations. (B.9)
- Explain the history, culture, tribal sovereignty, and current status of American Indian tribes and bands in Wisconsin. (B.10)
- Use cause and effect arguments to demonstrate how events have influenced the past and present in the U.S. and world history. (B.11)
- Discuss the causes and consequences of wars in the U.S. and world history. (B.12)
- Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians. (B.13)
- Use evidence in history to determine and support a position about political values, such as freedom, democracy, equality, or justice. (B.14)

- Identify political values of freedom, justice, equality, and democracy found in The Declaration of Independence, the United States Constitution, and the Bill of Rights. (B.15)
- Identify important people and events in the major eras of the United States and world history. (B.16)
- Identify one's responsibility to family, friends, and community and how rules are made. (C.1, C.3)
- Identify the Declaration of Independence, the Constitution, and the Bill of Rights as documents in which the U.S. citizens' rights are guaranteed. (C.2)
- Explain the basic purpose of local, state, and national government in America. (C.4)
- Learn how to be a good citizen. (C.5)
- Find and use information to understand classroom or school issues while taking into account the viewpoints and interests of others. (C.6)
- Identify and explain democracy's basic principles. (C.7)
- Explain how laws and purposes of government are acquired and used. (C.8)
- Explain the role of political parties and interest groups in American politics. (C.9)
- Locate and use information to understand a public concern issue, take a position and advocate the position in a debate. (C.10)
- Describe the role of international organizations. (C.11)
- Learn how money is used in everyday life. (D.1)
- Know that people make choices about how to spend their money (D.2) and how those choices can affect the lives of other people. (D.7)
- Identify the economic roles of households, businesses and government. (D.6)
- Identify local goods and services that are part of the world economy and their use in Wisconsin. (D.3, D.10)
- Give examples to show how business and industry depend on workers to make production more efficient. (D.4)
- Distinguish between private and public goods and services. (D.5)
- Explain how money makes it easier to borrow, trade and save. (D.8)
- Know and explain the basic economic idea of supply and demand and production and consumption. (D.9)
- Describe how new technology affects standard of living and quality of life. (D.11)
- Give examples how the government provides for natural defense, health, safety, and environmental protection, and defense of property rights. (D.12)
- Identify and explain various points of view concerning economic issues. (D.13)
- Identify the location of selected natural resources and explain how they are used to generate trade and shape the economy. (D.14)
- Explain how and why people who start a new business takes risks to provide goods and services. (D.15)
- Explain why the earning power of workers depends on productivity and the market value of what they produce. (D.16)
- Identify the economic roles of corporations and businesses, banks, labor unions, and the Federal Reserve System. (D.17)
- Learn how personal choices affect recycling, conserving, and protecting the environment. (D.18)
- Explain how prior knowledge, motivation, capabilities, and personal interests affect working together to help individuals learn. (E.1)
- Explain what effects individual identity and development. (E.2)
- Compare things such as size, hobbies, celebrations, where families live, and how they make a living to explain how families are alike and different. (E.3)
- Describe ways that ethnic culture influences daily life. (E.4)
- Describe how school, church, police, and family contribute to well being in the community, state, nation, and world. (E.5)
- Give examples of how different groups influence laws and rules. (E.6)
- Give examples that show how and why people react differently to situations and people. (E.7A, E.7B)
- Describe and compare values and beliefs of different people and groups. (E.8)
- Explain how the media may influence opinions, choices, and decisions. (E.9)
- Explore and explain how we learn about different cultures. (E.10)
- Give examples of important contributions made by citizens in Wisconsin, the United States, and the world. (E.11)

- Compare ways that cultures meet human needs (E.12) and how those differences may lead to understanding or misunderstanding. (E.13)
- Describe cooperation between individuals, groups, and nations. (E.14)
- Explain the way individuals, groups, and institutions contribute to continuity and change within a community. (E.15, E.16)
- Describe and explain how groups and institutions meet the needs of individuals and societies. (E.17)
- Describe and explain the influence of status, ethnic origin, race, gender, and age on the interaction of individuals. (E.18)
- Identify examples of bias, prejudice, and stereotyping and how they contribute to conflict in a society. (E.19)
- Give examples of cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world. (E.20)
- Explain how language, art, music, beliefs and other components of culture can further understanding or cause misunderstanding. (E.21)
- Explain how beliefs and practices may lead to conflict among people of different regions or cultures. (E.22)