

Techniques in Elementary School - Social Studies. EDUC 324

Section 3 (ECE Majors)

“If our world is to face up to the great threat looming over it, we must find within ourselves the strength for a new type of global responsibility. The climate of multi-cultural coexistence if it can be created, could be the first expression of this new responsibility, and could at the same time provide a proper environment for its development” (Selected from the speech of Vaclav Havel 1994, 1997)

Class Hours: Monday & Tuesdays: 3. 30 – 4.45 (CPS 230)

Taught by: Dr. Oluyomi A. Ogunnaike

Office: Room 448-CPS Building

Office Hours: Tuesday & Wednesday, 1-2; & by appointment

Phone: 715 - 346 – 4742 email: oogunnai@uwsp.edu

COURSE TEXTS:

- ❖ Parker, W.C. (2009). *Social Studies in Elementary Education*. 14th ed. Columbus, Ohio: Merrill.
- ❖ Wisconsin Department of Public Instruction (1998). *Wisconsin’s Model Academic Standards for Social Studies*. Madison, Wisconsin. DPI

Others: Social Studies Thematic Strands - www.socialstudies.org

Course Description: This course examines historical perspectives and instructional strategies for teaching social studies in grades PreK-3. As learners and teachers, pre-service teachers enrolled in this course will examine, prepare, and present their perspectives on globalization, history, geography, politics and other social studies constructs. As the pre-service teachers construct their knowledge and understanding of social studies, they, in turn, will guide young learners in early childhood grades to do likewise. The ultimate goal of this course is to support the pre-service teachers’ efforts in teaching social studies to a community of learners in early childhood education classrooms.

Essential Qs:

- a. *What is Social Studies? Why is Social Studies relevant in the early childhood classroom?*
- b. *How do we make Social Studies an essential component of EC curricula in early childhood classrooms?*

Enduring Understandings: The student will understand that:

1. Social studies, on one hand, involve the study and acquisition of knowledge about the history, geography, economics and sociology of societies worldwide; and on the other hand, teaches what it takes to be an informed citizen of a society.
2. Social studies provides - (i) a fundamental knowledge about differences and similarities about people, places, and interactions; (ii) how and where people live, work, (iii) current news and other significant events locally and globally.
3. Through children’s literature, hands-on community projects, studying current news, using and creating visuals - time lines, charts, maps, and graphs, social studies can be successfully implemented in early childhood classrooms.

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Learning Outcomes:

- Students will be able to identify and describe the people, history, culture, geography, politics, and the government of at least one country from each of the following continents – Africa, Europe, South America, & Asia
- Students will create a Sensory Box on an assigned country that consists of several artifacts reflective of behavioral sciences, history, government, geography, and politics of that country.
- Students will create specific hands-on learning activities that integrate Social Studies Strands in exploring at least 3 Disciplines of Social Studies for learners in early childhood classrooms.

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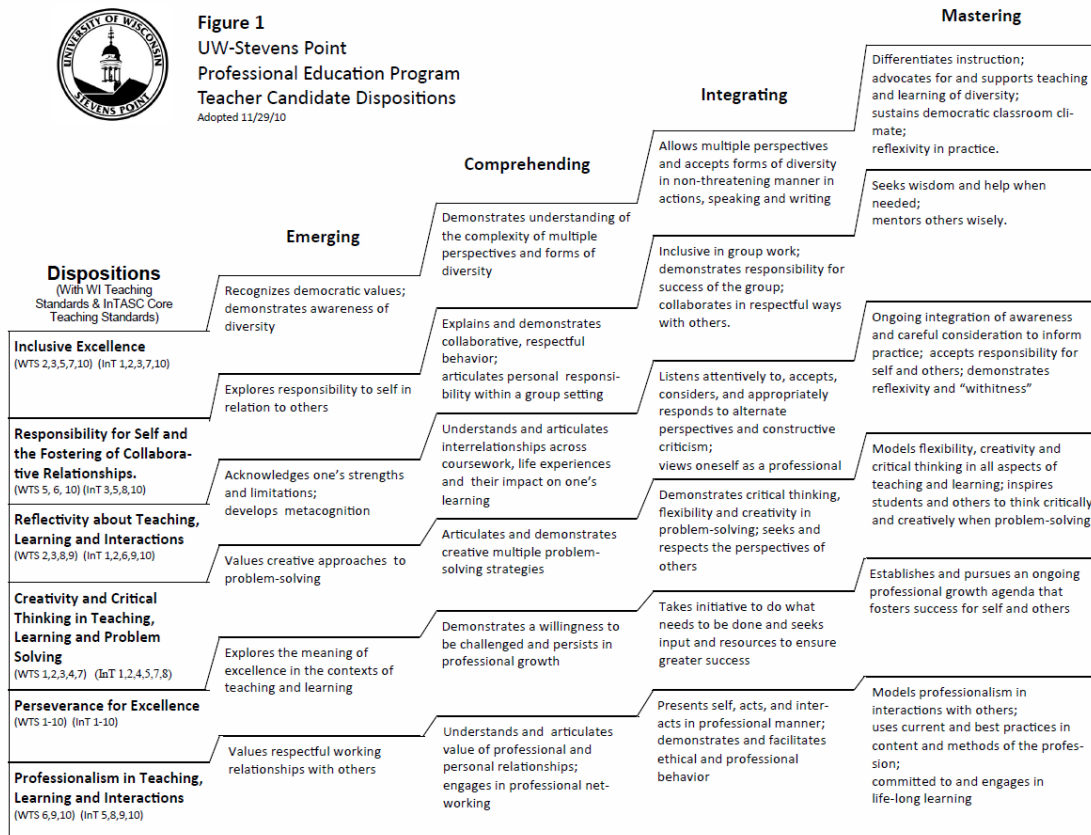
Dispositions

The School of Education in 2010 adopted the Professional Educational Program Teacher Candidate Dispositions (please see the attachment). Dispositions are an integral facet of professional preparation and influence one success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions. Should the need arise; a tiered-approach is available and individualized to individual students.

InTASC 10:

-The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (Disposition).

-The teacher embraces the challenge of continuous improvement and change (Disposition).



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UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

***PLEASE NOTE:**

1. Wisconsin Model Academic Standards (Social Studies) are included in this syllabus
2. The InTASC Standards covered in this course can be found in a different document. It can be accessed on D2L.

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POLICY & ASSIGNMENTS:

Safe Learning Environment:

The School of Education strives to honor the uniqueness of all learners. I am dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

This course is a Safe Zone. I will not condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

Attendance & Participation: Integrity Policy

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations, I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that is not your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I do not expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

1a. Attendance Each student is advised to attend class regularly. Your attendance, discussion, and reflections count toward your final grade. *Attendance will be taken regularly during class.*

1b. Participation: Weekly Sharing of News OR/and Information on Chosen Country or Region: Depending on the activities scheduled for class meetings, we will begin or end class with a Group sharing on NEWS/INFORMATION about the following SS Disciplines throughout the semester:

- **Current events,**
- **Behavioral Sciences - cultural news**
- **History,**
- **Geography,**
- **Economics**

Groups will take turns, weekly, in sharing information/news about ONE of these disciplines. See OUTLINE OF READINGS in this document for specifics.

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A total of **30 points** can be earned for class attendance & participation.

✚ Assignment (see Assignment Pamphlet for detail)

Essential Requirements for Assignments:

- ✓ **Materials:** Complete all assignments by using designated Rubrics and Forms.
- ✓ **Format:** All assignments must be typed in double-space format.
- ✓ **Grammar:** Past Tense, Accurate Spelling,
- ✓ **Submission:** Submit all assignments promptly.
- ✓ **Late Work Policy:** I expect you to complete all assignments on time. Late submissions will not be accepted.

Summary of Assignments

- A. Each group will choose from the following **Continents** and decide on a country of focus:
- **Africa = 2/12**
 - **Europe=2/20**
 - **North America= 2/27**
 - **South America = 3/6**
- I. Weekly Sharing of News OR/and Information on Chosen Country or Region: Depending on the activities scheduled for class meetings, we will begin or end class with a Group sharing session on NEWS/INFORMATION about the following SS Disciplines throughout the semester:
- **Current events,**
 - **Behavioral Sciences - cultural news**
 - **History,**
 - **Geography,**
 - **Economics**
- II. INTERWOVEN ASSIGNMENTS:
- ✓ Choose a COUNTRY: Based on A, groups will choose ONE country from assigned continent to focus on for the entire semester
 - ✓ "Take Us on a Trip": Hands – On Presentation on the country. Each group will prepare a Hands-on learning experience called "Take Us on a Trip" to the chosen country. The group will prepare & present factual information about the following regarding the country:
 - **Location, Weather, Currency, Time**
 - **People, Culture, Food,**
 - **Government & Politics,**
 - **Economics & Geography**
 - **Educational System**

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Prepare hands-on activities on any 3 of the above STRANDS to enrich our understanding of that country. More information that includes dates, format, & more will be shared in class. MAKE the trip ENJOYABLE. **(40points)**.

- ✓ Group Professional Development Project: Artifact or Sensory Box. In a BOX - e.g. well decorated shoebox or other small box, Groups will prepare and provide artifacts reflective of 5 Discipline areas of Social Studies on the CHOSEN country. Groups will prepare a Paper that describes (i) Discipline represented by artifact; (ii) How artifacts address the WI Model Academic Standards for Social Studies; (iii) How artifacts can be used to teach social studies in ECE classrooms. **(50 points)**.
- Group Preparation of a Lesson Plan Based on a Social Studies Textbook or on Children's Literature (Culture, Global Connections): Each group will prepare and share a Lesson Plan based on a Social Studies Text OR Children's book about the chosen country/region. **(30 points)**.
- Final Project: Final Unit Plan on Country: - Comprehensive Unit Plan on the Country of Focus; Details TBA / shared during the semester. Worth = **30 points**

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EDUC 324: Assignments and Grading Outline

Assignments	**Due Dates	Where	Points & <i>InTASC Standards</i>
Weekly News: Current Ev. Behavioral Sciences/Cultural History Geography Economics	1/30 2/12 2/20 2/27 3/6	Class presentations	20 points #4, #5, #7
“Take us on a Trip” Class Presentation on Country =====	Class presentations	D2L Summary of work is due Friday after presentation	40 points # 1, #2, #3, #4, #5, #6, #7, #8
Africa Europe North America South America	<u>2/12</u> <u>2/20</u> <u>2/27</u> <u>3/6</u>		
Lesson Plan	3/5	Class presentation	30 points # 1, #2, #3, #4, #5, #6, #7, #8
Professional Development Project (Artifact /Sense Box)	3/12 - 3/19	Box- Dr. O in class D2L: Paper & Rubric	50 points #4, #5, #7, #8
Comprehensive /Final Unit Plan	3/20	D2L on 3/23	30 points # 1, #2, #3, #4, #5, #6, #7, #8, #10
Attendance/Participation			30 points
TOTAL			<u>200 points</u>

**** Due Dates are SUBJECT TO CHANGE**

GRADING OUTLINE

190-200 = A
180-189 = A-
170-179 = B+
160-169 = B
150-159 = B-
140-149 = C+
130-139 = C
120-129 = C- (failing grade)

Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course

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COURSE OUTLINE (Tentative & subject to change)

Readings– *Parker; D2L Notes, & WI's Model Academic Standards for Social Studies*

ALL STUDENTS: Print Strands/themes from www.socialstudies.org/standards/strands

*Notes are available for your use on D2L

<u>Date</u>	<u>Readings</u>	<u>Class Activities</u>	<u>Assignments Due</u>
1/22 Mon Course introduction		- Form Groups: <i>Norms, Expectations, Rep Choices: Continent, Strands, Grade</i> - Assignments & documents	-Read Text chap 1 for next class
1/23 Tue -What is Social Studies	All Groups READ: - Text: Chapter 1: <i>What & Why of Social Studies Education</i> -Group assigned Thematic Strands from www.socialstudies.org/standards/strands	Group 1 facilitates discussion of i. Purpose of Social Studies Education ii. Thematic Strands & e.gs of themes & EC grades	<u>Purpose of SS:</u> <i>Social Understanding Civic Competence</i> <i>Groups – use DPI Standards Chart to review readings for 1/29</i>
1/29 Mon -Social Studies Standards	All Groups READ: Chap 8 - Planning Units, Lessons, & activities - Assigned WI Model Academic Standards [check Syllabus; or online]	Group 2 facilitates discussion of -DPI Standards- Group assigned -Connections to Teaching	<i>Check newspapers or websites on country's <u>Current Events</u></i> <i>Use Form to Review these news</i> <i>Bring to next class</i>
1/30 Tue Teaching/Learning Resources -Weekly News on Current Events	All Groups READ: Chap 9 -Five Great Teaching Strategies Group Presentations - Current Events	Group 3 facilitates discussion of -Teaching Strategies - News on <u>Current Events</u> on chosen COUNTRY	Dr. O will email materials for IMC visit along with a <i>Sample of Lesson Plan</i> <i>Ask – Class to vote on field trip to IMC</i>
2/5 Mon <u>IMC Tour</u> -Social studies textbooks as an instructional resource -Curriculum /Lesson planning	Visit to the IMC: [CHECK with students –] -Dr. O's Sample of Lesson Plan on Community -Qs on IMC Resources -Chart on Resources	Learn about: <u>Social Studies Resources</u> : Text, books, children's lit -Create: Rough Draft of a lesson plan <u>based on a Social Studies textbook or children's Literature</u> on chosen country -Discuss: Strengths & limitations of types of resources	<i>Dr. O to discuss <u>Take us on a Trip</u> assignment with first group to present</i> *If Time permits, we will discuss the IMC tour

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Dates	<i>Readings</i>	Class Activities	Assignments
<p>2/6 Tue</p> <p><u>FOCUS on DPI Standards</u></p> <p>-Behavioral Sciences</p> <p>-Cultural Studies</p>	<p>FOCUS on BEHAVIORAL SCIENCES/CULTURAL STUDIES</p> <p>A. All groups READ</p> <p>i. <u>Behavioral Science Standard (E)</u> of WI Academic Model Standards</p> <p>ii. Text -pp. 156-160 &</p> <p>B. Connect to STRANDS</p> <p>-Culture</p> <p>-People Places, Environment</p> <p>-Individual Development & Identity;</p> <p>-Individual Groups & Institution</p>	<p>Group 4 bring a book & facilitates discussion of</p> <p>i. Behavioral Sciences</p> <p>ii. Connection to Strands (groups assigned to these standards guide the discussion)</p>	<p>Check newspapers or websites on <u>Behavioral Sciences & Cultural News</u></p> <p>Use Form to Review these news</p> <p>Bring to next class</p>
<p>2/12 Mon</p> <p>Weekly News on Behavioral Sciences & Cultural news</p> <p>-Take us on a Trip</p>		<p>Grp 1 facilitates</p> <p>-Review of News on Behavioral Sciences & Cultural news</p> <p>-Take us on a trip</p>	<p>“Take us on a Trip”</p> <p>Summary DUE into D2L on <u>Friday, 2/16</u></p>
<p>2/13 Tues</p> <p><u>FOCUS on DPI Standards</u></p> <p>History</p>	<p>Chap 4: History, Geography, and Social Sciences</p> <p>A. All groups READ</p> <p>-<u>History</u> Standard [B] of WI Academic Model Standards</p> <p>-Text: p. 117-138</p> <p>B. Connect to STRANDS</p> <p>- Time, Continuity & Change</p> <p>-Global Connections</p>	<p>Group 2 bring a book & facilitates discussion of</p> <p>-History</p> <p>- Connection to Strands (groups assigned to these standards guide the discussion)</p> <p>DISCUSS LESSON PLAN assignment</p>	<p>Check newspapers or websites on <u>History</u></p> <p>Use Form to Review these news</p> <p>Bring to next class</p>

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<u>Date</u>	<u>Readings</u>	<u>Class Activities</u>	<u>Assignments Due</u>
<p>2/20 Tue</p> <p>-Weekly News on HISTORY</p> <p>-Take us on a Trip</p>		<p>Grp 2 facilitates</p> <p>-Review of News on History</p> <p>-Take us on a trip</p>	<p><i>“Take us on a Trip”</i></p> <p>Summary DUE into D2L on <u>Friday, 2/23</u></p>
<p>2/26 Mon</p> <p>FOCUS on DPI Standards</p> <p>GEOGRAPHY</p>	<p>Chap 4: History, Geography, and Social Sciences</p> <p>A. All groups READ</p> <p>-<u>Geography</u> Standard [A] of WI Academic Model Standards</p> <p>-Text: p. 139 -145</p> <p>B. Connect to STRANDS</p> <p>- <i>People, Places, Environment</i></p> <p>-<i>Global Connections</i></p>	<p>Group 3 bring a book & facilitates discussion of</p> <p>-Geography</p> <p>- Connection to Strands (<i>groups assigned to these standards guide the discussion</i>)</p>	<p><i>Check newspapers or websites on <u>Geography</u></i></p> <p><i>Use Form to Review these news</i></p> <p><i>Bring to next class</i></p>
<p>2/27 Tue</p> <p>-Weekly News on GEOGRAPHY</p> <p>-Take us on a Trip</p>		<p>Grp 3 facilitates</p> <p>-Review of News on Geography</p> <p>-Take us on a trip</p>	<p><i>“Take us on a Trip”</i></p> <p>Summary DUE into D2L on <u>Friday, 3/2</u></p>
<p>3/5 Mon</p> <p>WORK DAY</p> <p>Discussion on Sensory Box & Paper</p>	<p>Read descriptions of assignments</p>	<p>Presentation of Lesson Plans in class</p>	

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<u>Date</u>	<u>Readings</u>	<u>Class Activities</u>	<u>Assignments Due</u>
3/6 Tue Weekly News <u>-Economics</u> Take us on a Trip		Grp 4 facilitates <i>-Review of News on Economics,</i> <i>-Take us on a trip</i>	
3/12 Mon -Economics -Current Events	A. All groups Read -Economics section [D] in WI Academic Model Standards -TEXT: (i) Chap 6: Current Events & Public Issues (ii) Chap 4 p. i. pp. 147 – 151 on Economics B. Connect to STRANDS <i>- Production, Distribution, & Consumption</i> <i>-Science, Technology, & Society</i>	Group 4 bring a book & facilitates discussion of -Economics & Current Events - Connection to Strands (<i>groups assigned to these standards guide the discussion</i>)	
3/13 Tues -Political Science & Citizenship	A. All groups Read -Political Science & Citizenship [A] in WI Academic Model Standards TEXT: - Chap 3: Democratic Citizenship - Chap 4: p. 145-147 B. Connect to STRANDS <i>-Power, Authority & Governance</i>	Group 1 bring a book & facilitates discussion of -Political Science & Citizenship	Sensory Box – Dr. O -Paper & Rubric– D2L
3/19 NO CLASS			Sensory Box – Dr. O -Paper & Rubric– D2L
3/20 Final Unit Presentation			3/23 -Unit Plan due to D2L -One per group

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EDUC 324 Suggested Internet Resources

- www.TeachingK-8.com/
- www.tolerance.org
- www.educationworld.com/standards/national/
- www.atozteacherstuff.com
- <http://www.nationalgeographic.com/>
- <http://www.socialstudies.org/>
- <http://www.socialstudiesforkids.com/>
- <http://www.socialstudies.org/resources/notable>

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Wisconsin Model Academic Standards for Social Studies Introduction

I know of no safe depository of the ultimate powers of the society but with the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take power from them, but to inform their discretion through instruction. -Thomas Jefferson (1820)

In order to ensure our survival as a free nation, students at all grade levels in Wisconsin are required to learn about the principles and ideals upon which the United States is founded and understand the world in which they live.

Definition of Social Studies

"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 vice versa), and the ways to practice good citizenship. Social studies helps young people develop the knowledge and skills necessary to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.

Knowledge and Skills

Students at all levels should develop skills and understandings in all five strands found in the Wisconsin content standards for social studies. These skills and understandings are embedded in the performance standards. The curriculum in elementary and middle schools establishes the foundation for the entire social studies program. Without this foundation, students cannot develop the attitudes nor acquire the knowledge and skills necessary to participate in a democratic society and understand an increasingly complex world. It is also important to recognize that the designated levels, by grade four, by grade eight, and by grade twelve, lead students to higher and deeper levels of knowledge and skills as they progress through school.

Connections in Social Studies

The organization of these standards allows the social studies curriculum to be developed as separate disciplines or in an integrated course. In elementary, and middle and junior high schools, the five strands of social studies are usually integrated in a time during the day called "social studies." In high schools, the social studies courses are given names such as United States History, Geography, Global Studies, World History, Economics, Civics, Social Studies, Current Events, Sociology, Psychology, and so on. Courses with these names might include performance standards from one, several, or all of the social studies strands.

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Content Standard: Social Studies, Standard A – Geography (People, Places, and Environments)

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

Rationale:

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

Performance Standards (Grade 4): Social Studies, Standard A – Geography

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

- A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface
- A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders
- A.4.3 Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges
- 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

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Content Standard: Social Studies, Standard B – History (Time, Continuity, and Change)

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

Rationale:

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

Performance Standards (Grade 4): Social Studies, Standard B – History

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 American Indian tribes and bands in Wisconsin

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Content Standard: Social Studies, Standard C – Political Science and Citizenship (Power, Authority, Governance, and Responsibility)

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

Rationale

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

Performance Standards (Grade 4): Social Studies, Standard C – Political Science and Citizenship

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

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

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

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

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

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Content Standard: Social Studies, Standard D – Economics (Production, Distribution, Exchange, Consumption)

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

Rationale

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

Performance Standards (Grade 4): Social Studies, Standard D – Economics

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

- D.4.1 Describe and explain of the role of money, banking, and savings in everyday life
- D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game)
- D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin
- D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient
- D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)
- D.4.6 Identify the economic roles of various institutions, including households, businesses, and government
- D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world

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Content Standard: Social Studies, Standard E – Behavioral Science (Individuals, Institutions, and Society)

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

Rationale

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

Performance Standards (Grade 4): Social Studies, Standard E – Behavioral Science

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 and institutional 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 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 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

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