

History SS3.1

Students will describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.

- 3.1.1 Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.
- 3.1.2 Explain why and how local community was established and identify its founders and early settlers.
- 3.1.3 Describe the role of the local community and other communities in the development of the state's regions.
- 3.1.4 Give examples of people, events and developments that brought important changes to the regions of Wisconsin.
- 3.1.5 Chronological thinking, historical comprehension, analysis and interpretation, research: Create simple timelines that identify important events in various regions of the state.
- 3.1.6 Chronological thinking, historical comprehension, analysis and interpretation, research: Use a variety of community resources to gather information about the regional communities.
- 3.1.7 Chronological thinking, historical comprehension, analysis and interpretation, research: Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories. Example: Abraham Lincoln, George Washington, John Chapman Harriet Tubman
- 3.1.8 Chronological thinking, historical comprehension, analysis and interpretation, research: Write and illustrate descriptions of local communities and regions in Wisconsin's past and present.

Civics and Government SS3.2

Students will explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about local, state and national governments; and demonstrate understanding of democratic principles and practices.

- 3.2.1 Foundations of Government; Discuss the reasons governments are needed and identify specific goods and services that governments provide.
- 3.2.2 Foundations of Government; Identify fundamental democratic principles and ideals. Example: the right to life, liberty, and the pursuit of happiness
- 3.2.3 Functions of Government: Identify the duties of a nd selection process for local and state government officials who make, implement and enforce laws.
- 3.2.4 Functions of Government: Explain that the United States has different levels of government (local, state, and national) and that each has special duties and responsibilities.
- 3.2.5 Roles of citizens: Explain the importance of being a good citizen of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship.
- 3.2.6 Roles of citizens: Explain the role citizens have in making decisions and rules within the community, state, and nation. Example: participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way.
- 3.2.7 Roles of citizens: Use a variety of information resources to gather information about local, state and regional leaders and civic issues. Example: Identify leaders and issues from school newsletters, newspaper headlines, photographs, editorial cartoons, television, podcasts, governmental Web sites and other important resources.

Geography 3.3.

Students will explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, and will begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, and explain the geographic relationships within their own community with the state and other states within the region.

- 3.3.1 The World in Spatial Terms: Use labels and symbols to locate and identify physical and political features on maps and globes. Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.
- 3.3.2 The World in Spatial Terms: Locate Wisconsin and other Midwestern state son maps using simple grid systems.
- 3.3.3 The World in Spatial Terms: Identify the northern, southern, eastern, and western hemispheres, cardinal and intermediate directions: and determine the direction and distance from one place to another.
- 3.3.4 Places and Regions: Explain that regions are areas that have similar physical and cultural characteristics. Identify Wisconsin and the local community as part of a specific region. Example: States touching the Great Lakes are part of the Great Lakes Region. The same states are also considered part of the "Lower Midwest" because of their location relative to other states.
- 3.3.5 Places and Regions: Observe and describe the physical characteristics of Wisconsin using words and illustrations and compare them to the characteristics of neighboring states.
- 3.3.6 Physical Systems: Explain the basic Earth/sun relationship, including how it influences climate, and identify major climate regions of the United States.

3.3.7

Physical Systems: Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.

Example: Growing season, types of crops grown, and animal hibernations and migration

3.3.8

Human Systems: Construct maps and graphs that show aspects of human/environmental interaction in the local community Wisconsin and communities.

Example: Use Web sites, educational software, atlases and governmental sources such as local chambers of commerce and recreation departments to identify patterns of rural, urban and suburban development, including population demographics.

3.3.9

Human Systems: Identify factors that make the region unique, including cultural diversity, industry, the arts and architecture.

3.3.10

Environment and society: Use a variety of information resources to identify regional environmental issues and examine the ways that people have tried to solve these problems.

3.3.11

Environment and Society: Identify and describe the relationship between human systems and physical systems and the impact they have on each other

Economics

3.4

Students will explain how the people in the local community make a choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather and apply information about economic changes in the community, and how they compare costs and benefits in economic decision making.

3.4.1

Give examples from the local community that illustrate the scarcity of productive resources.

Explain how this scarcity requires people to make choices and incur opportunity costs.

3.4.2.

Give examples of goods and services provided by local business and industry.

3.4.3.

Give examples of trade in the local community and explain how trade benefits both parties

3.4.4

Define interdependence and give examples of how people in the local community depend on each other for goods and services.

3.4.5

List the characteristics of money and explain how money makes trade easier.

3.4.6.

Identify different ways people save their income and explain advantages and disadvantages of each.

Example: Home "piggy bank," savings accounts, etc.

3.4.7.

Explain that buyers and sellers interact to determine the prices of goods and services in markets.

3.4.8

Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.

Example: When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.

3.4.9.

Gather data from a variety of information resources about a change that will have an economic impact on the community.

Example: Invite a community leader to discuss the decision to build a bigger baseball park in the community.

Use the local chamber of commerce and government Web sites to research the impact a new recreation center will have on young people and their families.