



**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
CURRICULUM AND INSTRUCTIONAL SERVICES**

**STANDARDS AND BENCHMARKS
SOCIAL STUDIES
KINDERGARTEN – GRADE 8**

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
STANDARD A: GEOGRAPHY—People, Places, and Environments								
<i>Identify land and water using colored maps and globes.</i>	<i>Use basic map key and cardinal directions (N, S, E, and W).</i>	<i>Identify location using cardinal directions (N, S, E, and W).</i>	<i>Identify the location of Kenosha in relation to other places in Wisconsin, the United States, and the world.</i>	<i>Identify Wisconsin's location and capitol on a blank map.</i>	Use maps to describe the movement of people, ideas, and products during the exploration and colonization of North America and the development of the United States.	<i>Use a variety of geographic representations (e.g., political, physical, and topographical maps, globes, aerial photographs, and satellite images) to gather and compare information about continents, regions, and countries, with particular focus on Africa, Asia, Europe, and Russia.</i>	<i>Use a variety of geographic representations (e.g., political, physical, and topographical maps, globes, aerial photographs, and satellite images) to gather and compare information with focus on the development of ancient civilization to the present.</i>	<i>Use a variety of geographic representations (e.g., political, physical, and topographical maps, globes, atlases, and globes) to gather and compare information about the growth of the United States.</i>
A-1.k	A-1.1	A-1.2	A-1.3	A-1.4	A-1.5	A-1.6	A-1.7	A-1.8
Name places in the community (e.g., school, hospital, police, fire, grocery store, etc).	<i>Use pictures to identify simple landforms of the earth (e.g., hills, mountains, lakes, oceans, etc).</i>	<i>Use a map or globe to locate continents and oceans.</i>	Use a map to locate and name the continents and oceans and identify some major cities, countries, states, and the United States border.	<i>Use a variety of maps to understand and locate the various distinct regions of the United States.</i>	<i>Use maps to describe the movement of people, ideas, and products as pertains to the exploration and colonization of North America and the development of the United States.</i>	<i>Construct mental maps of selected locales, regions, and countries; and draw maps from memory representing relative location, direction, size, and shape.</i>	<i>Construct mental maps of historical development in world history of selected locales, regions, states, and country representing relative location, direction, size, and shape; and visualize from memory.</i>	Construct mental maps representing relative location, direction, size, and shape of selected locals, regions, and states as pertains to the growth and development of the United States.
A-2.k	A-2.1	A-2.2	A-2.3	A-2.4	A-2.5	A-2.6	A-2.7	A-2.8

Most essential benchmarks appear in bold, italicized print.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
	Locate on a map your city, state, and country. A-3.1	Use map grids with letters and numbers to locate places. A-3.2	Use maps, charts, and graphs to gather information about Kenosha. A-3.3	Use maps, charts, and graphs to gather information about Wisconsin. A-3.4	Use maps, charts, and graphs to gather information about early United States history. A-3.5	Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density. A-3.6	Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and understand population density as pertains to world history. A-3.7	Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and understand population density as pertains to early United States history. A-3.8
						Identify and compare the natural resources of countries in Africa, Asia, and Europe using a statistical atlas, aerial photographs, satellite images, and computer databases. A-4.6	Identify and compare the natural resources of different countries in the world using a statistical atlas, aerial photographs, satellite images, and computer databases. A-4.7	Identify and compare the natural resources 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-4.8
						<i>Identify major discoveries in science and technology; and describe their social and economic effects on the physical and human environment as pertains to Africa, Europe, and Russia.</i> A-5.6	Identify major discoveries during eras of world history, and describe their social and economic effects on the physical and human environment. A-5.7	Identify major discoveries in science and technology, and describe their social and economic effects on the historical development of the United States. A-5.8

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
						Describe the movement of people, ideas, diseases, and products throughout the world and throughout the historical development of the continent of Africa. A-6.6	<i>Describe the movement of people, ideas, diseases, and products throughout the world from ancient to modern times.</i> A-6.7	<i>Describe the movement of people, ideas, diseases, and products; and analyze the ways in which people in different regions interact with their physical environment through vocational activities and development of cultural values (e.g., the Columbian exchange and the territorial expansion of the United States).</i> A-6.8
						Describe and analyze the ways in which people in different regions of the world (e.g., Africa, Asia, Europe, and Russia) interact with their physical environments through vocational and recreational activities. A-7.6	Describe and analyze the ways in which people in different regions of the world interact with their physical environments. A-7.7	Describe and analyze the ways in which people in different regions of the United States interact with their physical environments. A-7.8
						<i>Describe how architecture reflected the cultural values and ideas in areas of Africa, Asia, Europe, and Russia.</i> A-8.6	Describe how architecture reflected cultural values and ideas (e.g., cave paintings, pyramids, sacred cities, castles, and cathedrals). A-8.7	Describe how architecture reflected regional cultural values and ideas during early United States history. A-8.8

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
						<p><i>Give examples, as they pertain to Africa, Asia, Europe, and Russia, of the causes and effects of current global issues (e.g., 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.</i></p> <p>A-9.6</p>	<p>Give examples of the causes and effects of current global issues (e.g., the expansion of global markets, the urbanization of the developing world, and the consumption of natural resources); and suggest possible responses by various individuals, groups, and nations.</p> <p>A-9.7</p>	<p>Give examples of cause-and-effect issues related to the expansion of the United States from exploration to the Civil War.</p> <p>A-9.8</p>
STANDARD B: HISTORY—Time, Continuity, and Change								
<p>Use picture timelines to organize time and events (e.g., a picture schedule and sequence of events in a story).</p> <p>B-1.k</p>	<p>Read a simple timeline.</p> <p>B-1.1</p>	<p><i>Use a timeline to sequence events in history.</i></p> <p>B-1.2</p>	<p>Use a timeline to understand the development of Kenosha.</p> <p>B-1.3</p>	<p><i>Demonstrate an understanding of immigration, and identify historical events and people important to Wisconsin and other United States regions.</i></p> <p>B-1.4</p>	<p><i>Demonstrate an understanding of important events and significant people during the time of exploration through early United States history.</i></p> <p>B-1.5</p>	<p>Interpret the past using a variety of sources (e.g., biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials); and evaluate the credibility of sources used.</p> <p>B-1.6</p>	<p><i>Interpret the past from ancient times to the present by using a variety of sources (e.g., biographies, diaries, journals, artifacts, eyewitness interviews, and primary source materials), and evaluate the sources used.</i></p> <p>B-1.7</p>	<p><i>Interpret the discovery of the new world and the development of the United States by using a variety of sources (e.g., biographies, diaries, journals, artifacts, eyewitness interviews, and primary source materials), and evaluate the credibility of sources used.</i></p> <p>B-1.8</p>

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
	<i>Recognize the difference between the historical past and present (e.g., horse and carriage versus the automobile).</i>	Identify important events, people, and groups in history (e.g., Native Americans).	<i>Identify important events and people (past and present) in Kenosha.</i>	Identify important events and people (past and present) in Wisconsin.	Identify cause-and-effect relationships that influenced past and present events and people in the United States.	Create cause-and-effect arguments demonstrating how significant events and people in Africa, Asia, Europe, and Russia have influenced the past and the present.	Create cause-and-effect arguments demonstrating how significant events and people have influenced the past and the present in the world.	<i>Create cause-and-effect arguments demonstrating how significant events and people have influenced the past and the present in the United States.</i>
	<i>B-2.1</i>	B-2.2	<i>B-2.3</i>	B-2.4	B-2.5	B-2.6	B-2.7	<i>B-2.8</i>
<i>Recognize the United States Flag.</i>	Identify national images and symbols (e.g., The White House).	Understand national images and symbols and celebration of national holidays.	Identify and understand images and symbols as they relate to Kenosha.	Identify images and symbols as they relate to Wisconsin.	Explain the historical importance of holidays and other significant events using images and symbols as they relate to the early development of United States history.	<i>Describe the relationships between and among significant events in Africa, Asia, Europe, and Russia (e.g., the causes and effects of wars).</i>	<i>Describe the relationships between and among significant events in world history (e.g., the causes and effects of wars during various eras of world history).</i>	<i>Describe the relationships between and among significant events (e.g., the causes and effects of freedom, democracy, equality, and justice embodied in the Charters of Freedom).</i>
<i>B-2.k</i>	B-3.1	B-3.2	B-3.3	B-3.4	B-3.5	<i>B-3.6</i>	<i>B-3.7</i>	<i>B-3.8</i>
						<i>Explain how and why events pertaining to Africa, Asia, Europe, and Russia may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.</i>	<i>Explain how and why events in world history may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.</i>	<i>Explain how and why events pertaining to the historical development of the United States through the Civil War may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.</i>
						<i>B-4.6</i>	<i>B-4.7</i>	<i>B-4.8</i>

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
						Use historical evidence to determine and support a position about important political values (e.g., freedom, democracy, equality, or justice), and express the position coherently. B-5.6	Use historical evidence to determine and support a position about important political values from an era in world history (e.g., freedom, democracy, equality, or justice), and express the position coherently. B-5.7	<i>Analyze important political values (e.g., freedom, democracy, equality, and justice) embodied in the Declaration of Independence, the United States Constitution, and the Bill of Rights.</i> B-5.8
						Identify significant events and people that impacted regions in Africa, Asia, Europe, and Russia. B-6.6	Identify significant events and people in world history. B-6.7	Identify significant events and people in the major eras of United States history. B-6.8
						Identify major scientific discoveries and technological innovations; and describe their social and economic effects on various societies in Africa, Asia, Europe, and Russia. B-7.6	<i>Identify major scientific discoveries and technological innovations, and describe their social and economic effects on societies in world history.</i> B-7.7	Identify major scientific discoveries and technological innovations, and describe their social and economic effects on early United States society. B-7.8

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
						<p>Explain the need for laws and policies as they pertain to Africa, Asia, Europe, and Russia.</p> <p>B-8.6</p>	<p>Explain the need for laws and policies as civilization developed and evolved.</p> <p>B-8.7</p>	<p>Explain the need for laws and policies as the United States society developed and evolved.</p> <p>B-8.8</p>
						<p><i>Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations, as they pertain to the historical and cultural development of Africa, Asia, Europe, and Russia.</i></p> <p><i>B-9.6</i></p>	<p>Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations as they pertain to the study of world history.</p> <p>B-9.7</p>	<p>Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations as they pertain to the historical development of the United States from exploration to the Civil War.</p> <p>B-9.8</p>
						<p>Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues.</p> <p>B-10.6</p>	<p><i>Describe how world history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues.</i></p> <p><i>B-10.7</i></p>	<p>Describe how early United States history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues.</p> <p>B-10.8</p>

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
						<p>Identify efforts to eliminate racial and ethnic discrimination in the regions of Africa, Asia, Europe, and Russia.</p> <p>B-11.6</p>	<p>Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination throughout world history.</p> <p>B-11.7</p>	<p>Identify the development of slavery and racial and ethnic discrimination that evolved from exploration to the Civil War.</p> <p>B-11.8</p>
						<p>Identify major works of art and literature produced from regions in Africa, Asia, Europe, and Russia.</p> <p>B-12.6</p>	<p>Identify major works of art and literature produced in world history.</p> <p>B-12.7</p>	<p>Identify major works of art and literature produced during the Colonial Period through the Civil War.</p> <p>B-12.8</p>
						<p>Identify an historical event in the study of Africa, Asia, Europe, and Russia when a person was forced to take an ethical position (e.g., decision to go to war or change a government).</p> <p>B-13.6</p>	<p>Identify an historical event in the study of world history when a person was forced to take an ethical position (e.g., decision to go to war or remove a leader from power).</p> <p>B-13.7</p>	<p>Identify an historical event in the study of early United States history when a person was forced to take an ethical position (e.g., decision to go to war or impeach a president).</p> <p>B-13.8</p>

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
							<p><i>Identify the origins and central ideas of the major world religions (e.g., Buddhism, Christianity, Hinduism, Islam, and Judaism).</i></p> <p>B-14.7</p>	<p>Identify the history, culture, and tribal sovereignty of American Indians in the study of early United States history.</p> <p>B-14.8</p>
STANDARD C: POLITICAL SCIENCE AND CITIZENSHIP—Power, Authority, Governance, and Responsibility								
<p>Identify an example of one’s responsibility to family.</p> <p>C-1.k</p>	<p>Demonstrates respect towards adults and peers.</p> <p>C-1.1</p>	<p>Show respect through cooperation and collaborative work (e.g., building a model community).</p> <p>C-1.2</p>	<p>Learn how people in a community get along and how values of families, schools, churches, and laws contribute to the well-being of Kenosha.</p> <p>C-1.3</p>	<p>Identify and explain one’s responsibility to family, peers, and the community, including the understanding of respecting diversity.</p> <p>C-1.4</p>	<p>Identify democracy’s basic principles of rights, responsibilities, laws, and freedoms and how they influence the American political system—past and present.</p> <p>C-1.5</p>	<p>Identify democracy’s basic principles (e.g., individual rights, responsibility for common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights).</p> <p>C-1.6</p>	<p><i>Identify and explain how democracy’s basic principles (e.g., individual rights, responsibility for common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights) evolved through world history.</i></p> <p>C-1.7</p>	<p>Identify the development of the United States democracy’s basic principles (e.g., individual rights, responsibility for common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights).</p> <p>C-1.8</p>
<p>Participate cooperatively in activities and accept responsibility for own actions.</p> <p>C-2.k</p>	<p>Develop an awareness of being a community member (e.g., voting and volunteerism).</p> <p>C-2.1</p>	<p>Identify basic freedoms (e.g., speech, expression of ideas, etc).</p> <p>C-2.2</p>	<p><i>Explain the basic structure of local government in Kenosha (e.g., mayor).</i></p> <p>C-2.3</p>	<p><i>Demonstrate a basic understanding of the three branches of the United States Government.</i></p> <p>C-2.4</p>	<p>Identify the relationship between the three branches of the United States Government.</p> <p>C-2.5</p>	<p>Identify how the societies in Africa, Asia, Europe, and Russia are organized politically.</p> <p>C-2.6</p>	<p>Identify and discuss the impact of important political documents in world history (e.g., constitutions, charters, and landmark decisions).</p> <p>C-2.7</p>	<p>Identify, site, and discuss important political documents (e.g., the United States Constitution, the Bill of Rights, and landmark decisions of the Supreme Court), and explain their function in the American political system.</p> <p>C-2.8</p>

Most essential benchmarks appear in bold, italicized print.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
						<p><i>Explain how laws are developed in African, Asian, European, and Russian cultures; and identify the purposes of government (e.g., how power of government is acquired, maintained, justified, and sometimes abused).</i></p> <p>C-3.6</p>	<p><i>Explain how laws and government political systems evolved from ancient times to the present, and identify the purpose of government (e.g., how the powers of government are acquired, maintained, justified, and sometimes abused).</i></p> <p>C-3.7</p>	<p>Explain how laws in the United States are developed; how the purposes of government is established, and how the powers of government are acquired, maintained, justified, and sometimes abused.</p> <p>C-3.8</p>
						<p><i>Describe the role of international organizations (e.g., military alliances and trade associates) that pertain to the areas of Africa, Asia, Europe, and Russia.</i></p> <p>C-4.6</p>	<p><i>Describe the role of international organizations (e.g., military alliances, United Nations, and trade associates) in world history.</i></p> <p>C-4.7</p>	<p>Describe the role of military alliances and diplomacy during the early development of the United States.</p> <p>C-4.8</p>
								<p><i>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 as set forth in the Constitution.</i></p> <p>C-5.8</p>

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
								<i>Explain the development of the federal system and the role of political parties.</i> C-6.8
								Identify political and social movements in early United States history and the reasons for the movements. C-7.8
STANDARD D: ECONOMICS—Production, Distribution, Exchange, and Consumption								
Identify the use of money in everyday life. D-1.k	Give examples of goods and services. D-1.1	Identify local goods and services and the modes of transportation they use. D-1.2	<i>Identify local goods and services available in Kenosha.</i> D-1.3	<i>Identify how Wisconsin and other United States goods and services are part of the global economy.</i> D-1.4	Trace the progression of the economic system from early bartering and trading to the use of currency. D-1.5	Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. D-1.6	Explain how the use of money in world history made it easier to trade, borrow, save, invest, and compare the value of goods and services. D-1.7	Explain how the development of a common currency made it easier to trade, borrow, save, invest, and compare the value of goods and services. D-1.8

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<i>Identify the difference between wants and needs.</i>	Identify the difference between wants and needs.	Explain how spending money (e.g., buying, selling, and donations) affects others.	Identify how buying and selling contributes to Wisconsin's economy.	<i>Explain how one's status (e.g., nobility, landowner, indentured servant, or slave) impacted the development of the United States economy.</i>	<i>Introduce basic economic concepts (e.g., supply, demand, production, exchange, and consumption).</i>	<i>Identify and explain basic economic concepts (e.g., supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; and public and private goods and services) that evolved through world history.</i>	<i>Identify and explain basic economic concepts (e.g., supply, demand, production, exchange, taxation, and consumption) as they pertain to the historical development of the United States.</i>	
<i>D-2.1</i>	D-2.2	D-2.3	D-2.4	<i>D-2.5</i>	<i>D-2.6</i>	<i>D-2.7</i>	<i>D-2.8</i>	
						<i>Identify the locations of selected natural resources; describe how their acquisition and distribution generates trade and shapes economic patterns in Africa, Asia, Europe, and Russia.</i>	<i>Identify the locations of natural resources; describe how their acquisition and distribution generates trade and shapes economic patterns throughout world history.</i>	Identify the locations of selected natural resources; describe how their acquisition and distribution generates trade and shapes economic patterns in the United States.
						<i>D-3.6</i>	<i>D-3.7</i>	D-3.8

Most essential benchmarks appear in bold, italicized print.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
						<p>Give examples how various governments in Africa, Asia, Europe, and Russia provide services to their citizens.</p> <p>D-4.6</p>	<p>Give examples of how governments provide services to their citizens (e.g., health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity.)</p> <p>D-4.7</p>	<p>Give examples to show how the United States government provide services to their citizens (e.g., national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity).</p> <p>D-4.8</p>
						<p>Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life.</p> <p>D-5.6</p>	<p>Identify and explain various points of view concerning economic issues (e.g., taxation, unemployment, inflation, national debt, and distribution of income).</p> <p>D-5.7</p>	<p>Identify and explain various economic points of view during the early development of the United States (e.g., taxation, unemployment, inflation, national debt, and distribution of income).</p> <p>D-5.8</p>

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
							<p>Explain why the earning power of workers in various world economies depends on their productivity and the market value of what they produce.</p> <p>D-6.7</p>	<p>Explain why the earning power of United States workers depends on their productivity and the market value of what they produce.</p> <p>D-6.8</p>
							<p>Identify the economic roles of institutions throughout the world (e.g., corporations and businesses, banks, and labor unions).</p> <p>D-7.7</p>	<p>Identify the economic roles of institutions as they developed during the Colonial Period through the Civil War (e.g., corporations, businesses, banks, and labor unions).</p> <p>D-7.8</p>
						<p>Describe how personal decisions can have a global impact on issues pertaining to Africa, Asia, Europe, and Russia (e.g., trade agreements, recycling, conserving the environment, and the spread of disease).</p> <p>D-8.6</p>	<p>Describe how personal decisions can have a global impact on issues (e.g., trade agreements, recycling, conserving the environment, and the spread of disease).</p> <p>D-8.7</p>	<p>Identify the regional and international economic competition during the early development of the United States.</p> <p>D-8.8</p>

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
STANDARD E: BEHAVIORAL SCIENCE—Individuals, Institutions, and Cultures								
Describe how families are alike and different (e.g., comparing characteristics of family size, parent occupation, leisure time, etc.); and recognize those characteristics through art, literature, and celebration. E-1.k	Identify ways in which people are similar and different (e.g., comparing clothing, cultural celebrations, how people live in the city versus on the farm, transportation, shelter, etc.). E-1.1	<i>Identify the contributions of groups of people in America (e.g., Native Americans, settlers, African Americans, Hispanics, etc.).</i> <i>E-1.2</i>	Identify the cultural similarities and differences of groups in Kenosha. E-1.3	Understand how diversity among cultures influences the daily lives of people. E-1.4	Discuss the cultural contributions of racial and ethnic groups in the United States—past and present. E-1.5	Explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development. E-1.6	Explain and illustrate how factors such as family, gender, and socioeconomic status contributed to individual identity and development throughout world history. E-1.7	Explain and illustrate how factors such as family, gender, and socioeconomic status contributed to individual identity and development throughout United States history. E-1.8
Benchmarks E-1 and E-2 that pertain to social groups and institutions begin in grades 6 through 8 and are also addressed at grades 9 through 12.						<i>Describe the ways in which local, regional, and ethnic cultures of Africa, Asia, Europe, and Russia influence the everyday lives of people.</i> <i>E-2.6</i>	<i>Describe the ways in which local, regional, and ethnic cultures throughout world history have influenced the everyday lives of people.</i> <i>E-2.7</i>	Describe the ways in which local, regional, and ethnic cultures influenced the everyday lives of people during early United States development. E-2.8
						Describe and explain the means by which individuals, groups, and institutions in Africa, Asia, Europe, and Russia contributed to social continuity and change within a community. E-3.6	Describe and explain the means by which individuals, groups, and institutions throughout world history have contributed to social continuity and change within a community. E-3.7	Describe and explain the means by which individuals, groups, and institutions in United States history contributed to social continuity and change within a community. E-3.8

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
						Describe and explain the means by which groups and institutions met the needs of individuals and societies. E-4.6	Describe and explain the means by which groups and institutions met the needs of individuals and societies throughout world history. E-4.7	Describe and explain the means by which groups and institutions met the needs of individuals in early United States society. E-4.8
						Describe and explain the influence of status, ethnic origin, race, gender, and age on individuals in various societies in Africa, Asia, Europe, and Russia. E-5.6	Describe and explain the influence of status, ethnic origin, race, gender, and age on individuals throughout various eras and societies in world history. E-5.7	<i>Describe and explain the influence of status, religion, ethnic origin, race, gender, and age on individuals in the development of an American identity.</i> <i>E-5.8</i>
						<i>Identify and explain examples of bias, prejudice, and stereotyping and how they contribute to conflict in African, Asian, European, and Russian society.</i> <i>E-6.6</i>	<i>Identify and explain examples of bias, prejudice, and stereotyping and how they contribute to conflict in world society—past and present.</i> <i>E-6.7</i>	Identify and explain examples of bias, prejudice, and stereotyping and how they contributed to conflict in early United States society. E-6.8

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
						<p>Give examples of the cultural contributions of racial and ethnic groups from Africa, Asia, Europe, and Russia.</p> <p>E-7.6</p>	<p>Give examples of the cultural contributions of racial and ethnic groups from ancient history to the present.</p> <p>E-7.7</p>	<p>Give examples of the cultural contributions of racial and ethnic groups in Wisconsin and the United States.</p> <p>E-7.8</p>
						<p><i>Explain how language, art, music, beliefs, and other components of culture pertaining to Africa, Asia, Europe, and Russia can further global understanding or cause misunderstanding.</i></p> <p><i>E-8.6</i></p>	<p>Explain how language, art, music, beliefs, and other components of ancient to present culture furthered global understanding or caused misunderstanding.</p> <p>E-8.7</p>	<p>Explain how language, art, music, beliefs, and other components of early United States culture furthered global understanding or caused misunderstanding.</p> <p>E-8.8</p>
						<p>Explain how beliefs and practices in the regions of Africa, Asia, Europe, and Russia (e.g., ownership of property or status at birth) may lead to conflict; and give examples of such conflicts that have and have not been resolved.</p> <p>E-9.6</p>	<p>Explain how beliefs and practices throughout world history (e.g., ownership of property or status at birth) may lead to conflict, and give examples of such conflicts that have and have not been resolved.</p> <p>E-9.7</p>	<p>Explain how beliefs and practices in United States history (e.g., ownership of property or status at birth) may have led to conflict, and give examples of such conflicts that have and have not been resolved.</p> <p>E-9.8</p>

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
						<p><i>Describe cooperation and interdependence between individuals and among groups and nations of Africa, Asia, Europe, and Russia (e.g., helping others in times of crisis).</i></p> <p><i>E-10.6</i></p>	<p>Describe cooperation and interdependence between individuals and among groups and nations in world history (e.g., helping others in times of crisis).</p> <p>E-10.7</p>	<p>Describe cooperation and interdependence between individuals and among groups in the United States (e.g., helping others in times of crisis).</p> <p>E-10.8</p>
								<p>Give examples to show how the print media may influence the behavior and decision making of individuals and groups during early development of the United States.</p> <p>E-11.8</p>

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
STANDARD F: ACCESS INFORMATION								
Identify words, people, and events that are important. F-1.k	Identify main ideas, people, and events that are important. F-1.1	Identify main ideas and some details. F-1.2	Use information to identify main ideas and supporting details. F-1.3	Use a variety of sources to compare information and construct meaning. F-1.4	Use information by comparing, contrasting, and constructing meaning. F-1.5	Access a variety of resources to gain information, and compare and contrast information to construct meaning. F-1.6	Use a variety of information to compare and contrast information to construct meaning. F-1.7	Use a variety of sources to explain cause and affect relationships. F-1.8
Make basic connections to the important ideas in illustrations and text. F-2.k	Make connections by retelling important ideas orally and in writing. F-2.1	Explain reasons for identifying main ideas and details. F-2.2	Begin to identify important information from unimportant information. F-2.3	Use information to begin understanding cause-and-effect relationships. F-2.4	Use information to explain cause-and-effect relationships. F-2.5	Use information to identify main concepts and access information to describe cause-and-effect relationships. F-2.6	Use information to identify main ideas, supporting details, and describe cause-and-effect relationships. F-2.7	Gather data and information to distinguish facts from opinion and describe cause-and-effect relationships. F-2.8
							Create and use timelines to recognize changing perspective over time. F-3.7	Recognize chronology of continuity, change over time, and trends. F-3.8
STANDARD G: ANALYZE INFORMATION								
Make connections to important ideas in the text or passage, and the students give their point of view. G-1.k	Offer simple explanations by making connections to illustrations and important ideas in the text. G-1.1	Begin to tell the difference between nonfiction and fiction sources. G-1.2	Begin to make generalizations and draw conclusions. G-1.3	Interpret main ideas and draw conclusions. G-1.4	Make inferences and draw conclusions by identifying cause-and-effect relationships. G-1.5	Organize a variety of information to construct meaning, and generate questions to clarify meaning. G-1.6	Use a variety of information to construct meaning, and generate questions to clarify meaning. G-1.7	Identify the author's point of view as a factor for events being interpreted differently. G-1.8

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
				Use a source to organize information (e.g., sequencing or mapping) to connect main ideas. G-2.4	Determine if a source of information is credible. G-2.5	Compare sources and determine the validity/credibility of the sources. G-2.6	Compare sources and determine the validity/credibility of the sources. G-2.7	Access a variety of sources, and determine the validity/credibility of the sources. G-2.8
						Identify a primary source and the purpose and importance of the source. G-3.6	Identify a primary source and the purpose and importance of the source. G-3.7	Distinguish between primary and secondary sources, identify central ideas, and explain their impact on history. G-3.8
						Communicate main ideas in writing. G-4.6	Communicate main ideas and supporting details in writing. G-4.7	Communicate main ideas and supporting details in writing, and draw a conclusion. G-4.8
STANDARD H: USE ESSENTIAL VOCABULARY AND COMMUNICATE EFFECTIVELY								
Begin to recognize key vocabulary used in social studies. H-1.k	Recognize and begin to use key vocabulary related to social studies. H-1.1	Use key vocabulary in explaining social studies concepts. H-1.2	Begin to use key vocabulary to explain simple social studies concepts in writing. H-1.3	Use key vocabulary orally and in writing to connect main ideas. H-1.4	Use key vocabulary to connect prior knowledge and to construct meaning of new information. H-1.5	Use essential vocabulary to make connections to prior knowledge and to construct meaning of new information. H-1.6	Use essential vocabulary to make connections to concepts, ideas, and themes. H-1.7	Use essential vocabulary to make connections to concepts, ideas, and themes. H-1.8

Most essential benchmarks appear in bold, italicized print.

Created
July 2008

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
						Use essential vocabulary in oral and written communication. H-2.6	Use essential vocabulary to connect main ideas and supporting details through oral and written communication. H-2.7	Use essential vocabulary to offer and defend opinions through oral and written communication. H-2.8
STANDARD I: MAKE CONNECTIONS TO CURRENT EVENTS								
Recognize school, neighborhood, and community events and how events relate to daily lives. I-1.k	Recognize basic connections between current events and personal celebrations of major events (i.e., national and state holidays). I-1.1	Make basic connections through current events to how people live today compared to the past. I-1.2	Use current events to connect Kenosha's past to the present. I-1.3	Use current events to connect Wisconsin's past to the present. I-1.4	Use current events to connect United States history to topics of study. I-1.5	Identify current world events and connect to topics of study. I-1.6	Identify current world events and connect to topics of study. I-1.7	Connect current events to past historical events. I-1.8
						Ask questions to clarify meaning of current events. I-2.6	Ask questions to clarify meaning of world events. I-2.7	Ask clarifying questions and develop an opinion. I-2.8

Most essential benchmarks appear in bold, italicized print.

Created
July 2008