

Social Studies Curriculum



**School District
of
Three Lakes**

Updated: 2015

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K-12 Scope and Sequence

Kindergarten & First Grade	Social Living / Families / School
Second Grade	Local Communities
Third Grade	Regions and Cultures of the World
Fourth Grade	Wisconsin / Three Lakes / Oneida County
Fifth Grade	United States
Sixth Grade	Ancient World Cultures
Grade 7	Social Studies (World Geography emphasis) <i>Required</i>
Grade 8	American History <i>Required</i>
Grade 9	Civics/World Issues <i>Required</i>
Grade 10	World History <i>Elective</i>
Grade 10 - 12	Social Technology Applications <i>Elective</i>
Grade 11	American Studies <i>Required</i> (10 th with approval)
Grades 11-12	Social Issues <i>Required</i>
Grades 11-12	Twentieth Century Wars/Revolutions <i>Elective</i>
Grades 12	Advanced U.S. History <i>Elective</i> (11 th with U.S. History <u>and</u> dept. approval)

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Philosophy of Social Studies

Social studies curriculum includes the teaching of past and present world cultures, ideas and ideals of a democratic society, and the understanding and appreciation for cultural diversity and international affairs. Its purpose is to prepare young people to be humane, productive, responsible citizens, and contributing members of a global society.

Respect for humanity will be taught within the framework of: law, social and economic justice, democratic decision-making, free speech, religious freedom, self-respect and citizenship.

General Goals of Social Studies

The social studies goals for K-12 students are:

1. to recognize and understand their role in the family, school, community, state, country, and world
2. to use and apply social studies materials, vocabulary, and critical thinking to communicate and problem-solve effectively
3. to demonstrate an understanding of the historical experience of the individuals, ideas and events that have shaped our cultural heritage, enabling them to relate to the present, plan for the future, and perpetuate the ideals of American life
4. to demonstrate an acceptance of each individual's dignity, equal rights and responsibilities, recognizing that in a democratic society, this is a basic duty
5. to acquire knowledge, understanding and recognition of the worth of minority and diverse ethnic cultures in an interdependent and changing world
6. to understand, compare, and contrast political and economic systems globally
7. to evaluate, question, and challenge various viewpoints in order to formulate and substantiate their opinions, respecting other points of view
8. to develop skills needed to participate effectively and fulfill one's obligation in a democratic society

Evaluation

Program objectives will be evaluated by teacher observation, student performance, commercial, authentic assessment, and teacher-developed tests, and standardized testing (e.g. WKCE).

The social studies program will be formally reviewed and updated every five years.

Instructional Time Allocations

The following minutes per week are guidelines for instructional time in social studies.

Grade	Weekly Minutes
Kindergarten	100
Grades 1-2	150
Grade 3	200
Grades 4-12	220

Kindergarten – Social Living

Description

Kindergarten students bring to school varied experiences as foundations for their future intellectual growth. Learning about the physical, social, and emotional dimensions of oneself and others is an appropriate beginning for an elementary social studies program.

Objectives

By the end of Kindergarten, students will be introduced to and given opportunities to:

1. stay on task for a 15 minute activity. C 4.3
2. wait their turn to speak. C 4.3
3. listen to others without interrupting. C 4.3
4. use good body basics for sitting, standing, walking, and lining up. C 4.3
5. raise hand and wait to be called upon. C 4.3
6. follow 3-part directions. C 4.3
7. follow school, bus, playground, and personal safety rules. E 4.5
8. follow fire and tornado drill procedures. E4.5
9. demonstrate respect for all individual differences and other viewpoints among family members, classmates, members of the community, and people from other cultures (refrain from laughing, teasing and name-calling).A 4.7, E 4.7, E 4.8, E 4.9, E 4.14, C 9.1, C 9.3, B 4.5
10. develop a strong, positive self-image by learning to accept and understand themselves and others (e.g. participating in discussion and group play, expressing feelings).
A 4.7, E 4.7, E 4.8, E 4.9, C 9.1, C 9.3, E 4.11, B 4.5
11. use information from several sources in order to make decisions (e.g. library, field trips, lyceum, films, speakers). B 4.3, B 4.4, E 4.11
12. describe the way people help each other. E 4.7
13. describe their environment (weather, season, physical attributes, addresses, phone numbers). A 4.6
14. develop self-help skills. (e.g. tying, zipping, snapping, buttoning, lacing...) C 4.1
15. learn how we travel by air, land, and sea. A 4.4
16. study various occupations. A 4.8, A 4.9, E 4.5
17. study customs and holidays. B 4.1
18. discuss current events in terms of social living. E 4.4, E 4.2

Map Skills

1. identify maps and globes as representing the earth. A 4.1, A 4.2
2. associate land and water masses with different colors on maps and globes. A 4.1

Methods and Activities

First-hand concrete learning experiences, using a variety of teaching methods and units, should introduce social studies knowledge, values, and skills. Learning opportunities at the kindergarten level should include large and small group activities. Field trips to gather information and studying how people work together to meet mutual needs are activities that promote social participation skills. Possible units of study to meet the above objectives are: school building and workers, emotions and feelings, fire, animals, community services, trip around the world, medical.

First-Families, School, Community

Description

The first grade social studies program will help children learn respect for families, school, and community cultures. Students will study for human needs, and how people work together to satisfy these needs. Family life, school, community and other organizations require support, and at the same time, the student will see how they also satisfy needs. Cross-cultural exposure and current events will enrich global scope and perspective. In order to live harmoniously at family, community, or society levels, social skills are needed. *Children will learn to: communicate with others, make compromises, resolve conflicts, share with others, and assume responsibility for their own actions.

*From Wisconsin DPI Social Studies Guide

Objectives

1. students will draw family members and name them C 4.3
2. students will be able to tell where at least one of their family members work E 4.2
3. students will know by recitation their address: street, fire number, city, state, and country
A 4.1
4. students will know telephone number and be able to demonstrate calling C 4.1
5. students will know their own birth date: month, date, and year C 4.1
6. students will name at least two responsibilities they have as family members C 4.1
7. students will name their school by name, town and state C 4.6
8. students will be able to name principal, teacher, and at least four supportive teachers and their roles C 4.1
9. students will recite at least four social skills C 4.3

10. students will practice the method for asking for an item and accepting a negative response
C 4.1
11. identify events within a family that cause changes C 4.3
12. explain why roles are needed within families C 4.3
13. compare how communities are alike and different (Three Lakes, Eagle River, Milwaukee)
A 4.7, E 4.3
14. students will be able to discuss and participate in methods of fire prevention, safety and school rules for safety drills (e.g. stop, drop and roll) E 4.5
15. students will be able to name basic needs (food, clothing, shelter) E 4.13
16. students will be able to name at least five community helpers which provide services for basic needs E 4.5
17. students will be able to match different people with their respective jobs in the community (e.g. cashier-store, teller-bank) E 4.5
18. identify holidays and customs that are celebrated in our community B 4.6
19. show that our nation is made up of many cultural influences B 4.9
20. identify patriotic symbols of our country that are used in our school and community B 4.6
21. students will be able to recite the Pledge of Allegiance and discuss meaning of the words: allegiance, pledge, republic, liberty, and justice) B 4.6
22. students will name the President of the United States E 4.12
23. discuss current events as they relate to the family and community E 4.12

Map Skills

1. use N, S, E, W with maps and globes A 4.1
2. use directional words with maps and globes (up-down, left-right, toward-away) A 4.1
3. locate Wisconsin on a United States map A 4.5
4. locate the United States, North Pole, South Pole on the globe or world map A 4.5

Second Grade – Local Communities

The emphasis of second grade social studies is on people living in communities. Students learn about the different social functions that contribute to community life, including how goods and services are produced, the importance of rules to help people live together, and how the actions of individuals and groups are important in shaping our rules and laws. The notion that people have always lived in communities and that communities change over time is illustrated by the study of various communities in our past, present, and in other cultures. Celebration and pride in our past may be developed by attention to our state, national, and ethnic holidays.

Mastery Objectives

By the end of the second grade students will be able to:

1. identify kinds of families (traditional, single parent, blended, etc) C 4.1
2. name the kinds of communities (e.g. farms, towns, cities, suburbs) A 4.4
3. discuss and compare communities of today with those of long ago B 4.1, B 4.3, B 4.4, B 4.10
4. explain that communities have places where people can work, have fun, learn and meet their basic needs E 4.2, B 4.9
5. tell how our communities are changing B 4.8, A 4.7, A 4.8, A 4.9
6. explain that people produce goods and many kinds of services to earn an income which helps satisfy their wants and needs, which are: food, clothing and shelter D 4.2, D 4.3, D 4.4, E 4.12
7. identify that people need rules and laws to help people live together, stay safe and healthy, and protect their property C 4.3, C4.4, B 4.5
8. discuss and explain that families pay taxes to the community, which in turn uses taxes to buy goods and services D 4.6, D 4.7
9. describe the United States as made up of people from all over the world – starting from our early settlers, the Indians and the colonists E 4.4, B 4.7, E 4.1, E 4.13, E 4.14
10. identify customs and holidays celebrated in our local communities E 4.3, E 4.4, E 4.7,8,9,10,11, B 4.6
11. discuss current events on a weekly basis as they relate to local communities E 4.6, E 4.10, E 4.15, A 4.6
12. describe and explain the role of money, banking and savings in everyday life D 4.1
13. identify the documents such as Declaration of Independence, the Constitution, and the Bill of Rights C 4.2

Map Skills

1. describe that the United States of America is made up of 50 states A 4.2
2. identify the map symbols, including capitals A 4.5
3. identify Madison as the capital of Wisconsin A 4.5
4. locate Three Lakes and local communities on a state map A 4.2
5. identify and use a map legend (key) A 4.1
6. draw simple map of school, community, and state A 4.1
7. make simple graphs and be able to read a graph A 4.5
8. identify U.S. symbols (eagle, flag, Statue of Liberty) E 4.11

Third Grade-Regions and Cultures of the World

The third grade social studies emphasizes the rich diversity of national and global regions. By studying from a variety of geographical and cultural regions of our nation and the world, we introduce students to a variety of environments and global perspectives.

Objectives

By the end of third grade, students will be able to:

1. make and interpret different types of maps and graphs, including timelines A 4.1, A 4.2, B 4.2
2. identify different regions of our country and of the world A4.1, A4.2
3. explain the difference and similarities of the people living in these different regions A 4.4, C 4.1
4. explain the regions' effect on people's occupations, lifestyles, and locations of communities A 4.4
5. describe the environment of the different regions and how scientific and technological knowledge has lead to environmental changes in these regions. A 4.9
6. describe how the environment of different regions can be protected A 4.9
7. identify uses for different types of natural resources A 4.2
8. describe the customs & traditions of different regions E 4.11, B 4.6, B 4.7, E 4.9
9. identify and describe significant U.S. holidays and significant historical figures
10. discuss interdependent relationships among regions A 4.7, B 4.9, E 4.15
11. discuss current events as they relate to regions and cultures of the world E 4.13
12. introduce famous documents such as Bill of Rights and the Constitution C 4.2

Map Skills

1. Locate on a map or globe physical features and human features of the earth such as continents, oceans, mountain ranges, and land forms, natural features such as natural resources, flora, fauna: and human features such as cities, states and natural borders.) A 4.1, A 4.2
2. Identify lines of Longitude and Latitude A 4.1
3. demonstrate the use of scale, key, and compass rose on a map A 4.1, A 4.5
4. compare maps and globes A 4.2
5. make and interpret different types of graphs A 4.5
6. identify and locate different hemispheres on a globe A 4.1
7. use map coordinates to find locations A 4.1
8. Work toward memorizing the names, location and postal abbreviations of all 50 U.S. States A 8.2
9. Work toward being able to construct a map of the world from memory, showing

location of major land masses, bodies of water and mountain ranges. A4.3

Methods and Activities

Exposure to a variety of regions affords students excellent opportunities to apply map and globe skills within the units of study. The curriculum lends itself to using a variety of resources that develop reading, listening, sharing, discussing, writing, planning, dramatizing, constructing, and mapping skills. Because the spirit of the curriculum is exploration, focused questions can be used to introduce inquiry skills and library research skills. Opportunities to communicate with students around the country and world provide an exciting outlet for inquiry activities. Selecting related children's literature integrates social studies and reading within the study of regions and culture. Wax Museum is a fun way to present research project on historical figures. IPOD apps may be used to reinforce the learning of the 50 U.S. States.

Fourth Grade – Wisconsin and Local History

Description

The fourth grade's special focus on Wisconsin provides a unique opportunity for interdisciplinary studies of our culture, environment, people, challenges, and successes. Studying Wisconsin provides a "close-to-home" opportunity to learn about our state heritage by exploring our cultural, geographical, economic, governmental, and historical resources.

Objectives:

At the end of fourth grade, students will be able to:

1. identify the effects of the glacier on Wisconsin topography A 4.2
2. describe the different landforms of Wisconsin A 4.2
3. identify changes that have occurred in Wisconsin's land and environment due to human activity A 4.4
4. identify at least four groups of woodland Indians that lived in Wisconsin B 4.1
5. describe early Wisconsin Indian culture in terms of religion, food, environment, etc B 4.1
6. identify and compare early immigrant culture with recent immigrant culture (include reasons for immigration) B 4.4
7. name contributions of various ethnic groups B 4.4
8. identify early explorers and describe their impact on life in Wisconsin (especially Nicolet, Marquette, and Joliet) B 4.2, B4.7

9. describe the location and use of the river highway A 4.2
10. identify key events and dates of Wisconsin statehood (i.e. fur trade, mining, territory, 1848)
B 4.7, B 4.10
11. describe early logging procedures and early logging life B 4.6
12. identify major agricultural crops in Wisconsin and tell why they are important B 4.6
13. analyze environmental problems in Wisconsin and evaluate possible solutions A 4.9
14. identify the major industries of Wisconsin, including farming (dairy, cranberry, potato, tree)
B 4.6, B 4.9
15. list services provided by the state, county, town, and village governments in Wisconsin
C 4.4, D 4.5, E 4.6
16. name the governor and town chairman of township where students live C 4.5
17. tell how their town got its name A 4.9
18. discuss current events as they relate to local and state issues B 4.10, B 4.4
19. demonstrate the care and display of the Wisconsin flag B 4.6
20. identify elements common to all cultures (language, customs, food, transportation, religion,
shelter, clothing, government...) E 4.11, E 4.4
21. identify and discuss examples of bias, prejudice, bigotry and stereotyping in the cultures of
Wisconsin E 4.7, E 4.9, E 4.14
22. describe how people can show respect for cultural differences and similarities E 4.4, E 4.7,
E 4.8, E 4.9
23. examine the effects of the past and present on a given culture (migration, areas of
settlement, government and economics, conflicts) B 4.10, B 4.4
24. describe the influence Native Americans and immigrants have had on the history of
Wisconsin B 4.4, B 4.9, B4.10
25. express opinions on the impact of modern day immigrants (i.e. Hmong, Hispanics, etc)
B 4.4, B 4.9, B 4.10
26. use timeline to select, organize, and sequence information describing eras in history B 4.2
27. identify the documents, such as the Declaration of Independence, the Constitution, and the
Bill of Rights C 4.2

28. identify local goods and services that are part of the global economy and explain their use in
Wisconsin D 4.3

Map Skills

1. locate Wisconsin on any United States or world map A 4.1
2. locate and label bodies of water and states that border Wisconsin A 4.2.
3. define and locate a peninsula in Wisconsin A 4.2

4. define and locate an island of Wisconsin A 4.2
5. use map coordinates on a Wisconsin map A 4.1
6. use a compass rose A 4.1
7. draw a map of their town A 4.1

Methods and Activities

Basic library skills and beginning instruction with such historical materials such as maps, photographs, documents and artifacts should be introduced to enable students to gather data from a variety of sources. Other excellent sources of information include field trips to museums, historical sites, environmental centers, agricultural areas, government agencies, and local businesses. Additional learning activities may include map making, model building, time-lines, making paper, food products, sandbox geology, family tree, etc.

Fifth Grade – United States, American Heritage

The fifth grade social studies program provides students with a study of our American heritage using a chronological history of the United States focusing on people, both individuals and groups, who have been influential in making our nation what it is today.

Fifth graders are provided opportunities to examine the seven geographical regions of the United States focusing on the interactions of the people, the land, and the resources.

Objectives

Upon completion of the fifth grade, the student will be able to:

1. describe the possible immigration routes of the American Indian ancestors to North America B 8.1
2. identify Native American groups that live(d) in the United States by region B 8.1
3. identify early European explorers B 8.6
4. describe the different minorities and ethnic groups, their effect on each other, and contributions to our nation A 8.7, E 8.9
5. identify, locate, and describe the original colonies B 8.2
6. identify the causes and results of the Revolutionary War B 8.3
7. name the famous American patriots and list their contributions B 8.2, B 8.3
8. describe the importance of the Declaration of Independence, the Constitution, the Separation of Powers, and the Bill of Rights B 8.3, C 8.1, C 8.2, C 8.4
9. describe the basic pattern of settlement during westward expansion B 8.2, B 8.4, B 8.7
10. describe the progress and change that took place in the United States as a result of the Industrial Revolution B 8.4, B 8.8
11. describe how and why slavery developed in the United States B 8.4, B 8.5, B 8.7
12. identify the causes and results of the Civil War B 8.3, B 8.5

13. identify the 50 states, postal abbreviations, and capitals A 8.2
14. compare and contrast the seven geographical regions of the United States, their main geographical features, largest cities in each region, climates and industries of each area A 8.2
15. describe how the area they live in affect the way people live, dress, their food, jobs and recreation E 8.3
16. demonstrate a sense of patriotism by the proper care and display of the United States flag, reciting the pledge, and singing patriotic songs E 8.4
17. discuss current events as they relate to the United States E 8.7

Map Skills

1. name and locate the prime meridian, tropics, and the Arctic and Antarctic A 8.1
2. name and locate major geographical features of the United States (i.e. mountains, rivers, lakes, islands, etc) A 8.1
3. demonstrate map and globe skills, such as the compass rose, latitude, longitude, scale of the miles, and a key on a United States map A 8.3
4. use time-lines, graphs, charts, an atlas, tables, pictures, and a glossary of geographical terms A 8.1

Methods and Activities

Students at this grade level are becoming more aware of a world beyond their own community and state. They are beginning to want to know how they fit into the larger world. Students at this grade level are beginning to develop specialized skills: drawing, planning activities, using strategies, and giving oral or written reports. Opportunities should be provided to enable students to communicate both orally and in written form. Students should be introduced to primary source material and have the opportunity to develop the skills of social history by using biographies, graphic resources, computer databases, and maps to obtain information about the United States and its people.

Sixth Grade – Ancient World Cultures

Description

The sixth grade social studies class focuses on the historical, economic, geographic, scientific and technological, cultural, economic, and governmental development of the world beginning with the ancient world and continuing into the 19th century.

Objectives

Upon the completion of the sixth grade, students will be able to:

1. trace the migration routes from Asia through North, Central, and South America A 8.7
2. identify early civilizations of the world and list their contributions. A 8.8, A 8.9, A 8.10, B 8.1, B 8.5, E 8.5, E 8.6, E 8.7, E 8.9
3. describe the conquest of the American Indian civilization and the effects on their Culture. B 8.3, B 8.5, B 8.7, C 8.1, C 8.3, E 8.6, E 8.7, E 8.9, E 8.10
4. compare and contrast the political, cultural, and economic development of the regions of the world. B 8.8, B 8.9, B.10
5. identify cultures of the world and list their contributions. E 8.6, E 8.9, E 8.10
6. identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment. A 8.10
7. analyze European exploration and explain the motives behind it. B 8.7, C 8.1, C 8.3
8. demonstrate an understanding and positive attitude of races, religions, and cultures. E8.4
9. identify elements common to all cultures (language, customs, food, transportation, religion, shelter, clothing, government...). B 8.1
10. describe how people can show respect for cultural differences and similarities B 8.5, E 8.4
11. examine the effects of the past and present on a given culture (migration, areas of settlement, government and economics, conflicts...) E 8.9
12. describe the influence native peoples and immigrants have had on the history of the world E 8.9, E 8.4, B 8.3

Map Skills

1. use a global grid to locate points in the western hemisphere. A 8.1, A 8.2, A 8.3
2. identify time zones, their interpretation, and the reasons for. A 8.1, A 8.2, A 8.3
3. identify map projections and the strengths and weaknesses of each. A 8.1, A 8.2, A 8.3
4. interpret maps using the appropriate legend and scale information . A 8.1, A 8.2, A 8.3

Methods and Activities

In sixth grade social studies, students require a variety of learning experiences to help them understand world cultures. It is important, then, for sixth grade teachers to develop concrete learning experiences to make the study of world cultures meaningful to students. A focus on map and globe skills can help students understand important spatial relationships.

Sixth grade is an appropriate point to emphasize special individual written or oral reports on world religions or nations. Group research reports on key nations within region help to develop depth of understanding as well as inquiry skills. Teachers also need to make extensive use of friends, parents, and exchange students, who have experiences in other parts of the world and are willing to speak to classes.

Finally, given the increasing importance and complexity of global events, special care must be taken to emphasize how current events relate to what is being studied and to help students make decisions about important global issues.

World Geography

Seventh Grade

Description:

In this course, students will gain a more in-depth knowledge about geographic concepts and world regions. Specific regions to be studied include: North America, South America, Europe, Africa, Asia, and Australia.

Resources:

Maps/globes, newspapers, magazines, overhead projections, Internet...

Textbook: Discovering World Geography McGraw-Hill

Objectives:

The learner will be able to

- Categorize the five geographic themes and the physical geography of the earth, relating factors that influence ways of life, emphasis on the five geographic themes dealing with latitude and longitude, human and physical characteristics, how humans adapt and modify the environment, migration across the planet, and boundaries and regions of our world (e.g. locale, climate, resources, and population)
A8.7,8.8,8.9,B8.1,8.2,8.10,8.12,E8.3
- use a variety of geographic representations such as political, physical, and topographic maps, a globe, aerial photographs, satellite images
- Identify the geography and peoples of the United States, Canada, Latin America, Europe, Africa, the Middle East, Asia, and Australia, including the history, economics, governments, cultures/lifestyles, and human environmental interaction.
A8.1,8.2,8.3,8.8,B8.1,8.3,8.4,8.12,E8.3,8.9
- Identify conditions of various world climates and related effects on living organisms.
- themes are climate and weather patterns, resources, population, and diversity
A8.4,8.6,8.9
- Recognize and explain the various factors associated with industry/manufacturing (land, labor, resources, markets, etc.) relating factors to the world import – export markets.

- Understand how political, economic, social processes shape cultural patterns and characteristics in various places and regions A8.5,8.10,8.11,B8.3,C8.9,D8.7
- Discuss current events, including local, state, national, and international issues and raise student awareness of global issues and how they affect the United States.
A8.7,8.8,8.9,8.10,8.11,B8.2,8.3,8.4,8.7,8.8,8.9,8.11,C8.1,8.6,8.7,D8.1,8.2,8.6,8.11,
E8.4,8.7,8.10,8.12

American History

Eighth Grade

Description

The major emphasis in this course is on the political, economic, and social aspects of the American people from the American Revolution to the end of the Cold War. The focus of the course will include trends and moods of the country from the American Revolution to the end of the Cold War Era.

Objectives:

THE LEARNER WILL BE ABLE TO . . .

- Identify the reasons for European exploration and settlement.
 - A8.7
 - B8.1, B8.2, B8.3, B8.4, B8.5, B8.7, B8.10, B8.11, B8.12
 - C8.1, C8.2, C8.3, C8.4, C8.5, C8.8, C8.9
 - D8.5, D8.6, D8.7, D8.10
 - E8.1, E8.6, E8.14
- Describe the major native cultures of various regions, including Wisconsin, in North America (Plains, Woodlands, etc.)
 - B8.11, B8.12
 - E8.1, E8.2, E8.3, E8.4, E8.5, E8.6, E8.7, E8.9, E8.11
- Identify the causes and effects of slavery, immigration, and multiculturalism
 - A8.7
 - B8.1, B8.2, B8.3, B8.4, B8.7, B8.10, B8.11
 - E8.2, E8.4, E8.6, E8.7, E8.9
- Identify the impact of ethnic groups
 - A8.7
 - B8.2, B8.3, B8.4, B8.5,
 - E8.6,8.9,8.14
- Evaluate the importance of geography and climate in site selection

- A8.7
- B8.12
- Identify the causes and ramifications of America's conflicts in wars along with political, economic, and social implications
 - B8.1, B8.3, B8.5, B8.6, B8.7, B8.10
 - D8.9
- Identify the effect of international relationships and their importance to present day America as a result of world conflict.
 - B8.2,8.3,B8.4, B8.5, B8.6, B8.7, B8.10, B8.12
 - E8.1, E8.10, E8.15
- Identify America's role in today's world
 - B8.1, B8.4, B8.7, B8.12
 - C8.3, C8.6
 - D8.5
- Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights.
 - B8.6
 - C8.1, C8.2, C8.3, C8.4, C8.5, C8.6, C8.7, C8.8, C8.9
 - D8.5
 - E8.14
- Describe and explain the basic setup of the US Government with focus on important political documents such as the Constitution and Bill of Rights
 - B8.5, B8.6
 - C8.2, C8.3, C8.4, C8.5
- Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services.
 - D8.2, D8.8, D8.9, D8.10
- Evaluate the implications of the advancement of technology
 - A8.10
 - B8.2, B8.3, B8.4, B8.7, B8.8, B8.9, B8.10, B8.12
 - D8.1, D8.4, D8.7
- Evaluate the implications and responsibilities of environmental stewardship
 - A8.10
 - B8.2, B8.3, B8.4, B8.9
 - D8.6, D8.7, D8.11
- Interpret non-text materials such as maps, graphs, charts, etc...
 - A8.1, A8.2, A8.3

- Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used.
 - B8.1, B8.2, B8.4
- Discuss current events, with an emphasis on national issues
 - A8.6, A8.11
 - B8.2, B8.3, B8.4
 - C8.7, C8.9
 - D8.1, D8.2, D8.6, D8.7
 - E8.2, E8.3

Civics

Ninth Grade – First Semester

Description:

Civics is a semester course dealing with government and citizenship. It covers units on different political systems, the U.S. Constitution, the Bill of Rights, our federal, state, and local governments, crime and law enforcement, elections and voting, and taxation.

Resources: Maps/globes, newspapers, magazines, overhead projections, Internet...

Textbooks:

1. *MacGruder's American Government*
2. *Framework of Your Wisconsin Government*

Objectives:

The learner will:

- Evaluate English and colonial documents, and political organizations to understand their impact on the creation of the Constitution. B.12.2, C.12.3
- Compare government systems. B.12.1, B.12.11, C.12.2, C.12.9, C.12.12, C.12.13, E.12.17
- Explain the adoption, interpretation, and evaluation of the Constitution. B.12.6
- Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights. C.12.1, C.12.2, C.12.4
- Identify the roles and responsibilities of the three branches of the federal government. C.12.4, C.12.6

- Identify the role and responsibilities of state and local governments, including school districts. C.12.5
- Select and explain the significance of important people and ideas in the areas of political and civic leadership. B.12.8, C.12.7, E.12.6
- Locate, identify, and interpret map information. A.12.1, A.12.2, A.12.5
- Describe the rights and responsibilities of citizens. A.12.13, C.12.1, C.12.10, E.12.3, E.12.6
- Discuss current events, including local, state, national, and international issues. A.12.6, B.12.9, B.12.13, C.12.8, C.12.16, D.12.4, D.12.13, E.12.8
- Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue
E.12.14

World Issues

Ninth Grade – Second Semester

Description:

World Issues is a semester course taking an in-depth look world events/topics. The semester will begin with an in-depth look at the world's five major religions (Hinduism, Buddhism, Judaism, Christianity, and Islam). The course will then take a look at the Middle East conflict, its effects on the world, and terrorism. The semester will conclude with taking a look at current issues occurring in the world.

Resources:

1. Handouts, notes, Internet, newspapers, magazines, etc.
2. (No textbook)

Objectives:

The learner will:

- Locate, identify, and interpret map information. A.12.1, A.12.2, A.12.3, A.12.5
- Compare the differences between monotheism and polytheism. B.12.17
- Explain the origins, central ideas, and global influence of the five major religions, specifically Hinduism, Buddhism, Judaism, Christianity, and Islam. B.12.8, B.12.10, B.12.11, B.12.14, C.12.2, E.12.2, E.12.4, E.12.13
- Discuss the history/culture of each of the founding societies. A.12.8, B.12.7, B.12.10, B.12.13, E.12.5

- Explain how/why each religion flourished and spread. B.12.3, B.12.10, B.12.13, E.12.2, E.12.4
- Identify the role of each religion today in our global political/social world. B.12.10, B.12.11, B.12.16, E.12.2, E.12.4
- Identify different religious sects/denominations. B.12.17
- Discuss fundamentalism. B.12.3, B.12.10, B.12.17, E.12.6
- Discuss terrorism. B.12.1, B.12.2, E.12.6
- Discuss responses to terrorism. B.12.3, B.12.11, B.12.15, B.12.17, C.12.8, C.12.9, E.12.2, E.12.6, E.12.11, E.12.12, E.12.14
- Understand and discuss the need for tolerance in the world. B.12.1, B.12.2, B.12.11, B.12.15, C.12.8, C.12.9, E.12.6, E.12.12
- Discuss current events, including local, state, national, and international issues. A.12.6, B.12.9, B.12.13, C.12.8, C.12.16, D.12.4, D.12.13, E.12.8

World History

Tenth Grade *Elective*

Description:

This course takes an international approach to world history by providing students with a basic knowledge of the development of world civilizations. As the students gain insights into relationships among people, ideas, and events, they will better understand and appreciate the contributions and comparisons of both western and non-western civilizations in world history; both ancient and modern eras.

Objectives

The learner will be able to:

- Evaluate the influence of geographic and climatic features on the development of civilizations. A12.1,12.6,12.8
- Describe features of the world's physical and natural environment, and explain how the environment has affected and been affected by historical development. A12.1, 12.2, 12.4, 12.6
- Discuss and analyze the development of civilizations and cultures from ancient times to the modern era. A12.4,B12.3, 12.13, E12.3,12.4, 12.5, 12.8, 12.10
- Compare and contrast various civilizations and cultures according to their religious base, social structure, governments, economies, and accomplishments. B12.12,12.14,C12.2,E12.3,12.10,12.17

- Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion. A12.5, 12.7, B12.9
- Explain different points of view on the same historical event, using data gathered from various sources. B12.1,12.4
- Select and explain the significance of influential people, ideas and discoveries from each of the eras studied. B12.8,E12.14
- Analyze religion, art, architecture, literature, philosophy, science, and technology from ancient times through the modern era. A12.10,12.11,B12.7,12.9, 12.10, D12.4
- Analyze the impact of nationalism, militarism, and imperialism. B12.11,12.13,C12.13,
- Assess the significance of key turning points in world history. B12.2, 12.3, 12.4, 12.10, 12.15
- Compare and contrast the major achievements and challenges between developed and less-developed countries. A12.5,C12.6,E12.17
- Discuss current events, including local, state, national, and international issues. A12.6,D12.2,12.8

American Studies

Eleventh Grade

Description:

The major emphasis in this course is on the development of a modern United States as a world power, and its influence on world politics, economics, and societies. The specific time periods to be studied include end of the Civil War through World War II. The course reviews slavery in the United States, then continues on with a focus on human trafficking and modern slavery. There will be an emphasis on current events.

Objectives

The learner will be able to:

- Trace the growth and impact of immigration and reform movements. C12.15, 12.16
- Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States. B12.6,C12.3
- Analyze the impact of various ethnic groups, including Native American and modern-day immigrants. A12.9,B12.18,E12.8
- Identify and discuss the legal and moral issues surrounding treaty rights. A12.13,B12.16,E12.8
- Describe the industrial and labor movements of America and their effects on American society and the world. B12.5,D12.16

- Identify and evaluate the administrations of US presidents. B12.1,12.2
- Explain different points of view on the same historical event, using data gathered from various sources. B12.1,12.4,12.18,C12.5,12.8
- Select and explain the significance of influential people, art, literature, ideas and discoveries from each of the centuries studied. B12.8,E12.14
- Analyze the impact of nationalism, militarism, and imperialism. B12.11,12.13,C12.13
- Describe the economic hardships and prosperities people face during depressions, war, and/or peacetime. D12.3,12.5
- Trace the growth of political and reform movements in attempting to foster political, social, and economic equality and justice. B12.5,12.18,C12.14
- Identify and explain democracy’s basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights. C12.1,E12.3,12.17
- Describe how peace can foster prosperity and lead to a stable society. B12.10,C12.5
- Identify basic economic ideals and use them to evaluate social and economic conditions of the 20th and 21st centuries. A12.5,12.7,D12.2,12.6
- Evaluate the implications of technological advancements. A12.10,12.11,D12.4
- Describe the challenges of the quest for peace and world disarmament in the 20th and 21st centuries. B12.3,12.9,12.11,12.10,E12.4
- Discuss current events, with an emphasis on national issues. A12.1, B12.17, C12.8, 12.10,D12.1,E12.6,12.12

Advanced United States History

Twelfth Grade

(11th grade with U.S. History & department approval)

Description:

This course models a typical freshman college United States History course. Units of study cover U.S. History from the Cold War Era to the Present.

***This course offers the possibility for students to meet and work independently with the instructor to properly prepare to take the national College Board AP US History exam in early May.

Resources:

Maps/globes, newspapers, magazines, overhead projections, PowerPoint, video, Internet...

Textbooks: *American Pageant* – Houghton-Mifflin, 1998 and *The Americans* – McDougal Littell

Objectives

Students will:

- gain a conceptual knowledge of history. B12.3,12.6,12.11,12.12,12.13,12.18,C12.3,12.6,
- Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States. B12.6,C12.3
- foster an understanding of personal values and their relationship to history. B12.10,C12.1,12.10
- explore our heritage as a means of understanding ourselves and our place in history. B12.12, C12.1
- master content material and use it to solve meaningful problems. A12.5,12.6,12.7,C12.5,12.8
- develop and expand skills in reading, writing, analysis, and synthesis. A12.6,12.7,12.15,C12.4,12.15,D12.7
- understand the recurring themes in history and the place these themes have in the present. B12.3,C12.15,E12.13
- learn to detect and explain cause and effect relationships. A12.4, B12.3
- use literature to enrich and expand historical study. B12.7
- interpret non-text materials such as maps, graphs, charts etc. A12.1, 12.2, B12.5
- use visual materials such as paintings, photographs, political cartoons, etc., to understand current and past historical eras. A12.2,B12.2
- form opinions based on critical examination of relevant information. C12.7
- write effective and well organized essays. B12.15,C12.8, E12.14
- compare and contrast the credibility of different accounts of the same event. B12.1,12.15,12.17,D12.12
- select and explain the significance of important people and ideas in the areas of political and intellectual leadership, discoveries, and US History. B12.8,C12.16,E12.12
- explore how economic and technological changes affected daily life, work, family organization, leisure, the division of wealth, and community relations. A12.11,B12.9,D12.4,E12.4
- develop an understanding of the role of our nation in the world. B12.16,C12.12,D12.3

Social Issues

Twelfth Grade

Description:

The first semester of Social Issues focuses on the broad study of Economics. The objective of an economic education is to provide the student with adequate information about economic principles in order to develop an ability to understand and make reasoned judgments about major economic questions facing society and themselves as members of society. The second semester of Social Issues focuses on the behavioral sciences of Psychology and Sociology. During this semester, the topics studied will be: what is psychology, consciousness, child development, learning behaviors, personality development, study of human relationships and the social issues which occur in modern society.

Resources:

1. Economics Textbook
2. Psychology Textbook
3. Handouts, Internet, newspapers, magazines, etc.

Objectives:

The learner will:

- Discuss and state opinions on current events, including local, state, national, and international issues. A.12.1, B.12.1, B.12.13, C.12.1, E.12.14

Economics:

- Define economics and other key elements and terms. D.12.1, D.12.2, D.12.10
- Describe advantages and disadvantages of traditional, command, and market economies. A.12.7, D.12.2, D.12.12, E.12.17
- Discuss the role of government in economic systems, especially the United States economic system. D.12.2, D.12.5, D.12.6, D.12.7, D.12.14
- Compare and contrast market conditions that characterize pure competition, monopolistic competition, oligopoly, and monopoly. D.12.4, D.12.7, D.12.13
- Compare and contrast the United States economy with other economies around the world. A.12.7, C.12.12, D.12.2, D.12.4, D.12.7, D.12.8
- Demonstrate an understanding of how the stock market works. D.12.2, D.12.9, D.12.12, D.12.13
- Demonstrate a basic understanding of budgeting personal finances. D.12.1, D.12.11

Psychology:

- Define psychology and explain why it is an important science. E.12.1
- Compare and contrast psychological theories and their application to the study of behavior. E.12.2, E.12.7

- Analyze causes, types, frequency, and treatment of mental illnesses. E.12.14, E.12.16

Sociology:

- Apply sociological theory to real-life experiences. C.12.10, E.12.14, E.12.15
- Evaluate the impact of social class, race, ethnicity, attitudes, beliefs, work, motivation, and gender on individual identity and social mobility. E.12.2
- Relate the element of prejudice to specific social behaviors. E.12.5, E.12.6, E.12.11, E.12.12

Social Technology Applications *Elective*

10th - 12th grades

This class addresses 21st Century Social Media and Technology issues and uses.

The main thrust of this course involves a fluid curriculum designed to focus on current “up-to-date” social communication technology in our lives, and the use of current work related technology tools.

The social implications regarding both use and misuse of technology will be explored.

Student objectives:

- compare and contrast the credibility of different accounts of the same event. B12.1, 12.15, 12.17, D12.12
- A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models
- A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture
- B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world
- C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens
- C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time
- C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position
- C.12.9 Identify and evaluate the means through which advocates influence public policy

- C.12.10 Identify ways people may participate effectively in community affairs and the political process
- E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings
- E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue
- E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions

20th Century Wars

11th – 12th Grade

Description:

20th C. Wars gives the students an in-depth look at WWI, WWII, Korea, Vietnam, the Cold War (arms race/nuclear issues), conflicts in the Middle East, terrorism, and genocide. Major emphasis will be placed on the causes and effects of war. As each war is discussed, specific events and personalities will be focused upon.

Resources:

1. Videos, lecture notes, handouts/readings, class discussion, newspapers, magazines, Internet, etc
2. There is no textbook for this course.

Objectives:

The learner will:

- Discuss current events, including local, state, national, and international issues. A.12.6, B.12.9, B.12.13, C.12.8, C.12.16, D.12.4, D.12.13, E.12.8
- Locate, identify, and interpret map information. A.12.1, A.12.2, A.12.5
- Explain different points of view on the same historical event. B.12.1
- Analyze primary and secondary sources related to a historical question. B.12.2
- Recall, select, and analyze significant historical periods and their relationships among them. B.12.3
- Assess the validity of different interpretations of significant historical events. B.12.4
- Gather various types of historic evidence to develop a coherent argument. B.12.5
- Identify major works of art and literature from a specific time period. B.12.7

- Recall, select, and explain the significance of important figures of a specific time period. B.12.8
- Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war. B.12.11
- Analyze examples of ongoing change within and across cultures. B.12.13
- Identify a historical or contemporary event in which a person was forced to take an ethical position. B.12.15
- Describe the purpose and effects of treaties, alliances, and international organizations. B.12.16
- Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved. B.12.17
- Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the US and elsewhere in the world. B.12.18
- Describe and evaluate ideas of how society should be organized and political power should be exercised. C.12.13
- Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals. C.12.14
- Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust. C.12.15
- Defend a point of view related to an ethical issue. E.12.9
- Use the research procedures and skills to develop an informed position on an issue. E.12.14

Revolutions

11th – 12th Grade

Description:

Revolutions provides the student an in-depth look at different revolutions throughout world history, for example the French Revolution and the Russian Revolution. Major emphasis will be placed on events leading up to, during, and effects of the revolution. As each revolution is discussed, specific personalities and events will be focused upon.

Resources:

1. Videos, lecture notes, handouts/readings, class discussion, newspapers, magazines, Internet, etc

2. There is no textbook for this course.

Objectives:

The learner will:

- Discuss current events, including local, state, national, and international issues. A.12.6, B.12.9, B.12.13, C.12.8, C.12.16, D.12.4, D.12.13, E.12.8
- Locate, identify, and interpret map information. A.12.1, A.12.2, A.12.5
- Explain different points of view on the same historical event. B.12.1
- Analyze primary and secondary sources related to a historical question. B.12.2
- Recall, select, and analyze significant historical periods and their relationships among them. B.12.3
- Assess the validity of different interpretations of significant historical events. B.12.4
- Gather various types of historic evidence to develop a coherent argument. B.12.5
- Identify major works of art and literature from a specific time period. B.12.7
- Recall, select, and explain the significance of important figures of a specific time period. B.12.8
- Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects these changes had on specific areas and the world. B.12.9
- Select instances of change and what the effects those changes had on specific areas. B.12.10
- Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war. B.12.11
- Analyze examples of ongoing change within and across cultures. B.12.13
- Identify a historical or contemporary event in which a person was forced to take an ethical position. B.12.15
- Describe the purpose and effects of treaties, alliances, and international organizations. B.12.16
- Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved. B.12.17
- Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminated discrimination in the US and elsewhere in the world. B.12.18
- Describe and evaluate ideas of how society should be organized and political power should be exercised. C.12.13

- Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals. C.12.14
- Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust. C.12.15
- Defend a point of view related to an ethical issue. E.12.9
- Use the research procedures and skills to develop an informed position on an issue. E.12.14

Appendix A: Written Language Activities

Writing activities promote learning of the subject matter by requiring active attempts at making meaning, requiring planning and reviewing, connecting prior knowledge with new information, and helping students to develop thinking skills. Generally, it is better to assign frequent short assignments rather than a single long one. Repeated practice is important in learning writing, as in learning any skill. The following list of ideas provide opportunities to use written language in social studies:

Plays	Short Stories
Newspaper Articles	Outlines
Poetry	Epitaphs
Letters to the Editor	Notes or Memos
Song Lyrics	Book Reports
Games	Posters
Bumper Stickers	Brochures
Lists	Persuasive Letters
Journals	Diaries
Books	Book or Movie Reviews
Directions & Instructions	Interview Notes
“How to” Manuals	Advice Columns
Questionnaires	Advertisements
Comic Strips	Political Cartoons
Invitations	Crossword Puzzles
Newsletters	Anthologies
Yearbooks	Thank You Notes

Greeting Cards	Summaries
Recipes	Bulletins on Specific Events
Signs/Billboards	Charts
Personal Letters	Postcards
Want Ads	Magazine Articles
Guides	Commercials
E-mail	Web Pages
License Plates	Story Problems
Dictionary of New Terms	

APPENDIX B: ORAL LANGUAGE ACTIVITIES

1. Retell a story
2. Act out a story
3. Recite a poem
4. Debate an issue
5. Carry on a phone conversation
6. Read a story out loud
7. Oral book reports
8. Role playing
9. Chorale reading
10. Speeches
11. Political campaigning and voting
12. Radio shows
13. Puppet shows
14. Brainstorming
15. Discussion
16. Show and tell
17. Author's chair
18. Drama
19. Oral presentation (antiques)
20. Interviewing
21. Newscast
22. Question bags
23. Twenty questions
24. Games (Jeopardy, Who wants to be a millionaire?)
25. Introductions
26. Literature Circles/Discussion Groups

27. Dialoguing
28. Telling jokes and anecdotes
29. Extemporaneous speaking

APPENDIX C: STRATEGIES FOR TEACHING SOCIAL STUDIES

1. ANTICIPATION GUIDE

The anticipation guide is a strategy that forecasts the major ideas through the use of statements that activate a student's thoughts and opinions. Before reading, the student responds to statements which challenge or support their preconceived ideas related to key concepts in the reading. Answers are discussed in small groups. The guide can then be used again after the reading to evaluate understanding. (Cook, Strategic Learning In The Content Areas, p.120)

1. KWL PLUS (Know, Want to Know, Learned)

This strategy focuses on the student who asks questions and thinks about ideas while reading. The three principal components are – recalling what is known about the topic prior to reading, determining what the student wants to learn, and identifying what has been learned. The Plus activity involves helping the student to categorize the information listed under the “L” learned column. (Cook, Strategic Learning In The Content Areas, p.111)

1. CHARACTER QUOTES

This strategy encourages cooperative group work; students discuss what a person's character might have been like, based on multiple quotations. Students then make generalizations about the personality prior to beginning a study of a particular figure or time in history. (Buehl, Classroom Strategies for Interactive Learning, p.32)

1. CHANGE FRAME GRAPHIC ORGANIZER

This strategy plots how change causes problems for various groups of people throughout history or within a specific time frame, by graphing the problems each group faced, the changes caused by these problems, and what each individual group did to solve the problems. Some textbooks are written with this structure in mind so students can find the information directly in the text. (Buehl, Classroom Strategies for Interactive Learning, p.56)

1. DIFFERENT PERSPECTIVES

This strategy guides students through multiple readings of material in a way that makes them consider ways of thinking other than their own. Working cooperatively, each group is assigned a different perspective. The group lists concerns and needs that someone with that perspective would have when dealing with the particular topic being studied. (Buehl, Classroom Strategies for Interactive Learning, p.40)

1. R A F T (Role, Audience, Format, Topic)

The RAFT technique provides a way to incorporate writing into content area instruction. This strategy encourages reading and writing from different perspectives. The four components are:

1. Role of Writer – Who are you taking on the role of? (senator, pioneer, etc.)
2. Audience – To whom are you writing? (constituents, president, family, etc.)
3. Format – What form will it take? (letter, journal, poem, etc.)
4. Topic – What is the chosen topic? (choose a strong verb to describe intent)

(Cook, Strategic Learning In The Content Areas, p.171)

1. PROPOSITION/SUPPORT OUTLINE

This outline strategy helps students support a position with evidence and can be used before, during, or after reading. The paper is divided into two columns and they are labeled with “proposition” and “support” or “opinion” and “proof”. While reading, the students use the details from their reading to develop their propositions and opinions. Summary statements are written based on the statements and details. (Cook, Strategic Learning In The Content Areas, p.145)

1. STRUCTURED NOTE TAKING

This is a strategy which makes use of graphic organizers. Students are presented with the basic outline of an organization frame that follows the material being presented. They then take notes by recording relevant information in the appropriate spaces in the graphic organizer. The basic organizational frames in textbooks are: problem/solution, compare/contrast, cause/effect, proposition/support, goal/action/outcome, and concept/definition. These frames can be combined to support certain kinds of material. (Buehl, Classroom Strategies for Interactive Learning, p. 106)

APPENDIX D: Wisconsin Public School Observance Days

Listing of Public School Observance Days for the school year.

Background

Wisconsin's 20 special observance days are part of state statutes governing general school operations (Wis. Stats. 118.02). Federal law has moved the celebration of many legal holidays to Monday, however, state law recommends that each Wisconsin Observance Day be held on the day itself. When an observance day falls on a Saturday or Sunday during the school year, it should be observed on the preceding Friday or the following Monday.

Honoring observance days can teach the elements of tradition that preserve U.S. society and foster an awareness of our cultural heritage. Observance days can be part of a rich social studies curriculum that gives these individuals and events proper emphasis, both in the context of Wisconsin and U.S. history and in relation to their effect on or improvement of our political, economic, and social institutions.

The Department of Public Instruction has developed materials that can help school districts in curriculum writing efforts. Information about Planning Curriculum in Social Studies (Bulletin No. 1218) or Learning About Wisconsin (Bulletin No. 9238) can be found on the Publication Sales website or can be ordered from the DPI Publication Sales Office, Drawer 179, Milwaukee, WI 53293-0179; (800) 243-8782, pubsales@dpi.state.wi.us.

The Educational Communication's Board (ECB) has developed a webpage of sites that provide resources for students and teachers for all of the Public School Observance Days required by the Wisconsin Statutes 118.02.

September 15: POW-MIA Recognition Day

An estimated 50,000 former Prisoners of War live among us, including those held captive during World War II, the Korean War, the Vietnam War, throughout the Cold War era, and during more recent military actions. Additionally, the fate of about 10,000 Americans is unknown because they are missing in action. POW-MIA Recognition Day was established on the Friday of the third week of September to recognize those who suffered or suffer captivity in foreign countries while in active service with the U.S. armed forces.

September 16: Mildred Fish Harnack Day

Mildred Fish was born in Milwaukee, Wisconsin, in 1902. In 1926, she married German lawyer Arvid Harnack. They returned to his native Germany in 1930, where she worked as an editor and writer and he as a member of the German government. They were leaders of the resistance group "Red Orchestra." After their arrests by the Gestapo in 1942, she was sentenced to a six-year prison term, and he was executed. Adolf Hitler personally ordered her case reopened, and she was beheaded on February 16, 1943. She was the only native-born American known to have been executed by the Gestapo.

September 17: U.S. Constitution Day

Representatives of 12 of the 13 original states signed the U.S. Constitution on September 17,

1787. The Constitution, with its 27 amendments, defines the federal system of government and embodies the principles on which this country was founded. The National Archives provides resources, including a scan of the U.S. Constitution, and the Library of Congress provides resources that can assist school districts in planning a program on the U.S. Constitution to meet the new federal requirement that schools receiving federal funds observe Constitution Day .

September 20: Wisconsin Day

September 17 to 23, 2006: Wonderful Wisconsin Week

In celebration of the assets that make Wisconsin a desirable place to live and work, the Wednesday of the third full week in September is Wisconsin Day. The day falls during Wonderful Wisconsin Week, which by gubernatorial proclamation, salutes "every important activity in the state from agriculture to industry to tourism, from business to labor to recreation, and from education to good government to the state's varied products."

September 28: Frances Willard Day

Frances Willard, a teacher and lecturer, grew up in Janesville, Wisconsin. She was influential in the early women's movement and was president of the Women's Christian Temperance Union (WCTU) from 1879 until her death in 1898. Under her leadership, the WCTU became a prestigious world organization with a membership of 2 million women.

October 9: Leif Ericson Day (1)

Leif Ericson was born in Iceland and raised in Greenland. Norse sagas written 300 years after his death describe his explorations, around 1000 A.D., of a land he called "Vinland." The location of Vinland remains uncertain, but it is widely believed to be on the North American continent.
1 Spelled Erikson in Wis. Stats. 118.02 Special Observance Days.

October 12: Christopher Columbus Day (2)

At 2 a.m. on this date in 1492, the expedition led by Christopher Columbus sighted land somewhere in the Bahamas. Columbus is acclaimed for providing the initiative that brought the cultures of Africa and Europe to the Americas, linking people on both sides of the Atlantic Ocean. His voyages led to widespread European exploration and settlement of the Americas.
2 Listed as Christopher Columbus' birthday in Wis. Stats. 118.02 Special Observance Days.

November 11: Veterans Day

This observance day began in 1919 as Armistice Day to commemorate the end of World War I. In 1954, President Dwight D. Eisenhower signed legislation changing Armistice Day to Veterans Day, "a day dedicated to world peace." The day honors all veterans of the U.S. armed services.

January 15: Martin Luther King Jr. Day

Martin Luther King Jr. was a leader of the American civil rights movement in the 1950s and 1960s. Before his assassination in 1968, he received the Nobel Peace Prize for his efforts to use nonviolent resistance to achieve equality for African Americans. His efforts contributed to passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

February 12

Abraham Lincoln's Birthday (top)

Elected president in 1860, Abraham Lincoln was commander-in-chief during the Civil War. In 1863, he signed the Emancipation Proclamation, which declared that slaves held in the rebellious states "are, and henceforward shall be free." Four months before his assassination, the 13th Amendment to the Constitution, which abolished slavery, was adopted.

February 15: Susan B. Anthony's Birthday

Susan B. Anthony, an early suffragist, organized campaigns across the United States advocating the rights of women to vote, to get an education, and to own property. In 1872, she voted in a federal election and was arrested, tried, and fined for her action. In 1920, 14 years after her death, the 19th Amendment to the Constitution granting women the right to vote was ratified by three-fourths of the states and adopted.

February 22: George Washington's Birthday

George Washington is honored for his efforts to create a new nation dedicated to the rights of the people. He was commander of the Continental Army during the Revolutionary War. In 1789, he was inaugurated as the first president of the United States.

March 4: Casimir Pulaski Day

Casimir Pulaski was born in Poland in 1747. He came to America in 1777, after fighting for Poland's independence, and joined forces with General Washington. After saving Washington's life, Pulaski was made brigadier general of the American Cavalry. Wounded in battle, Pulaski died on October 11, 1779.

March 17: "The Great Hunger" in Ireland

Because the potato was easy to grow under a variety of conditions and a good source of food, it became the dominant crop in Ireland. By 1845, approximately one-third of Ireland's 8.1 million people ate only potatoes for their diet. An adult would consume between 11 and 14 pounds of potatoes per day; children under age 11 averaged not quite 5 pounds of potatoes per day. When a fungus ruined the potato crop in three out of four seasons between 1845 and 1849, an estimated 750,000 Irish people, weakened by hunger, died from disease and starvation and another 2 million emigrated to Britain, Canada, Australia, and the United States. "The Great Hunger," also known as the Great Famine or Irish Potato Famine, is considered by many to be the most tragic event in Irish history.

April 9: Prisoners of War Remembrance Day

Commemorates the date during World War II when the largest number of Americans were captured in the Conquest of Bataan. Gubernatorial proclamation shall suitably recognize those who suffered captivity in foreign countries while in active service with the U.S. armed forces and request that some portion of the day be used for solemn contemplation on the plight of those who have been held prisoners of war.

April 13: American's Creed Day (3)

William Tyler Page, a messenger in the U.S. House of Representatives, wrote the American's Creed in 1917. His essay was the winning entry in a national contest for the "best summary of American political faith." The House of Representatives adopted the 100-word statement in April

1918. 3 Listed as American Creed Day in Wis. Stats. 118.02 Special Observance Days.

April 19: Patriots' Day

Patriots were colonists who wanted independence from British rule. Most hoped to find peaceful ways to settle their differences with England. When the British decided to look for Samuel Adams and John Hancock, who were hiding in Concord, Paul Revere and Billy Dawes rode through the night warning other Patriots in New England. The American Revolution began when the first shots were fired at Lexington on April 19, 1775. Each side said the other fired first. Patriots' Day was established to mark the beginning of the Revolutionary War.

April 22: Environmental Awareness Day

Former Wisconsin governor and U.S. Senator Gaylord Nelson founded Earth Day in 1970 to organize a national public demonstration that would bring attention to the environment. His efforts made environmental issues an integral part of political debate. Environmental Awareness Day marks the anniversary of Earth Day. The legislature encourages schools to conduct a day-long program, using all educational subjects, to enhance the student's understanding of the environment and to promote an ethic of environmental stewardship.

April 27: Arbor Day

The Arbor Day movement began in the 1800s to promote conservation and beautification of the environment. All 50 states, the District of Columbia, Guam, and Puerto Rico observe Arbor Day with annual tree planting ceremonies. Wisconsin celebrates Arbor Day on the last Friday in April.

June 14: Robert La Follette Sr. Day

Robert M. La Follette Sr. is widely regarded as Wisconsin's most distinguished political leader. He served in the U.S. House of Representatives from 1885 to 1891, as Wisconsin Governor from 1900 to 1906, and in the U.S. Senate from 1906 until his death in 1925. He was one of the founders of the national Progressive Party and was that party's candidate for president in 1924. A national poll of historians and senators in 1957 named La Follette one of five most distinguished nonliving senators. This day is observed if school is in session.

APPENDIX E - POINTS OF EMPHASIS PER GRADE/CLASS

5th Grade - American History

- emphasis on recognition of states and capitals - map activities and tests
- begin with immigrations of the first Americans
- make sure to get through the Civil War
- focus on current events

6th Grade - Ancient Civilizations

- review of states and capitals - map activities and tests
- begin with early cultures - Ice Bridge, beginning of farming, Mesopotamia, etc.
- end with 19th Century Revolutions - Industrial, building of new nations
- emphasize the contributions of ancient cultures and how they affect our culture today
- emphasize that through trade cultures receive goods they need or want, ideas, and diseases
- focus on current events

7th Grade - World Geography

- review of states and capitals - map activities and tests
- emphasis on the five geographic themes dealing with latitude and longitude, human and physical characteristics, how humans adapt and modify the environment, migration across the planet, and boundaries and regions of our world
- themes are climate and weather patterns, resources, population, and diversity
- focus on map skills
- identification of countries and capitals of the world
- elements of culture are focused on such as government, social groups, language, religion, arts, history, daily life, economy
- raising student awareness of global issues and how they affect the United States
- focus on current events
- the study of major landforms, climates, and ecosystems of the earth
- understand how political, economic, and social processes shape cultural patterns and characteristics in various places and regions

8th Grade-American History

- review states and capitals - map activities and tests
- begin with a unit on how to study history - primary/secondary sources, author's purpose, map/chart skills, evaluating credibility
- begin American History portion with introduction to events leading to American Revolution
- end with the end of the Cold War

- focus on current events
- survey course

9th Grade-Civics

- review of states and capitals - map activities and tests
- focus on creation of American government - Articles of Confederation, Constitution, Bill of Rights/Amendments
- focus on branches of government, powers, checks and balances
- focus on WI government
- focus on current events

10th Grade - World History *Elective*

- focus on current events

11th Grade - American Studies

- review of states and capitals. and use of primary/secondary sources, bias, etc.
- review of slavery in the United States --- then continue with a focus on human trafficking and modern slavery in the world.
- map activities and tests throughout the course units.
- focus on the growth of modern America as a world power & its influence on world politics -- cover post Civil War through WWII
- focus on current events

12th Grade - Social Issues (Econ and Psych)

- Survey course - Econ
 - focus on scarcity, types of economic systems, supply and demand, market structures, personal finance, stock market
- Survey course - Psych
 - focus on what is psychology, different research methods, developmental psychology, altered states of consciousness
- focus on current events