

*“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 208)**

**Taught by:** Dr. Oluyomi A. Ogunnaike

**Office:** Room 448-CPS Building

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

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### **COURSE TEXTS:**

- ❖ Parker, W.C. (2009). *Social Studies in Elementary Education*. 14<sup>th</sup> 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](http://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, teach what it takes to be an informed citizen of a society.
2. Social studies provide - (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.

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 thematic concepts in early childhood grades.

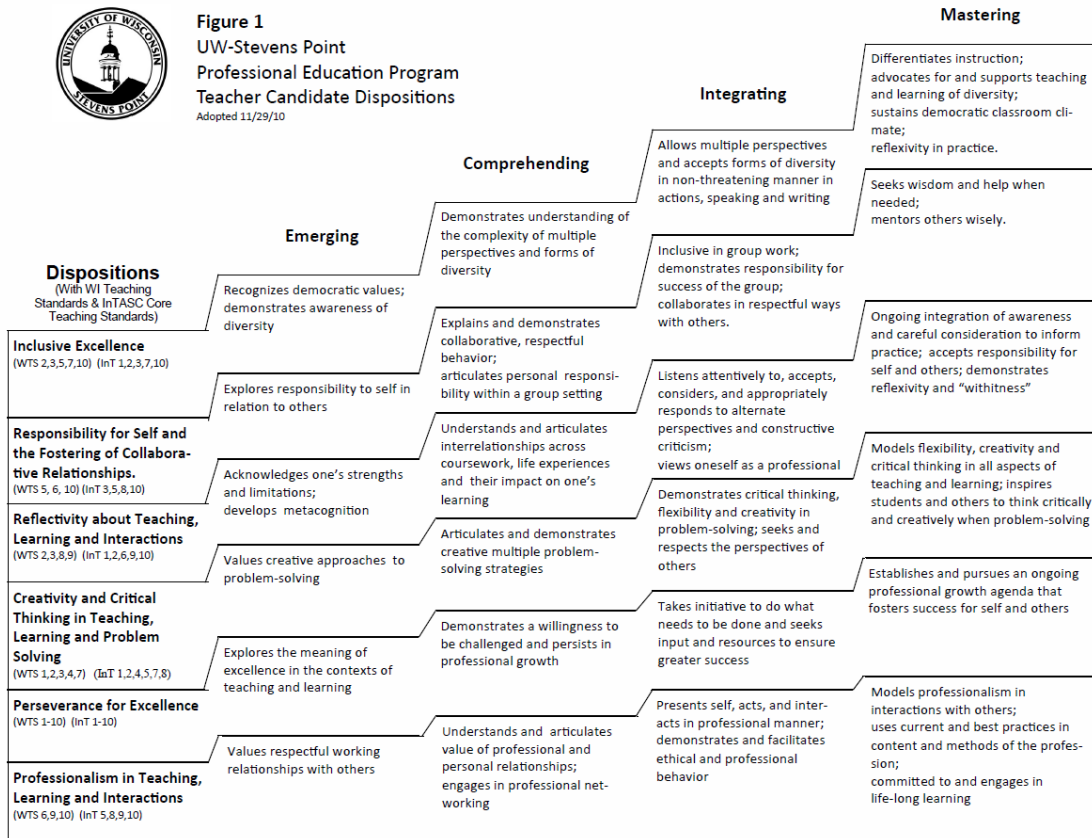
## Dispositions

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).*



### **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 6<sup>th</sup> floor of the Learning Resource Center (the Library). You can also find more information here:

<http://www4.uwsp.edu/special/disability/>.

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### **\*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.

### **EDUC 324 Suggested Internet Resources**

- [www.educationworld.com/standards/national](http://www.educationworld.com/standards/national);
- [www.atozteacherstuff.com](http://www.atozteacherstuff.com);
- <http://www.socialstudies.org/>
- [http://www.papertigers.org/resources/country\\_index.html](http://www.papertigers.org/resources/country_index.html)

## **POLICY & ASSIGNMENTS:**

### Attendance & Participation

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

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

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

Weekly, groups will share information about designated Social Studies disciplines. See OUTLINE OF READINGS in this document for detail. A total of **50 points** can be earned for class attendance & participation.

### Assignment (see Assignment Pamphlet for detail)

#### **Essential Requirements for Assignments:**

- ✓ **Rubrics & Forms:** 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 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, =2/16**
  - **Asia =2/23**
  - **Australia= 3/1**
  - **South America or Eastern Europe = 3/8**
- I. Weekly Sharing of News OR/and Information on Chosen Country or Region: Weekly, groups will share information about designated Social Studies disciplines from their country of choice. These weekly discussions will focus on the Discipline-focused information and activities scheduled for class meetings on TUESDAYS.
- **Current events,**

- Behavioral Sciences - cultural news
- History,
- Geography,
- Economics

## II. INTERWOVEN ASSIGNMENTS:

- ✓ Choose a COUNTRY: Based on A, groups will choose ONE country to focus on for the entire semester [e.g. Morocco (**North Africa**) or Russia (**Eastern Europe**)]
- ✓ Hands – On “Take Us on a Trip to your Country” Presentation: 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,
  - People, Culture, Food,\*
  - Government & Politics, \*
  - Economics,
  - Educational System \*

Prepare hands-on activities on the THREE (\*) 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 for your Early Childhood grade. **(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) Disciplines represented by artifacts (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 & Presentation of a Lesson Plan Based on a Social Studies Textbook or on Children’s Literature: Each group will prepare and share a Lesson Plan based on a Social Studies Text/Library resource OR Children’s book based on the chosen country/region. **(30 points)**. **These lesson plans will be prepared and shared in class**
- Final Project: Comprehensive Unit Plan on Country: - Comprehensive Unit Plan on the Country of Focus; Details TBA / shared during the semester. Worth = **30 points**

**EDUC 324: Assignments and Grading Outline**

Assignments	Due Dates	Where	Points & <i>InTASC Standards</i>
<b>Weekly News:</b> Current Ev. Behavioral Sciences/Cultural History Geography Economics	2/2 2/16 2/23 3/1 3/8	Class presentations	<b>40 points</b> #4, #5, #7
<b>“Take us on a Trip”</b> Class Presentation on Country =====		Class presentation	<b>40 points</b> # 1, #2, #3, #4, #5, #6, #7, #8
Africa	<u>2/16</u>		
Asia	<u>2/23</u>		
Australia	<u>3/1</u>		
South America OR Eastern Europe	<u>3/8</u>		
<b>Lesson Plan</b>	2/22	Class presentation	<b>30 points</b> # 1, #2, #3, #4, #5, #6, #7, #8
<b>Professional Development Project</b> (Artifact /Sense Box)	2/27-3/7	Box- Dr. O in class  D2L: Paper & Rubric	<b>50 points</b>  #4, #5, #7, #8
<b>Comprehensive Unit Plan</b>	3/15 D2L -3/18	Class presentation -3/15 D2L -3/18	<b>30 points</b>  # 1, #2, #3, #4, #5, #6, #7, #8, #10
Attendance/Participation			<b>50 points</b>
TOTAL			<u>200 points</u>

**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)

**COURSE OUTLINE** (Tentative & subject to change)

Readings– Parker; & WT’s Model Academic Standards for Social Studies

<u>Date</u>	<u>Readings</u>	<u>Class Activities</u>	<u>Assignments Due</u>
1/25 Mon  Course introduction		-Form Groups -Groups choose: Country /Region; Discuss Course: -Expectations; -Assignments & documents	-Read Text chap 1 -Visit website, click on <i>Thematic Strands</i> Print & Read, Bring to Class on 1/26
1/26 Tue  -What is Social Studies	All Groups READ:  =Text (PARKER) <b>Chapter 1: What &amp; Why of Social Studies Educ.</b> =Thematic Strands Read & Print themes from <a href="http://www.socialstudies.org/standards/strands">www.socialstudies.org/standards/strands</a>	Discuss :  i. Purpose of Social Studies Education  ii. Thematic Strands & e.gs of themes & EC grades	
2/1 Mon  -Social Studies Standards	All Groups READ:  <b>Chap 8 - Planning Units, Lessons, &amp; activities</b>	Discuss:  -Social Studies Resources -Teaching Ideas	
2/2 Tue Teaching & Learning Resources -Weekly News on Current Events	All Groups READ:  - WI Model Academic Standards [check Syllabus; or online]  <b>-Group Presentations - <u>Current Events</u></b>	Groups Share News on <u>Current Events</u> on chosen COUNTRY	Be sure that everyone has materials for IMC visit
2/8 Mon  -Behavioral Sciences  -Cultural Studies	= Thematic Strands: Grp 1- <b>Culture, -People Places, Env</b> Grp 3 <b>Indiv Devpt &amp; Identity; Indiv Grps &amp; Instit.</b> <a href="http://www.socialstudies.org/standards/strands">www.socialstudies.org/standards/strands</a>  Grp 2: <b>Text:</b> pp. 154-160 and Behavioral Science <b>section</b> of WI Academic Model Standards. Find children’s book on “ <u>family</u> ” on how to teach Beh. Sciences/ Cultural Studies	-Groups 1 & 3 share readings  -Grp 2 summarize Standards & share what was read & book  Identify MAJOR strands in Behavioral Sciences & Culture	<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

**COURSE OUTLINE** (Tentative & subject to change)



Dates	Readings	Class Activities	Assignments
<p><b>2/9 Tue</b> <u>IMC Tour</u></p> <p>-Social studies textbooks as an instructional resource</p> <p>-Curriculum /Lesson planning</p>	<p>Visit to the IMC:</p> <p>-Dr. O's Sample of Lesson Plan on Community</p> <p>-Qs on IMC Resources</p> <p>-Chart on Resources</p>	<p>Learn about:</p> <p><u>Social Studies Resources:</u> Text, books, children's lit</p> <p>Create: <u>Rough Draft of a lesson plan based on a Social Studies textbook</u> or children's Literature on chosen COUNTRY</p>	
<p><b>2/15 Monday</b></p> <p>History</p>	<p>PARKER Text: ALL Groups</p> <p>Chap 4: <b>History</b>, Geography, and Social Sciences (focus on History)</p> <p><b>GROUP READINGS:</b></p> <p><b>-Grp 1</b> – (i) Read p. 117-138 &amp; bring a book on how to teach History; (ii) <u>History</u> section <i>in</i> WI Academic Model Standards</p> <p><b>-Groups 2 &amp; 3:</b> Thematic Strands: <b>-(a) Time, Continuity, &amp; Change, (b) Global Connections</b> - <a href="http://www.socialstudies.org/standards/s/trands">www.socialstudies.org/standards/s/trands</a></p>	<p>Grp 1 share what was read, book, &amp; Standards</p> <p>-Grp 2 share thematic strands</p> <p>-Grp 3 summarize Standards</p> <p>ALL Identify MAJOR strands in History</p>	
<p><b>2/16 Tue</b></p> <p>-Weekly News on Behavioral Sciences &amp; Cultural news</p> <p>-Take us on a Trip</p>		<p>Groups Share News on Behavioral Sciences &amp; Cultural news</p> <p>Group -Take us on a trip (<b>African country</b>)</p>	<p><i>"Take us on a Trip"</i></p> <p>Summary Paper after including reflections.</p>

**COURSE OUTLINE (Tentative & subject to change)**

<u>Date</u>	<u>Readings</u>	<u>Class Activities</u>	<u>Assignments Due</u>
<p><b>2/22 Mon</b></p> <p>Geography</p>	<p>PARKER Text: ALL read</p> <p><b>Chap 4:</b> History, <b>Geography</b>, and Social Sciences &amp;</p> <p><b>GROUP READINGS:</b>  <b>Grp 3</b> –(i) p. 139 -145 of Text &amp; bring a book on how to teach Geography                      (ii)<b>Geography</b> section in WI Academic Model Standards</p> <p>Thematic Strands:  <b>Grp 1 - Global Connections</b>  <b>Grp 2- People, Places, Environment</b>  <a href="http://www.socialstudies.org/standards/strands">www.socialstudies.org/standards/strands</a></p>	<p>Group 3-share what was read &amp; the children’s book</p> <p>-Grps1 &amp; 2 share Strands</p> <p>ALL: Identify MAJOR strands in Geography</p>	<p>Groups SHARE - Lesson Plan on Text or Children’s Book-</p>
<p><b>2/23 Tue</b></p> <p>-Weekly News on HISTORY</p> <p>-Take us on a Trip</p>		<p>Groups Share News on <u>History</u></p> <p>Group -Take us on a trip (<b>Asia</b>)</p>	<p>“Take us on a Trip” to <b>Asia</b></p> <p>Summary Paper after including reflections</p>
<p><b>2/29 Mon</b></p> <p>TOOLS: Maps, Globes, &amp; More</p>	<p>ALL GROUPS: TEXT</p> <p><b>-Chap 5:</b> Maps, Globes, Charts</p> <p>- Bring Teaching Ideas on Maps &amp; Globes in EC classrooms</p>	<p>Groups Share lesson plans and resources on how to use Maps &amp; Globes in EC classrooms</p>	<p>Artifact Box – Dr. O</p> <p>Submit Paper &amp; Rubric into D2L</p>
<p><b>3/1 Tue</b></p> <p>-Weekly News on GEOGRAPHY</p> <p>-Take us on a Trip</p>		<p>Groups Share News on <u>Geography</u></p> <p>Group -Take us on a trip Australia</p>	<p>“Take us on a Trip” to <b>Australia</b></p> <p>Summary Paper after including reflections</p>

**COURSE OUTLINE (Tentative & subject to change)**

<u>Date</u>	<u>Readings</u>	<u>Class Activities</u>	<u>Assignments Due</u>
<p><b>3/7 Mon</b></p> <p>-Political Science &amp; Citizenship</p>	<p><b>PARKER</b> Text: ALL Groups Read: <b>Chap 3: Democratic Citizenship</b></p> <p>GROUP READINGS</p> <p>Grp 1-<b>Power, Authority &amp; Governance</b> <a href="http://www.socialstudies.org/standards/strands">www.socialstudies.org/standards/strands</a></p> <p>Grp 2- Read: p. 145-147 &amp; bring a book on how to teach Pol. Science</p> <p>Grp 3- <b>Political Science &amp; citizenship section</b> in WI Academic Model Standards</p>	<p>Groups share Chap 3 ideas;</p> <p>Group 2- shares what was read &amp; book-</p> <p>Grp1 shares Strands</p> <p>-Grp3 summarize Acad. Model Standards</p> <p>ALL Identify MAJOR strands in Pol. Science</p>	<p>Artifact Box – Dr. O</p> <p>Submit Paper &amp; Rubric into D2L</p>
<p><b>3/8 Tue</b></p> <p>-Weekly News On ECONOMICS</p> <p>-Take us on a Trip</p>		<p>Groups Share News on Economics</p> <p>Group -Take us on a trip</p>	<p><i>“Take us on a Trip”</i> <b>to Eastern Europe or South America</b></p>
<p><b>3/14 Mon</b></p> <p>-Economics</p> <p>-Current Events</p>	<p>Text Groups 1 &amp; 2 -Read (i) <b>Chap 6:</b> Current Events &amp; Public Issues (Grp 1) (ii) <b>Chap 4</b> p. i. pp. 147 – 151 on Economics and <b>Economics section</b> in WI Academic Model Standards (Grp 2)</p> <p>Group 3 reads STRANDS: - <b>Production, Distribution, &amp; Consumption</b> -<b>Science, Technology, &amp; Society</b> -<b>Global Connections</b> - <a href="http://www.socialstudies.org/standards/strands">www.socialstudies.org/standards/strands</a></p>		
<p><b>3/15 Tue</b></p> <p>-Final Unit Plan</p>		<p><b>3/15 Tue</b> Share</p>	<p><b>3/18 – Unit Plan due to D2L</b></p>
<p><b>Week of 3/21</b></p>	<p><b>SPRING BREAK!!!</b></p>		

### **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.

**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

**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

**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

**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



**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