

<p><i>Geography</i> <u>Key Concepts:</u> •Environment •Simple Maps •Locations</p>	<p><i>History</i> <u>Key Concepts:</u> •Change •Time</p>	<p><i>Political Science & Citizenship</i> <u>Key Concepts:</u> •Choices •Respect •Rules, Rights and Responsibilities •U.S. Symbols</p>	<p><i>Economics</i> <u>Key Concepts:</u> •Needs and Wants •Division of Labor •Money •Recycling</p>	<p><i>Behavioral Science</i> <u>Key Concepts:</u> •Individual Uniqueness and Emotions •Roles, Responsibilities •Local and Global Cultures •Group Membership</p>
<p><u>Performance Standards</u> 1. Locate and describe familiar places in home, classroom and school settings. 2. Identify locations on simple maps (house, room, and backyard). 3. Tell how to get to and from school, name school, state their name, address, and phone number, and be aware of necessary pedestrian rules. 4. Examine pictures of different environments to describe how they are similar and different from their own. 5. Explain how people's actions can have an effect on the environment.</p>	<p><u>Performance Standards</u> 1. Identify changes in the classroom and school environment by acquiring information from observation. 2. Describe themselves and family in past, present and future terms (i.e., baby to grown-up). 3. Compare and contrast people and objects of long ago and now. 4. Identify events planned for the future (tomorrow, next week) or that happened in the past.</p>	<p><u>Performance Standards</u> 1. Make appropriate choices and discuss consequences of inappropriate choices. 2. Support the need for fair rules and suggest fair solutions. 3. Take care of personal belongings (pencils, clothing, books) and respect those of others. 4. Describe how all home and school members have rights and responsibilities 5. Identify examples of self and family needs and services. 6. Identify the Wisconsin and United States flags.</p>	<p><u>Performance Standards</u> 1. List basic needs (food, clothing and shelter) and identify wants (luxuries). 2. Participate in activities that require the division of labor (classroom chores, cooperative learning, and family responsibilities). 3. Explain that people earn money by working, exchange money for goods and save money when they can. 4. Describe how and why people recycle in the school, home and community.</p>	<p><u>Performance Standards</u> 1. Describe different ways of expressing emotions and feelings. 2. Describe themselves as unique individuals with both capabilities and limitations and demonstrate acceptance of others' uniqueness. 3. Demonstrate confidence in expressing one's own beliefs and feelings. 4. Identify similarities and differences in individuals (i.e. actions, feelings, appearance, and abilities). 5. Assess self and others' behavior in a variety of groups and situations. 6. Work together to find solutions to classroom problems. 7. Demonstrate responsibility for their role within the school environment (i.e., school rules, respect the rights of self and others, appropriate behaviors). 8. Identify people who will help them at school. 9. Exhibit an awareness that children grow up in different parts of the world with similar and different experiences. 10. Identify customs, traditions, and celebrations that have special meanings for their family. 11. Retell and repeat stories, rhymes, or music from different cultures.</p>

<p><i>Geography</i> <u>Key Concepts:</u> •Map Construction •Globe</p>	<p><i>History</i> <u>Key Concepts:</u> •Change •Time •Family Life</p>	<p><i>Political Science & Citizenship</i> <u>Key Concepts:</u> •Location •Authority Figures •U.S. Symbols</p>	<p><i>Economics</i> <u>Key Concepts:</u> •Spending and Saving •Goods and Services •Decision Making</p>	<p><i>Behavioral Science</i> <u>Key Concepts:</u> •Emotions and Feelings •Families •Group Membership</p>
<p><u>Performance Standards</u> 1. Use map vocabulary such as model, symbol, map, key, N, W, S, E. 2. Construct a simple map (house/room, backyard). 3. Identify a globe as a model of the earth and recognize land masses and bodies of water. 4. Use maps and globes as sources of information such as larger, smaller, near, or far.</p>	<p><u>Performance Standards</u> 1. Examine and describe changes in classroom, school, and environment throughout the year. 2. Use a vocabulary pertaining to time and events such as day, month, and year. 3. Retell past events, legends, biographies, or historical accounts. 4. Describe personal and family changes (death, birth, divorce).</p>	<p><u>Performance Standards</u> 1. Name the city, state and country in which they live. 2. Identify people in the family and at school who are authorities. 3. Name the president and identify U.S. symbols (such as Statue of Liberty and Pledge of Allegiance, etc.)</p>	<p><u>Performance Standards</u> 1. Identify ways that people spend money and give reasons why people save. 2. Explain consequences of a choice when spending money. 3. Give examples of goods and services in the classroom and at the school.</p>	<p><u>Performance Standards</u> 1. Demonstrate empathy for feelings of others. 2. Identify self as an important member of groups (i.e., classroom, family, community). 3. Describe how family members and friends provide for needs of love and respect. 4. Identify feelings one has when there is a family change. 5. Examine similarities and differences between family, community, and national traditions, customs and celebrations. 6. Follow rules and directions. 7. Exhibit group membership traits by being trustworthy, responsible, respectful, and by demonstrating accountability for actions, displaying self-direction and showing pride. 8. Identify people who can help at school (S.A.V.E.) 9. Explain ways in which school is important to him/her. 10. Cooperate in group settings to establish and achieve mental goals and promote the welfare of its members. 11. Participate in democratic decision-making in the classroom.</p>

<p><i>Geography</i> <u>Key Concepts:</u> •Maps/Globes •Continents/Oceans •Rural, Suburban, Urban Neighborhoods</p>	<p><i>History</i> <u>Key Concepts:</u> •Communication Through Time •Explore Changes Through Timelines, Charts and Historical Artifacts</p>	<p><i>Political Science & Citizenship</i> <u>Key Concepts:</u> •Individual Responsibility •Civic Responsibility •Public Servants and Services</p>	<p><i>Economics</i> <u>Key Concepts:</u> •Goods / Services •Money / Opportunities •Costs</p>	<p><i>Behavioral Science</i> <u>Key Concepts:</u> •Individual Differences •Conflict Resolution •Community, Roles and Responsibilities •Goals</p>
<p><u>Performance Standards</u> 1. Describe uses of maps and globes. 2. Construct simple maps of school and neighborhood using symbols. 3. Name and locate the continents and oceans. 4. Compare and contrast life in cities, towns, suburbs, and farms.</p>	<p><u>Performance Standards</u> 1. Identify, compare and contrast various methods that people use to receive and send information in past, present, and future. 2. Analyze and contribute to class timelines, charts, and graphs that depict change. 3. Identify famous people from the community (past and present).</p>	<p><u>Performance Standards</u> 1. Examine rights and responsibilities of the individual in relation to a social group such as family, peer group, school class, and community. 2. List ways they can participate responsibly in their community (recycling, litter pick-up, planting trees, flowers, etc.) 3. Describe and demonstrate selected forms of civic responsibility (voting, obeying the law, reporting on unsafe conditions, and awareness of major current events). 4. Identify people and (police chief and mayor) services (library, parks) of city government.</p>	<p><u>Performance Standards</u> 1. Describe the difference between goods and services and identify the people who provide them. 2. Explain the use of money as a means of exchange. 3. Participate in activities that model the concept of "opportunity cost."</p>	<p><u>Performance Standards</u> 1. Describe the culture and traditions of families and groups within the community. 2. Identify people who will help them in the community and school (S.A.V.E.). 3. Describe the warning signs one's body sends when feeling unsafe. 4. Follow the necessary safety rules and behaviors of the school and community. 5. Describe roles and responsibilities people have in neighborhoods and communities. 6. Participate in making rules and guidelines for various groups and situations. 7. Practice fire safety. 8. Identify and evaluate ways conflicts can be resolved. 9. Formulate alternative ways of resolving a problem or dilemma at school or in the neighborhood and evaluate each in terms of fairness and justice. 10. Participate in resolving conflicts. 11. Recognize and respect that individual differences are important to self and others. 12. Set goals for self. 13. Identify ways to be cooperative members of a school.</p>

<p><i>Geography</i> <u>Key Concepts:</u> •Simple Maps/Legends •Construct a Community Map •Landforms/Natural Features</p>	<p><i>History</i> <u>Key Concepts:</u> •Local History •Timelines •Predict Changes •Examine Freedom and Justice</p>	<p><i>Political Science & Citizenship</i> <u>Key Concepts:</u> •School/Local Government •Personal Rights •Common Good/Citizen Action</p>	<p><i>Economics</i> <u>Key Concepts:</u> •Volunteers •Specializations •Private/Public Goods & Services •Producers/Consumers •Resources •Community Needs</p>	<p><i>Behavioral Science</i> <u>Key Concepts:</u> •Patriotism •Components of Culture •Respect & Responsibility •Media Influences •Group Dynamics •Interdependent Communities •Compare & Contrast Cultures •Decision-Making •Conflict Resolution</p>
<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> 1. Create a community or neighborhood map. 2. Read and interpret simple maps. 3. Identify and locate geographical and political mapping symbols using a legend. 4. Investigate and describe the geography (land forms and natural features) of Madison. 	<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> 1. Examine Madison's history (i.e. energy, transportation, communication, art, architecture). 2. Construct a timeline that identifies the people and significant events that led to the development of Madison. 3. Construct a timeline of significant events in Madison's history. 4. Explore and compare the histories that contributed to the development of Madison and another community. 5. Predict changes in Madison which may take place in the future. 6. Identify examples of freedom (rights and responsibilities) and justice (fairness) in Madison's history. 7. Identify key events and holidays celebrated in the community. 	<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> 1. Define the roles, duties, and responsibilities of school/local community government. 2. Identify three of the rights that people have under our system of government (freedom of religion, speech, right to have personal belongings, etc.) 3. Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflicts. 4. Recognize and interpret how the "common good" can be strengthened through various forms of citizen action. 	<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> 1. Describe the ways people participate in the community in order to provide goods and services whether through paid or volunteer activities. 2. Explain why people specialize in different occupations and describe how that specialization leads to increasing interdependence between producers and consumers in a community. 3. Distinguish between private goods and services and public goods and services. 4. Show how people are both producers and consumers of goods and services. 5. Give examples of how economic resources in the home, school, and community are limited (scarcity) and how people must make choices about how to use these resources. 6. Recognize systems that are developed to meet specific community needs: government, transportation, education, and communications. 	<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> 1. Identify and explain the importance of the flag, symbols, and other public observances. 2. Interpret the components of a culture (i.e. language, literature, art, architecture, foods, traditions, beliefs, values, behavior) present in a community. 3. Demonstrate respect and responsibility for self, others and property. 4. Explain how the media may influence behaviors, opinions, and decisions. 5. Define a community as an interdependent group of people living and working together. 6. Demonstrates an ability to interact within a group while performing various group roles (i.e. organizing, planning, and goal setting). 7. Compare and contrast the culture of our local community to a different world culture. 8. Apply and practice skills of conflict resolution (persuasion, compromise, debate, and negotiation). 9. Recognize the commonalities of global cultures.

<p><i>Geography</i></p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> •Map and Globe Features, Scale, and Grids •Construct Wisconsin Map from Memory •Effects of Physical Environment •Wisconsin Location in Relationship to World •Movement of Goods, People, and Ideas •Graphs about Natural Resources 	<p><i>History</i></p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> •Primary and Secondary Sources •Timeline of Groups, Individuals and Events •Fact, Fiction, Historical Perspectives of Native Americans •Native American Contributions, History, Culture 	<p><i>Political Science & Citizenship</i></p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> •Wisconsin & U.S. Treaties •Citizen Participation in Government •Election Process of State Level Officials •Role of Citizenship 	<p><i>Economics</i></p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> •Money, Goods & Services in Global Economy •Natural, Human, & Economic Resources •Change, Inventions, Discoveries, Contributions 	<p><i>Behavioral Science</i></p> <p><u>Key Concepts:</u></p> <ul style="list-style-type: none"> •Perspectives •Culture •Personal Opinions •Group Dynamics •Native Americans
<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> 1. Identify and interpret geographic features using maps and globes (latitude, longitude, hemispheres, grid, scale). 2. Develop a map from memory of Wisconsin. 3. Explain how physical environment affects the way people live. 4. Describe places in Wisconsin and others parts of the world in terms of their absolute (exact) and relative location (location in relationship to other places). 5. Describe the importance of the movement of people, ideas, and goods to, from and within Wisconsin. 6. Read and construct picture and bar graphs from local information about natural resources. 	<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> 1. Examine primary and secondary sources of Wisconsin's history. 2. Construct and interpret a timeline of significant people (groups and individuals) and events in Wisconsin's history. 3. Analyze a variety of historical genre to identify fact verses fiction. 4. Describe and explain the history, culture, and contributions of the American Indian tribes and bands in Wisconsin. 	<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> 1. Identify the major Wisconsin and U.S. treaties and how they affected Wisconsin tribes. 2. List the ways in which a citizen can participate in state government. 3. Identify a major government official at the state level and explain how he/she is elected. 4. Identify the characteristics of responsible citizenship. 	<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> 1. Explain and demonstrate the role of money in everyday life. 2. Identify goods and services produced and consumed in Wisconsin that are part of the global economy. 3. Explain how goods and services produced in Wisconsin have changed over time. 4. List Wisconsin's natural, human, and economic resources. 	<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> 1. Compare and contrast individual perspectives and differences. 2. Define culture. 3. Explain how one's family and community shape personal opinions and choices. 4. Demonstrate an ability to interact within a group while performing various group roles including organizing, planning, and goal setting. 5. Describe the arts and literature, traditions, customs, and celebrations of the diverse cultural groups in Wisconsin including Wisconsin Native Americans.

<p><i>Geography</i> <u>Key Concepts:</u> •Land, Water and Natural Resources •Create a U.S. Map and Regions from Memory •Map & Globe Skills •Movement of People, Goods and Ideas</p>	<p><i>History</i> <u>Key Concepts:</u> •Timelines •Research Skills, References •World Influences •Primary and Secondary Sources •Cause and Effect •National Holidays</p>	<p><i>Political Science & Citizenship</i> <u>Key Concepts:</u> •Equal Rights, Civil Discourse •Citizen's Voice in Making Change •Important Historical Documents •Three Branches of Government •Election: Fact and Opinion</p>	<p><i>Economics</i> <u>Key Concepts:</u> •Supply and Demand •World Trade •Economic Interdependence</p>	<p><i>Behavioral Science</i> <u>Key Concepts:</u> •Respect Diversity •Cultural History •Group Dynamics •Contributions / Legacies •Personal Identity</p>
<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> Describe the relative location of major land forms, bodies of water, regions, and natural resources in the United States. Develop a map from memory of the U.S. and its regions. Use map and globe reading skills. Describe the various reasons for the continual movement of people, goods, and ideas in the U.S. 	<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> Construct a timeline that traces basic historical events related to the developmental growth of the United States. Use reference and information research skills to gather and organize information. Explain how other regions of the world influenced the history of the United States. Distinguish between primary and secondary sources. Identify key events, causes, and effects of a major period in U.S. history (i.e. Western Expansion, Jacksonian Period, and Civil War) Identify and explain the significance of national holidays 	<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> Describe the struggle in our society for equal rights for all people. Give examples of current and historical ways in which citizens may voice opinions and change government. Explain the rights and responsibilities identified in the Declaration of Independence, Constitution, and Bill of Rights. Identify the three branches of government. Explain how diverse beliefs led to the colonization and the protection of people's rights (Constitution, Bill of Rights). Distinguish between fact and opinion in an election. 	<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> Define and explain how supply and demand influenced exploration and the development of the United States. Describe the role of world trade in U.S. economic development. Trace and evaluate the influence of discoveries, inventions, and innovations on economic interdependence. 	<p><u>Performance Standards</u></p> <ol style="list-style-type: none"> Compare personal cultural history with other diverse cultures. Participate in various groups and assume different roles in the classroom and at school. Identify the role and status of individuals and groups in the United States, past and present, in family life, religion, and other cultural activities. Give examples of the importance of multiple viewpoints for understanding people, events, and issues. Give examples of valuable contributions to the United States made by many cultural, ethnic, and racial groups.