

Kettle Moraine Lutheran Federation of Schools' Academic Standards: Social Studies

Submitted to the KMLHS Principal's Conference December 2, 2004

Introduction

During the 2003-2004 school year a Social Studies Curriculum Review Committee was established. The members of the committee were chosen from the social studies teachers in the Kettle Moraine Lutheran Federation of Schools (KMLFS). The task of this committee was to develop a Social Studies curriculum that will provide the KMLFS with a unified plan of development for our K-12 students of KMLFS.

In the KMLFS Academic Standards for Social Studies, you will find headings for the five content areas in Social Studies: Geography, History, Political Science and Citizenship, Economics, and Behavioral Science. Under each of these content areas you will see the Content Standard, Rationale for Study, and Performance Standards to be achieved by the end of Fourth Grade, Eight Grade and Twelfth Grade. The final section of the document provides a checklist that contains simplified points derived from the Performance Standards. The checklist is designed to be used by individual teachers and/or entire staffs to compare and evaluate what is being taught with the desired Content Standards for the State of Wisconsin and the KMLFS.

The KMLFS Academic Standards for Social Studies are similar in form and substance to the Wisconsin Model Academic Standards for Social Studies. The purpose for this is two fold:

1) With a scholastic and professional source available, the committee had no desire to “reinvent the wheel.” 2) The committee also felt that by maintaining the form similar to that of the Department of Public Instruction; prospective families, current students’ families, and teachers can easily compare and contrast the academic standards in Lutheran schools to that of the Public Schools. In such a format it will be clear that our Lutheran Schools teach all the content of our public schools, yet we teach that content in the light of God’s Word.

Definition

‘Social Studies’ is the title used to describe the study of the social sciences and humanities. Within the curriculum, social studies provides coordinated, systematic study of information, skills, and concepts from the disciplines of history, geography, political science, economics, anthropology, psychology, law, archaeology, and sociology with attention also given to connections among the peoples and nations of the world, the effect of science and technology on society, and the ways to practice good citizenship. Social studies help young people develop the knowledge and skills necessary to make informed decisions as citizens of a culturally diverse, democratic society in an interdependent world. (State of Wisconsin Department of Public Instruction. March 12, 2004)

A. Geography: People, Places, and Environments

Content Standard

Students in the KML Federation will learn about the geography of God’s creation through the study of the relationships among people, places, and environments.

Rationale

Students gain geographical perspectives on God’s 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 the KML Federation 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

FOURTH GRADE

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 and bodies of water
- 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
- 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

EIGHTH GRADE

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
- 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
- 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 religious, 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

TWELFTH GRADE

Performance Standards

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

- A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration
- A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models
- A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features
- A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment as we continue to trust that all creation is under God's divine control
- A.12.5 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns
- A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world
- A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world
- A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them
- A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood
- A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development
- A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture
- A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world
- A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries
- A. 12.14 Identify the influence of the theory of evolution in Geography, i.e. age of the earth, plate tectonics, glaciation, population, and civilization development
- A. 12.15 Compare and contrast the effects of the Biblical flood with the theory of evolution regarding the formation of the earth

B. History: Time, Continuity, and Change

Content Standard

Students in the KML Federation will learn about God’s guiding hand directing the history of Wisconsin, the United States, and the world. The students will, in the light of Scripture examine 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 that history is HIS story. With that understanding, students will see how God’s guiding hand has directed past events that have shaped their world. Students must know what life was like in the past and how things changed over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In KML Federation 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

FOURTH-TWELFTH GRADE

Historical Eras and Themes

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

1. the early history of Wisconsin's native people
2. early explorers, traders, and settlers to 1812
3. the transition from territory to statehood, 1787-1848
4. immigration and settlement including early German Lutherans and the beginning of the Lutheran Church in Wisconsin
5. Wisconsin's role in the Civil War, 1860-1865
6. mining, lumber, and agriculture
7. La Follette and the Progressive Era, 1874-1914
8. the world wars and conflicts
9. prosperity, depression, industrialization, and urbanization
10. Wisconsin's response to 20th century change

FIFTH-TWELFTH GRADE

Historical Eras and Themes

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

1. the early history of the Americas to 1607
2. colonial history and settlement, 1607-1763
3. the American Revolution and the early national period, 1763-1815
4. the paradox of nationalism and sectionalism in an expanding nation, 1815-1860
5. the Civil War and Reconstruction, 1861-1877
6. the growth of industrialization and urbanization, 1865-1914

7. World War I and America's emergence as a world power, 1890-1920
8. prosperity, depression, and the New Deal, 1920-1941
9. World War II, the Cold War, the Korean War, and the Vietnamese conflict, 1941-1975
10. the search for prosperity and equal rights in Cold War and post-Cold War America, 1945-present

FIFTH-TWELFTH GRADE

Historical Eras and Themes

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

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

FOURTH GRADE

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
- 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
- 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 Native American tribes and bands in Wisconsin

EIGHTH GRADE

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
- 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
- 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 religious, 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 Native American 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

TWELFTH GRADE

Performance Standards

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

- B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
- B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- B.12.3 Recall, select, and analyze significant historical periods and the relationships among them
- B.12.4 Assess the validity of different interpretations of significant historical events
- B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments
- B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States
- B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created
- B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
- B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world
- B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values
- B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war
- B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin
- B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions
- B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity
- B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved
- B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world

- B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved
- B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

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

Content Standard

Students in the KML Federation will learn about political science and political systems necessary for developing God-pleasing civic responsibility by studying the history and contemporary uses of power, authority, and governance.

Rationale

Knowledge about the structures of power, authority, and governance, (in light of Romans 13:1, “Everyone must submit himself to the governing authorities, for there is no authority except that which God established.”) and their 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 recognize their dual citizenship in both God’s world and man’s world. Students will know how local, state, national governments, and international organizations function and interact. In KML Federation 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

FOURTH GRADE

Performance Standards

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

- C.4.1 Identify and explain the individual's responsibilities to family, peers, church, 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
- 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

EIGHTH GRADE

Performance Standards

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

- C.8.1 Describe their dual-citizenship in God's world and man's world
- C.8.2 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.8.3 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.8.4 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.8.5 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.8.6 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights
- C.8.7 Explain the role of political parties and interest groups in American politics
- C.8.8 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate
- C.8.9 Identify ways in which advocates participate in public policy debates
- C.8.10 Describe the role of international organizations such as military alliances and trade associations

TWELFTH GRADE

Performance Standards

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

- C.12.1 Describe their dual-citizenship in God's world and man's world
- C.12.2 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens
- C.12.3 Describe how different political systems define and protect individual human rights
- C.12.4 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time

- C.12.5 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized
- C.12.6 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion
- C.12.7 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers
- C.12.8 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior
- C.12.9 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position
- C.12.10 Identify and evaluate the means through which advocates influence public policy, and identify ways people may participate effectively in community affairs and the political process
- C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy
- C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement
- C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice
- C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals
- C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution
- C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women

D. Economics: Production, Distribution, Exchange, Consumption

Content Standard

Students in the KML Federation will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions as Christian stewards.

Rationale

The study of economics leads students to appreciate the importance of wise decision-making as they become stewards of the resources God has given them. 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 the KML Federation 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

FOURTH GRADE

Performance Standards

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

- D.4.1 Describe proper stewardship of time, talents, and treasures
- D.4.2 Describe and explain of the role of money, banking, and savings in everyday life
- D.4.3 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)
- D.4.4 Identify local goods and services that are part of the global economy and explain their use in Wisconsin
- D.4.5 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient
- D.4.6 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.4.7 Identify the economic roles of various institutions, including households, businesses, and government
- D.4.8 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world

EIGHTH GRADE

Performance Standards

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

- D.8.1 Describe proper stewardship of time, talents, and treasures
- D.8.2 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services
- D.8.3 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.8.4 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets
- D.8.5 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life

- D.8.6 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.8.7 Identify and explain Christian stewardship and various other points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income
- D.8.8 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns
- D.8.9 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive
- D.8.10 Explain why the earning power of workers depends on their productivity and the market value of what they produce
- D.8.11 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System
- D.8.12 Describe how personal decisions can have a global impact on issues such as purchasing, recycling, and conserving the environment

TWELFTH GRADE

Performance Standards

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

- D.12.1 Describe proper stewardship of time, talents, and treasures as it relates to the support of one's family and congregation
- D.12.2 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices
- D.12.3 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time
- D.12.4 Analyze and evaluate the role of Wisconsin and the United States in the world economy
- D.12.5 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world
- D.12.6 Explain how federal budgetary policy and the Federal Reserve System's monetary policies influence overall levels of employment, interest rates, production, and prices
- D.12.7 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world
- D.12.8 Compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events
- D.12.9 Explain the basic characteristics of international trade, including barriers to trade, exchange rates, and balance of trade
- D.12.10 Explain the operations of common financial instruments (such as stocks and bonds) and financial institutions (such as credit companies, banks, and insurance companies)

- D.12.11 Analyze the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system
- D.12.12 Explain how interest rates are determined by market forces that influence the amount of borrowing and saving done by investors, consumers, and government officials
- D.12.13 Compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security, and growth, influence decisions in different economic systems
- D.12.14 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies
- D.12.15 Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System

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

Content Standard

Students in the KML Federation will learn, in light of Scripture, the behavioral sciences by exploring concepts from the disciplines of sociology, psychology, and anthropology.

Rationale

Understanding that God’s Word is the ultimate resource in understanding human behavior, learning about the behavioral sciences can help students to better understand people in various times and places. Students need to recognize that their individual uniqueness as a child of God is essential to understanding human relationships. 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. In KML Federation schools, the content, concepts, and skills related to the study of sociology, psychology, 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

FOURTH GRADE

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
- 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, institutional, and religious influences such as laws, rules, and peer pressure on people, events, and culture
- E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior
- E.4.8 Describe and distinguish among the values and beliefs of different religions, 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.
- 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 and religions 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

EIGHTH GRADE

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, such as God's Word, on individual learning
- E.8.2 Give examples to explain and illustrate how factors such as family, religion, gender, and socioeconomic status contribute to individual identity and development
- E.8.3 Describe the ways in which local, regional, religious, and ethnic cultures may influence the everyday lives of people
- E.8.4 Describe and explain the means by which individuals, groups, and institutions, including churches, may contribute to social continuity and change within a community

- E.8.5 Describe and explain the means by which secular and religious groups and institutions meet the needs of individuals and societies
- E.8.6 Describe and explain the influence of status, ethnic origin, race, religion, 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 religious, racial, and ethnic groups in Wisconsin, the United States, and the world
- E.8.10 Explain how religion, language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding
- E.8.11 Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved
- E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes
- E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed
- E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis

TWELFTH GRADE

Performance Standards

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

- E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior
- E.12.2 Explain how factors such as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development
- E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos
- E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples
- E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time
- E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
- E.12.7 Use scientific methods to assess the influence of media on people's behavior and decisions
- E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world
- E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration

- E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors
- E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices
- E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled
- E.12.13 Compare the ways in which a universal theme is expressed artistically in three different world cultures
- E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue
- E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions
- E.12.16 Identify and analyze factors that influence a person's mental health
- E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism

K-4TH SOCIAL STUDIES TOPICS

A	GEOGRAPHY	K	1	2	3	4
A.4.1	Locate positions using reference points					
	Locate positions using latitude and longitude					
	Locate positions using direction, size, shape, and scale					
A.4.2	Locate physical features (continents, oceans, land forms)					
	Locate natural features (resources, flora, fauna)					
	Locate human features (cities, states, national borders)					
A.4.3	Construct an accurate world map from memory					
A.4.4	Describe and give examples of ways in which people interact with the physical environment					
A.4.5	Gather geographic information about the local community using various resources					
	Gather geographic information about Wisconsin using various resources					
	Gather geographic information about the United States using various resources					
	Gather geographic information about the world using various resources					
A.4.6	Identify predictable environmental changes					
	Identify unpredictable environmental changes and describe the social and economic effects of these changes					
A.4.7	Identify connections between the local community and other locations (regional, national, world)					
A.4.8	Identify and discuss reasons for man-made changes in the local community					
A.4.9	Give examples of environmental changes caused by scientific and technological advances (pollution prevention, air-conditioning, etc.)					

K-4TH SOCIAL STUDIES TOPICS

B	HISTORY	K	1	2	3	4
B.4.1	Identify and examine sources of information used to understand the past					
B.4.2	Use a timeline					
B.4.3	Examine various forms of literature (biographies, stories, narratives, and folk tales) to understand the lives of people					
B.4.4	Compare and contrast contemporary life with life in the past according to social, economic, political, and cultural roles of people					
B.4.5	Identify the historical meaning of values such as freedom, democracy, and justice					
B.4.6	Explain the significance of national and state holidays					
	Explain the significance of national and state symbols					
B.4.7	Identify and describe important events and people in Wisconsin and United States history					
B.4.8	Compare past and present technologies related to energy, transportation, and communications					
	Describe the effects of technological change 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, organization, and status of Native American tribes and bands in Wisconsin					
C	POLITICAL SCIENCE AND CITIZENSHIP	K	1	2	3	4
C.4.1	Identify and explain responsibilities to family, peers, church, and the community					
C.4.2	Identify the documents in which the rights of citizens in our country are guaranteed (Declaration of Independence, the Constitution, and the Bill of Rights)					
C.4.3	Explain how families, school, and other groups develop, enforce, and change rules of behavior					
	Explain how various behaviors promote or hinder					

K-4TH SOCIAL STUDIES TOPICS

	cooperation					
C.4.4	Explain the basic purpose of government in American society					
	Recognize the three levels of government (local, state, national)					
C.4.5	Explain how civic action contributes 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					
D	ECONOMICS	K	1	2	3	4
D.4.1	Describe proper stewardship					
D.4.2	Describe and explain the role of money, banking, and savings					
D.4.3	Identify and describe the effect of spending limited economic resources					
D.4.4	Identify local goods and services that are part of the global economy					
D.4.5	Give examples and explain manufacturing's dependence on skilled workers					
D.4.6	Distinguish between private goods and services and public goods and services					
D.4.7	Identify the economic roles of various institutions (including households, businesses, and government)					
D.4.8	Describe how personal economic decisions can affect the lives of others					
E	THE BEHAVIORAL SCIENCES	K	1	2	3	4
E.4.1	Explain influences and factors on individual learning					
E.4.2	Explain influences on individual identity and development					
E.4.3	Describe how families are alike and different					
	Describe the way in which ethnic cultures influence					

K-4TH SOCIAL STUDIES TOPICS

E.4.4	people					
E.4.5	Identify and describe the contribution of institutions to society					
E.4.6	Give examples of group, institutional, or religious influences on people , events, and culture					
E.4.7	Explain the reasons why individuals respond in different ways to a particular event					
	Explain the ways in which interactions among individuals influence behavior					
E.4.8	Describe and distinguish among the values and beliefs of different religions, 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					
E.4.11	Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture					
	Explain how expressions of culture convey knowledge of other peoples and cultures					
E.4.12	Give examples of important contributions made by famous people					
E.4.13	Investigate and explain similarities and differences in ways that culture meet human needs					
E.4.14	Describe how differences in cultures and religions may lead to understanding or misunderstanding among people					
E.4.15	Describe instances of cooperation and interdependence among individuals, groups, and nations					

5TH - 8TH SOCIAL STUDIES TOPICS

A	GEOGRAPHY	5	6	7	8
A.8.1	Use geographic representations (maps, globes, photographs)				
A.8.2	Construct accurate mental maps of regions				
	Construct accurate mental maps of states				
	Construct accurate mental maps of countries				
A.8.3	Estimate distance				
	Calculate scale				
	Identify patterns of climate and land use				
	Compute population density				
A.8.4	Conduct a historical and environmental study of a Wisconsin community				
A.8.5	Identify and compare the natural resources of states and regions				
A.8.6	Describe short-term physical changes (floods, droughts, snowstorms)				
	Describe long-term physical changes (plate tectonics, erosion, glaciation)				
A.8.7	Describe movement of people, ideas, diseases, and products				
A.8.8	Describe human interaction with environment through vocational activities				
	Describe human interaction with environment through recreation				
A.8.9	Describe how buildings and architecture reflect cultural values and ideas				
A.8.10	Identify major discoveries in science and technology and describe their effects on physical and human environments				
A.8.11	Give examples of the causes and consequences of current global issues (global markets, urbanization, consumption of resources, extinction of species)				

5TH - 8TH SOCIAL STUDIES TOPICS

B	HISTORY	5	6	7	8
B.8.1	Interpret the past using a variety of primary source materials				
	Evaluate the credibility of primary source materials				
B.8.2	Employ cause-and-effect arguments on significant historical events				
B.8.3	Describe historical causes and consequences of wars				
B.8.4	Explain how viewpoint/perspective may alter the interpretation of an event				
B.8.5	Determine and support a position through the use of historical evidence				
B.8.6	Analyze political values through documents such as the Declaration of Independence, the Constitution, and the Bill of Rights				
B.8.7	Identify significant events and people				
B.8.8	Identify major discoveries in science and technology and describe their effects on society				
B.8.9	Explain the need for laws and policies to regulate science and technology				
B.8.10	Analyze interaction among groups, societies, and nations				
B.8.11	Summarize the historical and current status of Native American tribes in Wisconsin				
B.8.12	Organize and analyze history according to various criteria (chronologic, thematic, topical, and by issues)				
C	POLITICAL SCIENCE AND CITIZENSHIP	5	6	7	8
C.8.1	Describe dual citizenship				
C.8.2	Identify and explain the basic principles of democracy				
C.8.3	Identify, cite, and discuss important political documents				
C.8.4	Explain how laws are developed				
	Explain the purpose and establishment of governments				
	Explain how the powers of government are acquired,				

5TH - 8TH SOCIAL STUDIES TOPICS

	maintained, justified, and sometimes abused				
C.8.5	Describe and explain the separation of powers in the federal system				
C.8.6	Explain how the federal system and the separation of powers sustain majority rule and minority rights				
C.8.7	Explain the role of political parties and interest groups in America				
C.8.8	Investigate and debate an issue of public concern				
C.8.9	Identify ways in which advocates participate in public policy debates				
C.8.10	Describe the role of international organizations				
D	ECONOMICS	5	6	7	8
D.8.1	Describe proper stewardship				
D.8.2	Describe and explain how money makes it easier to trade, borrow, save, invest				
	Compare the value of goods and services				
D.8.3	Identify and explain supply, demand, production, exchange, and consumption				
	Identify and explain labor, wages, and capital				
D.8.3	Identify and explain inflation and deflation				
	Identify and explain market economy and command economy				
	Identify and explain public and private goods and services				
D.8.4	Describe Wisconsin's role in national and global economics				
D.8.5	Describe how investments affect standard of living and quality of life				
D.8.6	Describe how government provides for national defense				
	Describe how government provides for health, safety, and environment				
	Describe how government provides for defense of property rights				

5TH - 8TH SOCIAL STUDIES TOPICS

	Describe how government provides for the maintenance of free and fair market activity				
D.8.7	Identify and explain various viewpoints concerning economic activities (taxation, unemployment, inflation, the national debt, and the distribution of income)				
D.8.8	Identify the acquisition and distribution of natural resources, and their impact on trade and economic patterns				
D.8.9	Explain issues faced by new businesses				
D.8.10	Explain how productivity and market value affect earning power				
D.8.11	Identify the economic roles of institutions (corporations, banks ...)				
D.8.12	Describe how personal decisions have global impacts				
E	THE BEHAVIORAL SCIENCES	5	6	7	8
E.8.1	Explain and illustrate different influences on individual learning				
E.8.2	Give examples to explain and illustrate different factors that contribute to individual identity and development				
E.8.3	Describe the ways in which different cultures influence everyday life				
E.8.4	Describe and explain social continuity and change within a community				
E.8.5	Describe and explain the means by which secular and religious groups and institutions meet the needs of individuals and societies				
E.8.6	Describe and explain the influence of status, ethnic origin, race, religion, gender, and age on the interactions of individuals				
E.8.7	Identify and explain examples of bias, prejudice, and stereotyping and their contribution to conflict in society				
E.8.8	Describe the influence of media on individuals and groups				
E.8.9	Give examples of the cultural contributions of groups in				

5TH - 8TH SOCIAL STUDIES TOPICS

	Wisconsin, the United States, and the world				
E.8.10	Explain how culture can further global understanding or cause misunderstanding				
E.8.11	Explain and give examples how beliefs and practices may lead to conflict among people				
E.8.12	Describe conflict resolution and peer mediation strategies				
E.8.13	Compare and contrast artistic expressions from several different cultures				
E.8.14	Describe cooperation and interdependence among individuals, groups, and nations				

9TH - 12TH SOCIAL STUDIES TOPICS

A	GEOGRAPHY	9	10	11	12
A.12.1	Use Atlases to understand physical attributes				
	Use Atlases to describe human attributes (demographics, birth and death rates, doubling rates, emigration, immigration)				
A.12.2	Analyze information generated from a computer about a place (statistical sources, aerial and satellite images, and three-dimensional models)				
A.12.3	Construct mental maps of the world and the world's regions				
A.12.4	Analyze the short-term and long-term effects that major changes in population				
A.12.5	Illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns				
A.12.6	Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world				
A.12.7	Analyze the distribution of products among global markets and the movement of people among regions of the world				
A.12.8	Identify the world's major ecosystems				
	Analyze how different economic, social, political, religious, and cultural systems have adapted to the ecosystem				
A.12.9	Identify and analyze cultural factors, such as human needs that influence the design of places				
A.12.11	Analyze the effect of cultural ethics and values on scientific and technological development				
A.12.12	Assess the advantages and disadvantages of selected land use policies				
A.12.13	Analyze conflict and cooperation in the establishment of cultural regions and political boundaries				
A.12.14	Identify the influence of the theory of evolution in Geography				
A.12.15	Compare and contrast the effects of the Biblical flood with the theory of evolution regarding the formation of the earth				

9TH - 12TH SOCIAL STUDIES TOPICS

B	HISTORY	9	10	11	12
B.12.1	Explain different points of view on the same historical event using data gathered from various sources				
B.12.2	Analyze primary and secondary sources related to a historical question				
B.12.3	Analyze significant historical periods and the relationships among them				
B.12.4	Assess the validity of different interpretations of significant historical events				
B.12.5	Gather various types of historical evidence form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments				
B.12.6	Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States				
B.12.7	Identify major works of art produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created				
	Identify major works of literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created				
B.12.8	Recall, select, and explain the significance of important people, their work, and their ideas				
B.12.9	Select significant changes caused by technology, industrialization, urbanization, and population growth				
B.12.10	Select instances of scientific, intellectual, and religious change in various regions of the world and discuss the impact those changes had on beliefs and values				
B.12.11	Analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war				
B.12.12	Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes				
B.12.13	Analyze examples of ongoing change within and across cultures				
B.12.14	Explain the origins, central ideas, and global influence of religions				

9TH - 12TH SOCIAL STUDIES TOPICS

B.12.15	Identify a historical or contemporary event in which a person was forced to take an ethical position and explain the issues involved				
B.12.16	Describe the purpose and effects of treaties, alliances, and international organizations				
B.12.17	Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved				
B.12.18	Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination				
C	POLITICAL SCIENCE AND CITIZENSHIP	9	10	11	12
C.12.1	Describe their dual-citizenship in God's world and man's world				
C.12.2	Analyze the implications of certain rights and responsibilities of citizens				
C.12.3	Describe how different political systems define and protect individual human rights				
C.12.4	Trace how legal interpretations have changed and evolved over time				
C.12.5	Explain the multiple purposes of democratic government				
	Analyze historical and contemporary examples of the tensions between those purposes				
	Illustrate how governmental powers can be acquired, used, abused, or legitimized				
C.12.6	Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice				
C.12.7	Identify and analyze federalism and the separation of powers				
C.12.8	Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior				
C.12.9	Locate, organize, analyze, and use information from various sources				
C.12.10	Identify and evaluate the means through which advocates influence public policy				
C.12.11	Evaluate the ways in which public opinion can be used to influence and shape public policy				

9TH - 12TH SOCIAL STUDIES TOPICS

C.12.12	Explain the United States' relationship to other nations and its role in international organizations				
C.12.13	Describe and evaluate ideas of how society should be organized and political power should be exercised				
C.12.14	Explain and analyze how different political and social movements have sought to mobilize public opinion				
C.12.15	Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution				
C.12.16	Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women				
D	ECONOMICS	9	10	11	12
D.12.1	Describe proper stewardship				
D.12.2	Explain how decisions about spending and production are made				
	Explain how governments determine the nation's levels of income, employment, and prices				
D.12.3	Use basic economic concepts to compare and contrast local, regional, and national economies across time and at the present time				
D.12.4	Analyze and evaluate the role of Wisconsin and the United States in the world economy				
D.12.5	Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national				
	Explain and evaluate the effects of new technology, global economic interdependence, and competition on the lives of individuals and families in the United States and the world				
D.12.6	Explain how federal budgetary policy and the Federal Reserve System's monetary policies influence the economy				
D.12.7	Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world				
D.12.8	Compare, contrast, and evaluate different types of economies				
D.12.9	Explain the basic characteristics of international trade				
D.12.10	Explain the operations of common financial instruments (such as stocks and bonds) and financial institutions				

9TH - 12TH SOCIAL STUDIES TOPICS

D.12.11	Analyze a competitive market system				
D.12.12	Explain how interest rates are determined				
D.12.13	Compare and contrast how values and beliefs influence decisions in different economic systems				
D.12.14	Describe and explain global economic interdependence				
D.12.15	Analyze the economic roles of institutions				
E	THE BEHAVIORAL SCIENCES	9	10	11	12
E.12.1	Summarize research that helps explain how the brain's structure and function influence learning and behavior				
E.12.2	Explain how factors contribute to individual identity and development				
E.12.3	Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities				
E.12.4	Analyze the role of economic, political, educational, familial, and religious institutions				
E.12.5	Describe the ways cultural and social groups are defined				
E.12.6	Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures				
E.12.7	Use scientific methods to assess the influence of media on people's behavior and decisions				
E.12.8	Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups				
E.12.9	Defend a point of view related to an ethical issue				
E.12.10	Describe a particular culture as an integrated whole				
E.12.11	Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices				
E.12.12	Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination				
E.12.13	Compare the ways in which a universal theme is expressed artistically in three different world cultures				
E.12.14	Use the research procedures and skills of the behavioral sciences to develop an informed position on an issue				
E.12.15	Identify the skills needed to work effectively alone, in groups, and in institutions				

9TH - 12TH SOCIAL STUDIES TOPICS

E.12.16	Identify and analyze factors that influence a person's mental health				
E.12.17	Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism				