

St. John's Lutheran School

Social Studies Curriculum

Geography

1. Understands geography through the study of the relationships among people, places, and environments.

K Benchmarks:

- a) Understands globes.
- b) Understands the purpose and use of maps.
- c) Understands map symbols.
- d) Understands directional terms and finding direction.
- e) Compares maps with globes.
- f) Understands and uses charts and diagrams.
- g) Understands location.
- h) Understands place through physical features.
- i) Understands the interactions of people with the environment: seasons and climate, land use and natural resources, and conservation and pollution.
- j) Understands movement of products.
- k) Understands and uses charts, diagrams, pictographs, bar graphs, calendars, and time lines.

1st Benchmarks:

- a) Understands place through physical and cultural features.
- b) Understands the movement of people, products, and ideas.
- c) Is able to compare maps with globes and photographs.
- d) Understands and uses charts and diagrams.
- e) Understands the interactions of people with the environment: seasons and climate, land use and natural resources, and conservation and pollution.
- f) Understands and uses charts, diagrams, pictographs, bar graphs, calendars, and time lines.
- g) Understands relative and absolute location.
- h) Knows the North and South Poles on a globe.
- i) Understands the various symbols used on maps (e.g., land and water, color, object and picture symbols, lines and borders, relief and elevation).
- j) Understands and can use cardinal directional terms (N, E, S, W).
- k) Understands and finds location.

2nd Benchmarks:

- a) Understands place through physical and cultural features.
- b) Understands the movement of people, products, and ideas.
- c) Is able to compare maps with globes.
- d) Knows the North and South Poles and the equator on a globe.
- e) Understands and uses charts, diagrams, pictographs, bar graphs, calendars, and time lines.
- f) Understands the interactions of people with the environment: seasons and climate, land use and natural resources, and conservation and pollution.

- g) Understands relative and absolute location.
- h) Understands and can use cardinal directional terms (N, E, S, W).
- i) Understands physical and cultural regions.
- j) Understands the purpose and use of maps (e.g., titles, keys, compass rose, scale, and grid system).
- k) Understands the various symbols used on maps (e.g., land and water, color, object and picture symbols, lines and borders, relief and elevation).
- l) Understands and finds location using number and letter grid.

3rd Benchmarks:

- a) Understands relative and absolute location and the factors influencing location.
- b) Understands physical (e.g., landforms, bodies of water) and man-made (e.g., harbor) features.
- c) Understands human interactions with the environment (e.g., climate, land use and natural resources, conservation and pollution, population density in different types of communities).
- d) Identifies the movement of people, goods, and ideas through human and environmental interactions.
- e) Understands and uses globes (e.g., north and south poles, equator, hemispheres, latitude and longitude).
- f) Understands the purpose and use of maps (e.g., titles, keys, compass rose, scale, and grid system).
- g) Understands and can use directional terms, cardinal (N, E, S, W).
- h) Understands map symbols, e.g., land and water, color, tints and patterns, object and picture symbols, lines and borders, roads, routes and arrows, location symbols.
- i) Understands and can find distances on maps and insets in miles and/or kilometers
- j) Understands and can use charts, diagrams, and graphs.
- k) Understands and can use time lines.

4th Benchmarks:

- a) Compares United States' geographical regions based on the location, place, and human environment.
- b) Identifies the movement of people, goods, and ideas through human and environmental interactions (e.g., physical features - land forms, bodies of water, and vegetation).
- c) Interprets information shown on maps and globes.
- d) Participates in a variety of hands-on graphing activities, e.g., timelines.
- e) Identifies geographical features of Wisconsin.
- f) Memorizes the names of U.S. states and capitals.

5th Benchmarks:

- a) Understands relative and absolute location.
- b) Understands physical features (e.g., landforms, bodies of water, etc.) and human or cultural features.
- c) Understands human interactions with the environment: seasons and climate, land use and natural resources, and population density.
- d) Understands movement of people (e.g., immigration, colonization, and settlement patterns), products (trade), and ideas (e.g., cultural borrowing and diffusion).
- e) Understands physical, cultural, political, and economic regions.

- f) Understands the purpose and use of maps (e.g., titles, keys, compass rose, scale, and grid system).
- g) Understands the various symbols used on maps (e.g., land and water, color, object and picture symbols, lines and borders, relief and elevation).
- h) Understands and can use directional terms, cardinal (N, E, S, W) and intermediate (NW, SE, etc) directions.
- i) Understands and can find distances on maps and insets in miles and/or kilometers.
- j) Understands and can use lines of latitude and longitude.
- k) Understands and can use charts, diagrams, and graphs.
- l) Understands and can use time lines.

6th Benchmarks:

- a) Understands the five themes of geography: location, place, human environment, movement, and region.
- b) Knows the advantages and disadvantages of various types of maps.
- c) Knows the physical conditions that determine and alter the geography of the Earth as well as the complex interactions of atmosphere, landforms, and water that determine weather and climate.
- d) Knows the different ways people use the Earth's renewable and nonrenewable resources and how human activity affects the environment.
- e) Knows the physical features, climate, vegetation, and natural resources of ancient Asia, Africa, Europe, and the Americas.

7th Benchmarks:

- a) Knows the characteristics and uses of maps, globes, and other geographical tools.
- b) Analyzes various geographic areas utilizing the five themes of geography: location, place, human environment, movement, and region.
- c) Knows ways in which geography is used to interpret the past, the present, and to plan for the future.
- d) Knows the physical geography of Europe, Russia, Africa, and Asia – linking physical geography to human issues.
- e) Knows the physical geography, climate, vegetation, and natural resources of Europe, Russia, and the African and Asian continents.

8th Benchmarks:

- a) Knows how the Atlantic Ocean became a bridge connecting Europe, Africa, and the Americas.
- b) Knows the geographic importance of the triangular trade route of the Middle Passage.
- c) Knows the importance of controlling the Ohio River Valley area to the French and British interests in North America.
- d) Knows the importance of geography in the Revolutionary War.
- e) Knows the specific land gained in the Louisiana Purchase.
- f) Knows the geographical influences to area economics (e.g., northeastern factories, southern plantations, and mid-western farms).
- g) Knows the geographical implications of the Missouri Compromise and the Compromise of 1850.
- h) Knows why much of the Civil War fighting took place in Virginia and Maryland.
- i) Knows the importance of geography to the Civil War.
- j) Knows how trench warfare in World War I affected the landscape.

- k) Knows the causes and results of the great Dirt Bowl.
- l) Knows the role geography played in Germany's attempt to conquer England and the Soviet Union.
- m) Knows why Pearl Harbor was chosen by the Japanese to be attacked first.
- n) Knows the reason Cuba played such a vital role in the Cold War.

History

2. Understands history by examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

K Benchmarks:

- a) Can make connections and comparisons between the past and the present.
- b) Understands time patterns and relationships among events (indefinite time order).
- c) Identifies and uses different types and quality of historical evidence.
- d) Understands the importance of individuals and groups (both leaders and common people) across time and place.
- e) Understands the importance of various events across time and place.
- f) Understands the various times in which people lived.

1st Benchmarks:

- a) Understands time patterns and relationships among events: chronology, sequence of events, and cause and effect.
- b) Identifies and uses different types and quality of historical evidence.
- c) Can make connections and comparisons between the past and the present.
- d) Understands the importance of individuals and groups (both leaders and common people) across time and place.
- e) Understands the importance of various events across time and place.
- f) Understands the various times in which people lived.

2nd Benchmarks:

- a) Understands time patterns and relationships among events: chronology, sequence of events, and cause and effect.
- b) Identifies and uses different types and quality of historical evidence.
- c) Can make connections and comparisons between the past and the present.
- d) Understands the importance of individuals and groups (both leaders and common people) across time and place.
- e) Understands the importance of various events across time and place.
- f) Understands the various times in which people lived.
- g) Understands growth, expansion, and the development of ideas.

3rd Benchmarks:

- a) Understands time patterns and relationships among events: chronology, sequence of events, and cause and effect.
- b) Understands the importance of individuals and groups (both leaders and common people) across time and place.
- c) Understands the importance of various events across time and place
- d) Understands the various times in which people lived.
- e) Understands growth and expansion of a community since its formation.
- f) Connects the past with the present.

4th Benchmarks:

- a) Analyzes significant historical events.
- b) Investigates the importance of individuals and groups across time and place.
- c) Compares the times in which people lived (past, present, and future) (e.g., historical empathy and perspective).
- d) Connects Wisconsin's past and present.

5th Benchmarks:

- a) Understands time patterns and relationships among events: chronology, sequence of events, and cause and effect.
- b) Identifies and uses different types and quality of historical evidence.
- c) Understands the importance of individuals and groups (both leaders and common people) across time and place.
- d) Understands the importance of various events across time and place.
- e) Understands the various times in which people lived.
- f) Understands growth, expansion, and the development of ideas.
- g) Makes connections and comparisons between the past and the present.

6th Benchmarks:

- a) Knows how archeologists learn about prehistoric people, how historians search for clues in written records, and how human society developed.
- b) Knows how the geography of the land contributed to the development of cities.
- c) Knows the geographic setting, culture, religion, and history of ancient Egyptian civilization.
- d) Knows the rise of civilization in Mesopotamia and how their values, religious beliefs, and inventions developed and shaped our world.
- e) Knows about ancient India and its culture, history, and geography.
- f) Knows about ancient China and its culture, history, and geography.
- g) Knows the geography of ancient Greece, the rise of Greek cities, Athens' Age of Glory, and the Greek Empire.
- h) Knows the history of ancient Rome, from its earliest beginnings through the time of the republic to the fall of the Western Roman Empire.
- i) Knows the geography, cultures, religion, and history of ancient Arabia.
- j) Knows the geography of Middle America, and about the Olmec and Mayan civilizations.

7th Benchmarks:

- a) Knows the historical, geographic, and social forces affecting Europe.
- b) Knows the changes in Europe that began in the late 1700's and the ways that these changes affected other societies in the world.
- c) Knows the major developments of the twentieth century.
- d) Knows the changes that have taken place in eastern Europe and Russia in recent years.
- e) Knows key events in the histories of Africa, Asia, Europe, Russia, South and Central America, and Canada, and the influence of history on economic, political, and social conditions of those places.

8th Benchmarks:

- a) Knows why colonies in North America were founded.
- b) Knows the causes and effects between Britain and America that led to the Revolutionary War.
- c) Knows how the colonial and British armies differed.
- d) Knows the founding fathers would have been executed for treason had the colonies lost the Revolutionary War.
- e) Knows the significance of the French Revolution and the role America played in its happening.
- f) Knows the significance of the War of 1812.
- g) Knows how the demand for cotton and Eli Whitney's cotton gin effected slavery.
- h) Knows the concept of Manifest Destiny and how it affected American attitudes.
- i) Knows the "push/pull" factors of immigrants.
- j) Knows how certain events led to the South seceding from the Union (e.g., the Compromise of 1850. John Brown's attack on Harper's Ferry, and the election of 1860).
- k) Knows the strategies the North and the South planned to use in order to win the Civil War.
- l) Knows the causes, effects, and results of the Civil War.
- m) Knows the different causes of the downfall of the American Indian.
- n) Knows how America reacted to the two points of emphasis in George Washington's farewell address: neutrality and unity.
- o) Knows the causes and results of World War I.
- p) Knows how Woodrow Wilson attempted to create a lasting peace and why the League of Nations failed.
- q) Knows the specific heroes of the Roaring 20's.
- r) Knows the impact Prohibition had on America in the 1920's.
- s) Knows the effect of the Scopes Trial on American history.
- t) Knows the role FDR played in both the Great Depression and World War II.
- u) Knows how Hitler and the Nazis came to power in Germany and their impact on the 20th century.
- v) Knows the impact and influence Mahatma Ghandi had on the Civil Rights movement and Martin Luther King Jr.
- w) Knows the impact "rebellion" had on the 1960's and into the remainder of the 20th century.

Political Science

3. Understands political science and acquires the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

K Benchmarks:

- a) Understands patriotic identity (e.g., flags, anthems, pledges, customs, celebrations, and traditions).
- b) Understands civic values (e.g., recognizing and respecting authority, accepting and respecting others, and working for the common good).
- a) Understands the rights, freedoms, and responsibilities of citizens.

- c) Understands democratic principles.
- d) Understands the rights and freedoms of citizens.
- e) Understands the purposes of government (e.g., promoting order, security, the common good, conflict resolution, and individual rights and freedoms).
- f) Understands democratic institutions.

1st Benchmarks:

- b) Understands patriotic identity (e.g., flags, anthems, pledges, customs, celebrations, and traditions).
- c) Understands the responsibilities of citizens (e.g., voting, obeying laws, and paying taxes).
- d) Understands civic values (e.g., recognizing and respecting authority, accepting and respecting others, and working for the common good).
- e) Understands the rights, freedoms, and responsibilities of citizens.
- f) Understands democratic principles (e.g., citizens are the source of governmental authority).
- g) Understands the purposes of government (e.g., promoting order, security, the common good, conflict resolution, and individual rights and freedoms).
- h) Understands democratic institutions (e.g., levels and branches of government, political parties, and governmental documents).
- i) Understands political parties (e.g., making, amending, and removing rules and laws, enforcing laws, voting and elections).

2nd Benchmarks:

- a) Understands patriotic identity (e.g., flags, anthems, pledges, customs, celebrations, and traditions).
- b) Understands the responsibilities of citizens (e.g., voting, obeying laws, and paying taxes).
- c) Understands civic values (e.g., recognizing and respecting authority, accepting and respecting others, and working for the common good).
- d) Understands the rights, freedoms, and responsibilities of citizens.
- e) Understands democratic principles (e.g., citizens are the source of governmental authority).
- f) Understands the purposes of government (e.g., promoting order, security, the common good, conflict resolution, and individual rights and freedoms).
- g) Understands democratic institutions (e.g., levels and branches of government, political parties, and governmental documents).
- h) Understands the democratic process.

3rd Benchmarks:

- a) Understands patriotic identity (e.g., anthems, pledges, customs, celebrations, and traditions).
- b) Understands civic values (e.g., recognizing and respecting authority figures, accepting and respecting others, working for the common good by cooperating with one another).
- c) Understands democratic principles (e.g., the Constitution, governmental authority).
- d) Understands the rights, freedoms, and responsibilities of citizens.
- e) Understands the purposes of government (e.g., promoting order, security, the common good, conflict resolution, and individual rights and freedoms).

- f) Understands democratic institutions (e.g., levels and branches of government, political parties, and governmental documents).
- g) Understands voting and elections.

4th Benchmarks:

- a) Identifies civic values and the responsibilities of citizens.
- b) Analyzes democratic principals, processes, and institutions (e.g., branches of government).
- c) Understands constitutional rights and freedoms of citizens.
- d) Understands the purposes of government (e.g., promoting order, security, the common good, conflict resolution, and individual rights and freedoms).
- e) Identifies U.S. and State symbols).
- f) Recognizes Wisconsin's politics, politicians, and governing bodies.

5th Benchmarks:

- a) Understands patriotic identity (e.g., flags, anthems, pledges, customs, celebrations, and traditions).
- b) Understands democratic principles (e.g., the Constitution, governmental authority, due process, equal protection, majority rules, and minority rights).
- c) Understands the rights, freedoms, and responsibilities of citizens.
- d) Understands the purposes of government (e.g., promoting order, security, the common good, conflict resolution, and individual rights and freedoms).
- e) Understands different types of government (e.g., democracy, monarchy, and dictatorship).
- f) Understands democratic institutions (e.g., levels and branches of government, political parties, and governmental documents).
- g) Understands the democratic process.

6th Benchmarks:

- a) Identifies different types of government in ancient civilizations and governmental practices (e.g., voting, schooling, taxes, freedoms).
- b) Compares and contrasts the effect of various ancient governmental systems on the individual.
- c) Compares and contrasts the selection process of ancient and modern leaders.
- d) Identifies the social classes and describes the rights and responsibilities of individuals in ancient civilizations.

7th Benchmarks:

- a) Describes the influences that affect the political structure of a culture in the world from the past to the present.
- b) Identifies the major forms of government found in Europe, Russia, Asia, and Africa and compares and contrasts responsibilities and rights within each.
- c) Explains conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- d) Knows the political, scientific, and philosophical trends in Western Europe between the late 1700's and 1900.
- e) Examines the origins and influence of key ideals of the democratic republican form of government, such as human dignity, liberty, justice, equality, and the rule of law.

8th Benchmarks:

- a) Knows the importance of the Mayflower Compact.
- b) Knows the roots of self-government and democracy in the Colonies.
- c) Knows the premises of the Constitution and the Bill of Rights.
- d) Knows the concept of “no taxation without representation.”
- e) Knows the premise of the Declaration of Independence.
- f) Knows the importance of the different branches of government and their role in “checks and balances.”
- g) Knows the significance of the Monroe Doctrine and the Roosevelt Corollary.
- h) Knows the political conflict that arose in Texas prior to it becoming a state.
- i) Knows how Lincoln being a republican affected the South.
- j) Knows the effects of the Reconstruction Act of 1877.
- k) Knows how the “Baron Robbers” affected society.
- l) Knows how political borders changed after World Wars I and II.
- m) Knows how the Great Depression and the New Deal affected politics.
- n) Knows the effects of politics on the Lindbergh baby kidnapping and murder.
- o) Knows how the Viet Nam War affected U.S. politics.

Economics

4. Understands the economic process of production, distribution, exchange, and consumption to make informed economic decisions.

6th Benchmarks:

- a) Gives examples of natural resources, human resources, and systems of exchange used in the production of goods and services in ancient civilizations.
- b) Identifies the role of international trade and the rise of monetary systems in world history.
- c) Explains how physical geography and specialization influenced the ways people earned income in various ancient civilizations.
- d) Identifies reasons for taxation in ancient civilizations.

7th Benchmarks:

- a) Knows the economic changes that have taken place in Eastern Europe and Russia in recent years.
- b) Knows the relationship between economic development and the way of life in Africa.
- c) Compares basic economic systems used throughout the world, based on who determines what is produced, distributed, and consumed.
- d) Differentiates among various forms of exchange and money.

8th Benchmarks:

- a) Knows the factors that influenced the economic development of each colonial region.
- b) Knows how the British taxation caused discontent among the colonies.
- c) Knows how Alexander Hamilton’s plan (vision) of the U.S. economy differed from Thomas Jefferson’s, and which plan America proved correct.
- d) Knows the impact of the Gold Rush.
- e) Knows the premise behind and the need for labor unions.
- f) Knows the economic ramifications of the Fugitive Slave Act.
- g) Knows how economic factors affected the outcome of the Civil War.
- h) Knows the economic effects of the Civil War.

- i) Knows the basics of a business cycle.
- j) Knows the causes of the Great Depression.
- k) Knows the role the “Robber Barons” played in building America into an industrial power.
- l) Knows about and understand philanthropy.
- m) Knows how World War II helped get America out of the Great Depression.

Behavioral Science

5. Understands the concepts of behavioral sciences through sociology by studying the interactions among individuals, groups and institutions; through psychology by studying factors that influence individual identity and learning; and through anthropology by studying cultures in various times and settings.

K Benchmarks:

- a) Understands ideas of shared humanity and unique identity (e.g., culture and cultural identity).
- b) Understands social organizations and institutions (e.g., groups, family, community, social class structures, gender and age).
- c) Understands means of thought and expression (e.g., art, literature, music, architecture, language, communication, and recreation).
- d) Understands human relationships between and among individuals, cultures, and societies.

1st Benchmarks:

- a) Understands ideas of unique identity (e.g., culture, customs, traditions, diversity, and multicultural societies).
- b) Understands social organizations and institutions (e.g., groups, family, community, social class structures, gender and age, religion and beliefs, and education).
- c) Understands means of thought and expression (e.g., art, literature, music, architecture, language, communication, and recreation).
- d) Understands human relationships between and among individuals, cultures, and societies.

2nd Benchmarks:

- a) Understands ideas of unique identity (e.g., culture, customs, traditions, diversity, and multicultural societies).
- b) Understands social organizations and institutions (e.g., groups, family, community, social class structures, gender and age, religion and beliefs, and education).
- c) Understands means of thought and expression (e.g., art, literature, music, architecture, language, communication, and recreation).
- d) Understands human relationships between and among individuals, cultures, and societies.

3rd Benchmarks:

- a) Understands ideas of unique identity (e.g., culture, customs, traditions, diversity, and multicultural societies).
- b) Understands social organizations and institutions (e.g., groups, family, community, social class structures, gender and age, religion and beliefs, and education).
- c) Understands human relationships between and among individuals, cultures, and societies.

4th Benchmarks:

- a) Identifies social organizations and institutions (e.g., family and community).
- b) Understands the relationships between and among individuals, cultures, and societies.
- c) Appreciates diversity of cultures, traditions, and customs within a community and our state (e.g., religious beliefs, holidays, and creative arts).

5th Benchmarks:

- a) Understands ideas of unique identity (e.g., culture, customs, traditions, diversity, and multicultural societies).
- b) Understands social organizations and institutions (e.g., groups, family, community, social class structures, gender and age, religion and beliefs, and education).
- c) Understands means of thought and expression (e.g., art, literature, music, architecture, language, communication, and recreation).
- d) Understands human relationships between and among individuals, cultures, and societies.

6th Benchmarks:

- a) Knows the ideas, values, religious beliefs, and accomplishments of early Chinese civilization.
- b) Knows the beliefs and values of early Indian civilizations and how they affected the lives of their members.
- c) Knows the cultures of medieval Europe, including the Middle Ages, the Renaissance, and the Reformation; and understand the important changes in thinking through these eras.
- d) Knows the different major world religions such as Christianity, Judaism, Buddhism, Hinduism, and Islam.

7th Benchmarks:

- a) Knows various meanings of social groups, general implications of group membership, and different ways that groups function.
- b) Knows how the cultures of Western Europe, Eastern Europe, and Russia have been shaped by political, economic, and geographic circumstances.
- c) Knows how the culture of Africa's regions has been shaped by political, economic, and geographic circumstances.
- d) Identifies and describes ways regional, ethnic, and national cultures influence individuals' daily lives.
- e) Describes ways family, gender, ethnicity, nationality, and group affiliation contribute to personal identity.

8th Benchmarks:

- a) Knows how native Indians, Africans, and Europeans have influenced American culture.
- b) Knows the long-term effects of slavery in the Americas.
- c) Knows how the outcome of the French and Indian War affected the cultural history of the U.S. and Canada.
- d) Knows the core principals within the Declaration of Independence and how the phrase "all men are created equal" has changed over the years.
- e) Knows the effects of remaining neutral during times of conflict.
- f) Knows Andrew Jackson's attitude toward the American Indian and its impact on them.

- g) Knows the hardships of pioneers and the immigrant worker.
- h) Knows the various prejudices that have existed in American history.
- i) Knows why U.S. citizens have differing viewpoints in connection with the execution of John Brown.
- j) Knows why John Quincy Adams's role in the Amistad case would make him a "civil rights" hero.
- k) Knows how certain families had difficult loyalties in the Civil War.
- l) Knows how "mass hysteria" affected both the Salem Witch Trials and McCarthyism.
- m) Knows why so many American Indian tribes felt compelled to fight.
- n) Knows the role racism in the South played in aiding the Civil Rights Movement.
- o) Knows the potential role racism played in the Rodney King beating and the O. J. Simpson trial.