

WAUSAU SCHOOL DISTRICT SOCIAL STUDIES BENCHMARKS  
ALIGNED WITH WISCONSIN STATE STANDARDS AND WSAS

**STANDARD A - GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS**

**Students in the Wausau School District will learn about geography through the study of the relationships among people, places, and environments.**

<b>K-2 Benchmarks</b>	<p>2.1 Knows the basic elements of maps (e.g., legend references to land, water, roads, and cities). [WI;WSAS]</p> <p>2.2 Knows location of school, home, neighborhood, state and county. [WI;WSAS]</p> <p>2.3 Knows the physical and human characteristics of the local community (e.g., neighborhoods, schools, parks, creeks, shopping areas, airports, museums, sport stadiums, hospitals). [WI]</p> <p>2.4 Plots locations on a map using number and letter grids]. [WI;WSAS]</p> <p>2.5 Uses atlases, charts, graphs, and maps (e.g., to gather information about the local community). [WI;WSAS]</p> <p>2.6 Knows the locations of North America, Pacific Ocean, Atlantic Ocean, and major physical features in the United States (e.g., Mississippi River, the Rocky Mountains). [WI;WSAS]</p>
<b>3-5 Benchmarks</b>	<p>5.1 Knows basic elements of maps and globes (e.g., reference points, latitude and longitude, distance, direction, size, shape, movement, and scale to locate positions on various representations of the earth's surface). [WI;WSAS]</p> <p>5.2 Knows location, from memory, of significant physical features (e.g., continents, oceans, mountain ranges, rivers, and land forms), natural features (e.g., resources, flora, and fauna), and human features (cities, states, and national borders). [WI;WSAS]</p> <p>5.3 Knows major changes in the local community that have been caused by human beings (e.g., construction projects, a new highway, a building torn down, a fire), and understands their probable effects on the community and the environment. [WI;WSAS]</p> <p>5.4 Understands how scientific and technological knowledge has affected people's relationship with the environment (e.g., pollution prevention measures, air-conditioning, solar heating). [WI;WSAS]</p> <p>5.5 Uses an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density. [WI]</p> <p>5.6 Knows similarities, differences, and characteristics of cultures; specifically, the ways people interact with the physical environment (e.g., use of land, location of communities, methods of construction, design of shelters) in various regions. [WI;WSAS]</p>

E = WISCONSIN STATE ELIGIBLE TEST CONTENT

WI = WISCONSIN STATE STANDARDS

WSAS = WISCONSIN STATE ASSESSMENT SYSTEM

**STANDARD A - GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS**

**Students in the Wausau School District will learn about geography through the study of the relationships among people, places, and environments.**

**3-5 Benchmarks  
(continued)**

- 5.7 Knows the natural resource bases of different states and regions in the United States and how these resource bases affect human activities (e.g., plantation farming in the South, shipbuilding in New England. [WI;WSAS]
- 5.8 Knows connections between the local community and other places in Wisconsin, the United States, and the world (e.g., architecture, food, music). [WI]
- 5.9 Uses atlases, grid systems, charts, graphs, and maps to gather information (e.g., about the local community, Wisconsin, the United States and the world). [WI;WSAS]

**6-8 Benchmarks**

- 8.1 Uses a variety of geographic tools, such as a statistical atlas, aerial photographs, satellite images, and computer databases to answer geographic questions about the world. [WI;WSAS]
- 8.2 Knows, from memory, the relative location, direction, size, and shape of selected regions of the world [WI;WSAS;E]
- 8.3 Understands the movement of people, ideas, diseases, and products throughout the world in the past and in the present (e.g., European immigration to the United States in the 19th century) influences the character of a place, country, or region. [WI;WSAS;E]
- 8.4 Understands the ways in which people in different regions of the world interacted with their physical environments in the past and in the present. [WI;WSAS]
- 8.5 Knows the unique physical and human characteristics of place. [WI;WSAS;E]
- 8.6 Understands various criteria that can be used to describe a region. [WI;WSAS;E]
- 8.7 Understands how cultural factors, such as human needs, values, ideals, and public policies, influence the design and perception of places and regions (e.g., an urban center, an industrial park, a public project, a planned neighborhood). [WI;E]
- 8.8 Understands the environmental effects on the earth of both short-term (e.g., floods, droughts, and snowstorms) and long-term physical changes (e.g., plate tectonics, erosion, glaciation). [WI]

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<p><b>6-8 Benchmarks (continued)</b></p>	<p>8.9 Understands that the culture of a region or place can be identified in a variety of ways, (e.g., cave paintings, pyramids, sacred cities, castles, and cathedrals). [WI;E]        8.10 Understands the ways in which the unequal global distribution of natural resources shapes economic patterns and affects world politics. [WI;WSAS]        8.11 Knows that patterns of human settlement are influenced by physical, economic, and political factors. [WI;WSAS]        8.12 Understands the causes and consequences of current global issues (e.g., expansion of global markets, urbanization of the developing world, the consumption of natural resources, and the extinction of species) and the related responsibilities of various individuals, groups, and nations. [WI;WSAS]</p>
<p><b>9-12 Benchmarks</b></p>	<p>12.1 Uses a variety of geographic tools to learn about the characteristics of a place or region and to answer geographical questions. – Exploration – The West – Colonialism – CW – Revolution [WI;WSAS;E]        12.2 Understands and is able to explain the interplay between people and their environment, such as the ways people alter the physical environment (e.g., by creating irrigation projects, draining swamplands, cutting down forests, terracing hillsides, planting crops, building roads). [WI;WSAS]        12.3 Understands and can illustrate how the establishment of cultural regions and political boundaries has involved both conflict and cooperation (e.g., conflict and cooperation in the Middle East). [WI;WSAS]        12.4 Understands the short-term and long-term effects that major changes in population and human settlement patterns in various regions of the world have had or might have had or might have on the environment, ecosystems, and the economy. [WI;WSAS]        12.5 Understands how ethics and values of various cultures affect scientific and technological development and how this development affects the environment and culture. [WI]</p>

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**STANDARD B - HISTORY: TIME, CONTINUITY, AND CHANGE**

**Students in the Wausau School District will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.**

<p><b>K-2 Benchmarks</b></p>	<p>2.1 Understands basic chronological relationships (beginning, middle, end of stories; picture time lines; calendar time).</p> <p>2.2 Knows the cultural similarities and differences in clothing, homes, food, communication, technology, and cultural traditions between families now and in the past. [WI;WSAS]</p> <p>2.3 Knows the contributions of ordinary and extraordinary people through stories, narratives and folk tales. [WI]</p> <p>2.4 Understands the significance of national and state symbols (e.g., United States flag, Wisconsin State flag).</p>
<p><b>3-5 Benchmarks</b></p>	<p>5.1 Understands the historical background and the significance of important political values such as freedom, democracy, and justice as they are embodied in such historical documents as the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. [WI;WSAS]</p> <p>5.2 Knows the significance of national and state holidays and the significance of the events and people they celebrate (e.g., Independence Day, Martin Luther King, Jr.). [WI;WSAS]</p> <p>5.3 Knows important events and significant individuals in Wisconsin and United States history (e.g., Benjamin Franklin, Thomas Jefferson, Abe Lincoln, Rosa Parks). [WI;WSAS]</p> <p>5.4 Understands how to interpret, construct, and convey historical data from a variety of resources in graphic form (e.g., the use of a time line to sequence eras in history). [WI;WSAS]</p> <p>5.5 Knows historical examples of the relationships among individuals, groups, and nations (e.g., the prehistory and the early history of Native American people; explorers, traders, and settlers; the transition from territory to statehood, 1787-1848; immigration and settlement; wars and conflicts). [WI;WSAS]</p> <p>5.6 Knows geographical settings, economic activities, and culture of Native American societies in Wisconsin or the region and issues related to tribal sovereignty. [WI]</p> <p>5.7 Knows various sources of information that are used for constructing an understanding of the past, such as artifacts (e.g., different kinds of money such as coins, American Indian wampum, Ethiopian salt bar), documents, letters, diaries, maps, textbooks, photos, paintings, and architecture. [WI,WSAS]</p>

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<b>6-8 Benchmarks</b>	<ul style="list-style-type: none"><li>8.1 Understands the relationships between and among significant events in world history. [WI]</li><li>8.2 Evaluates the credibility of various primary and secondary sources, such as biographies, diaries, journals, artifacts, and eyewitness interviews and the motives, interests, and bias expressed in them. [WI,WSAS;E]</li><li>8.3 Uses historical evidence to develop and support a coherent position about an important political value, such as freedom, democracy, equality or justice. [WI]</li><li>8.4 Knows ways in which individuals and events in history can be organized chronologically, geographically, thematically, topically, and by issue. [WI]</li><li>8.5 Knows historical documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights, that embody significant political values such as freedom, democracy, equality, and justice. [WI]</li><li>8.6 Knows the social, political, and economic impact of major scientific discoveries and technological innovations on society. [WI]</li><li>8.7 Knows examples of conflict, cooperation, and interdependence among groups, societies, or nations. [WI]</li><li>8.8 Knows the significant issues associated with the history, culture, tribal sovereignty, treaty rights, and current status of the American Indian tribes, and bands in Wisconsin. [WI,WSAS]</li><li>8.9 Understands how the relationships among historic events can be analyzed, such as through cause and effect reasoning, in order to determine how significant events have influenced the present in United States and world history. [WI,WSAS;E]</li></ul>
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<p><b>9-12 Benchmarks</b></p>	<p>12.1 Evaluates the validity and credibility of primary and secondary sources related to a historical question. [WI;WSAS; E]</p> <p>12.2 Understands and can evaluate different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches. [WI; WSAS; E]</p> <p>12.3 Understands relationships including cause and effect between specific historical periods and events.</p> <p>12.4 Gathers different types of historical evidence, including visual and quantitative data, in support of a specific argument on an issue such as freedom and equality, individual and community, law and conscience. [WI; E]</p> <p>12.5 Understands the significance of important individuals, their work, and their ideas and how they have influenced political and intellectual leadership, inventions, discoveries, and the arts in Wisconsin, United States, and world history. [WI]</p> <p>12.6 Integrates new information with prior knowledge and come to a reasoned conclusion.</p> <p>12.7 Understands how ethics and values of various cultures affect scientific and technological development and how this development affects the environment and culture. [WI]</p> <p>12.8 Understands the origins and influences in cultures, religions, and civilizations.</p> <p>12.9 Understands the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity. [WI;E]</p> <p>12.10 Identifies and is able to explain historical or contemporary events in which individuals took an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon. [WI; E]</p> <p>12.11 Understands the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world. [WI; E]</p> <p>12.12 Understands historical and current instances when national interests and global interests have been opposed and knows the issues involved. [WI]</p> <p>12.13 Understands the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world. [WI; E]</p>
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**STANDARD C - POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY**  
**Students in the Wausau School District will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.**

<b>K-2 Benchmarks</b>	<ul style="list-style-type: none"><li>2.1 Understands individual responsibilities (e.g., to family, peers, the community) including respect for diversity.</li><li>2.2 Knows actions associated with good citizenship (e.g., fair play, good sportsmanship, individual responsibility, taking turns and sharing, taking responsibility for classroom chores, taking care of one's personal things). [WI]</li><li>2.3 Knows some of the problems that might result from a lack of effective rules or authority (e.g., inability to settle disputes or accomplish necessary tasks).</li><li>2.4 Knows the basic purpose of government in the United States (e.g., to protect the right of individuals, to promote the common good). [WI; WSAS]</li><li>2.5 Knows how families, schools, and groups develop, enforce, and change rules of behavior and how various behaviors promote or hinder cooperation. [WI]</li></ul>
<b>3-5 Benchmarks</b>	<ul style="list-style-type: none"><li>5.1 Knows the purpose and importance of political documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed. [WI;WSAS]</li><li>5.2 Understands how various forms of civic participation (e.g., running for political office, voting, signing an initiative, public service, and speaking at hearings) can contribute to the well-being of the community. [WI;WSAS]</li><li>5.3 Knows the importance of a knowledgeable citizenry in American constitutional democracy. [WI]</li><li>5.4 Knows the major things citizens do in one's school, community, state, and nation (e.g., make, carry out, and enforce laws; manage conflicts; provide national security).</li><li>5.5 Understands different groups' and individual's views on a classroom or school issue. [WI]</li><li>5.6 Understands the major responsibilities of the legislative, executive, and judicial branches of the government. [WI]</li></ul>

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**6-8 Benchmarks**

- 8.1 Understands fundamental principles of American constitutional democracy (e.g., 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). [WI;WSAS]
- 8.2 Understands important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and understand their function in the American political system. [WI;WSAS]
- 8.3 Understands how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused. [WI;WSAS]
- 8.4 Knows that the Constitution established a federal system in which federal, state, and local governments share power, and understand how legislative, executive, and judicial powers are balanced at the federal level. [WI;WSAS]
- 8.5 Knows how the federal system and the separation of powers in the Constitution limit government and work to sustain both majority rule and minority rights. [WI]
- 8.6 Understands the role of political parties and interest groups over the course of American history. [WI]
- 8.7 Locates, organizes, and uses relevant information to understand different views on issues of public concern (e.g., housing problems, affirmative action, gun control, environmental protection, equal rights), take a position, and advocate the position. [WI]
- 8.8 Knows the role of international organizations such as military alliances and trade associations. [WI]

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<b>9-12 Benchmarks</b>	<p>12.1 Is able to explain various documents and events that have influenced the legal, political and constitutional development of the United States.</p> <p>12.2 Locates, organizes, and uses information from various sources to understand an issue of public concern, take and present a position. [WI;WSAS]</p> <p>12.3 Understands the means through which citizens can monitor and influence public policy and the ways in which people may participate effectively in community affairs and the political process. [WI;WSAS;E]</p> <p>12.4 Understands different political systems' (i.e., monarchism, anarchism, socialism, fascism, communism, and representative democracy) views on how society should be organized, how political power should be exercised, and the importance of human rights. [WI]</p> <p>12.5 Knows how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior. [WI]</p> <p>12.6 Knows major historical events and documents that led to the creation of limited government in the United States (e.g., Magna Carta (1215), Mayflower Compact (1620), common law, and the Bill of Rights (1689) in England; colonial experience, Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), Bill of Rights (1791) in the United States). [WSAS]</p> <p>12.7 Understands the difference between domestic and foreign policies and how these policies affect American citizens' lives. [WSAS]</p>
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**STANDARD D - ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION**

**Students in the Wausau School District will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.**

<b>K-2 Benchmarks</b>	<p>2.1 Knows that people trade goods and services for other goods and services or for money. [WI;WSAS]</p> <p>2.2 Understands that since people cannot have everything they want, they must make choices. [WI;WSAS]</p> <p>2.3 Knows that most people work in jobs where they produce a few special goods or services. [WI]</p> <p>2.4 Understands that coins and bills have specific monetary value. [WI; WSAS]</p>
<b>3-5 Benchmarks</b>	<p>5.1 Knows that businesses and industry depend upon workers with specialized skills/education to make production more efficient. [WI;WSAS]</p> <p>5.2 Understands situations requiring an allocation of limited economic resources and appraise the opportunity cost (e.g., spending one’s allowance on a movie will mean less money saved for a new video game). [WI;WSAS]</p> <p>5.3 Knows economic roles of various institutions including households, businesses and government. [WI]</p> <p>5.4 Understands the role of money, banking, and saving in everyday life, private and public. [WI;WSAS]</p> <p>5.5 Knows goods and services that are produced locally and form part of state, national, and global economies. [WI;WSAS]</p> <p>5.6 Knows how personal economic decisions (e.g., deciding what to buy, what to recycle, or how much to contribute to people in need) can affect the lives of people in Wisconsin, the United States, and the world. [WI]</p> <p>5.7 Understands the difference between private goods and services (e.g., the family car or a local restaurant) and public goods and services (e.g., the interstate highway system or the United States Postal System). [WI]</p> <p>5.8 Understands how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. [WI]</p> <p>5.9 Understands basic economic concepts of supply, demand, and production; and ways in which these concepts affect daily life (e.g., the role of supply and demand in price increases for different products; the process involved in the production of flour). [WI, WSAS]</p>

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**STANDARD D - ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION**

**Students in the Wausau School District will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.**

**6-8 Benchmarks**

- 8.1 Understands how investments in human and physical capital, including new technology, affect standard of living and quality of life (e.g., spinning jenny, the canal system, steam locomotive, telegraph). [WI]
- 8.2 Knows that people who start new businesses take risks to provide goods and services with the intention of making a profit. [WI;WSAS]
- 8.3 Understands how business records can be used to keep track of income and expenses and how these records can be used to estimate the profitability of a business. [WSAS]
- 8.4 Understands the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System. [WI]
- 8.5 Knows that the earning power of workers depends on their productivity and the market value of what they produce. [WI]
- 8.6 Understands various points of view concerning past and present economic issues (e.g., taxation, unemployment, inflation, the national debt, and distribution of income). [WI]
- 8.7 Knows the location of concentrations of selected natural resources and understands how their acquisition and distribution generates trade and shapes economic patterns. [WI]
- 8.8 Understands how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment. [WI;WSAS]
- 8.9 Understands Wisconsin's role in the national and global economy and the ways in which local economic activity affects national and global markets. [WI]
- 8.10 Understands a variety of economic concepts, indicators, and systems (e.g., exchange and consumption; labor, wages, and capital; inflation and deflation; imports and exports; market and command economy; public and private goods and services. [WI; WSAS]
- 8.11 Understands ways in which the government provides a variety of services (e.g., national defense, health and safety, environmental protection, defense of property rights, the maintenance of free and fair market activity. [WI]

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<b>9-12 Benchmarks</b>	<p>12.1 Understands how decisions about investment, spending, and production made by households, businesses, and governments determine the nation’s levels of income, employment, and prices. [WI,WSAS;E]</p> <p>12.2 Understands how local, regional, national, and international economies are compared and connected in terms of basic economic concepts (e.g., supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy). [WI;WSAS;E]</p> <p>12.3 Knows the characteristics of different types of economies (i.e., traditional, command, market, and mixed), and know how they have been affected in the past by specific social and political systems and important historical events. [WI]</p> <p>12.4 Understands the operations of common financial instruments (e.g., stocks and bonds) and financial institutions (e.g., credit companies, banks, insurance companies). [WI]</p> <p>12.5 Understands the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system. [WI]</p>
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**STANDARD E - THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY**

**Students in the Wausau School District will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.**

<p><b>K-2 Benchmarks</b></p>	<p>2.1 Understands ways in which families are alike and different (e.g., in terms of size, hobbies, celebrations, where families live, and how they make a living). [WI]</p> <p>2.2 Understands the ways in which cultures influence the daily lives of people. [WI]</p> <p>2.3 Understands ways in which institutions contribute to the well-being of the community, state, nation, and global society (e.g., school, church, police, and family). [WI]</p> <p>2.4 Understands that people are alike in many ways and different in many ways.</p>
<p><b>3-5 Benchmarks</b></p>	<p>5.1 Knows factors that influence individual learning and behavior (e.g., prior knowledge, motivation, capabilities, personal interests). [WI]</p> <p>5.2 Knows factors that influence individual identity and development (e.g., family, neighborhood, personal interests, languages, likes and dislikes, accomplishments). [WI]</p> <p>5.3 Understands that the groups to which a person belongs (e.g., family, friends, team, community, ethnic, race, gender) influence in varying degrees how one thinks and acts. [WI]</p> <p>5.4 Understands that individuals respond differently to events based on their connection to cultures and groups. [WI]</p> <p>5.5 Understands ways in which people can learn about others who are different from themselves (e.g., direct experience, mass communications media, conversations with others about their work and lives). [WI]</p> <p>5.6 Understands ways in which various factors (e.g., language, stories, folk tales, music, and other artistic creations) are expressions of culture and how they convey knowledge of other people and cultures. [WI]</p> <p>5.7 Knows the values and beliefs of different cultures, groups, and institutions and understands that these differences may lead to misunderstandings among people. [WI]</p> <p>5.8 Knows instances of cooperation, interdependence, and conflict among individuals, cultures, groups and nations (e.g., helping others during famines and disasters). [WI]</p>

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**Students in the Wausau School District will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.**

<b>3-5 Benchmarks (continued)</b>	<p>5.9 Understands how the media may influence opinions, choices, and decisions.</p> <p>5.10 Understands ways in which groups and institutions influence people, events, and culture (e.g., through laws, rules, and peer pressure). [WI]</p> <p>5.11 Understands similarities and differences in the ways that cultures meet human needs. [WI]</p>
<b>6-8 Benchmarks</b>	<p>8.1 Knows cultural, social, institutional, and individual factors that influence identity and behavior (e.g., family, gender, socioeconomic status). [WI]</p> <p>8.2 Knows the factors that contribute to conflict between individuals as well as cultures (e.g., bias, prejudice, stereotyping, different beliefs and practices, cultural differences). [WI]</p> <p>8.3 Understands the dynamics of cooperation and interdependence among individuals, groups and nations (e.g., helping others in times of crisis). [WI]</p> <p>8.4 Understands ways in which individuals, societies, and institutions contribute to social continuity and change in a community. [WI]</p> <p>8.5 Understands ways in which language, art and music can further global understanding or misunderstanding. [WI]</p> <p>8.6 Understands how various factors influence the ways in which individuals interact (e.g., ethnic origin, status, race, gender, age). [WI]</p> <p>8.7 Understands the cultural contributions of different racial and ethnic groups during different time periods in history. [WI]</p> <p>8.8 Understands the means by which groups and institutions meet the needs of individuals and societies. [WI]</p> <p>8.9 Understands that various factors (e.g., wants and needs, talents, interests, influence of family and peers and media) affect decisions that individuals make. [WI]</p> <p>8.10 Understands conflict resolution and peer mediation strategies used in resolving differences and disputes. [WI]</p>

**STANDARD E - THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS, AND SOCIETY**

**Students in the Wausau School District will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.**

<b>9-12 Benchmarks</b>	<p>12.1 Uses the research procedures and skills of the behavioral sciences (e.g., gathering, organizing, and interpreting data from several sources) to develop and informed position on an issue. [WI;E]</p> <p>12.2 Understands factors that interact to shape human behavior and relationships (e.g., heredity, culture, personal experience).</p> <p>12.3 Knows similarities and differences in the ways various cultures define individual rights and responsibilities (e.g., the use of rules, folkways, mores, and taboos). [WI]</p> <p>12.4 Understanding the development of theories, beliefs and practices that are important to the social sciences.</p>
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