

# Spooner Area School District

## K-12 Social Studies Curriculum

### Curriculum

## Outcomes and Benchmarks



DRAFT

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

---

<b>Kindergarten</b>	
<b>Outcomes</b>	<b>Benchmarks</b>
<p>1. Describe symbols, songs, and traditions that identify our state and country.</p> <p>Assess the importance of rules and laws at home, in school, and in the community.</p>	<p>a. Describe the importance of rules in the classroom, at home, and in the community.</p> <p>b. Describe American symbols.</p> <p>c. List American symbols.</p>
<p>2. Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.</p>	<p>a. Distinguish when to use a map or a globe.</p> <p>b. Tell the difference between uses for a map and a globe.</p> <p>c. Define a map and a globe.</p>
<p>3. Identify one or more causes of an event, issue, or problem.</p>	<p>a. Infer the cause of an event, issue, or problem.</p> <p>b. Identify the definition of a cause.</p>
<p>4. Identify and explain differences between rural and urban areas.</p>	<p>a. Recognize the difference between rural and urban areas.</p> <p>b. Identify the definition of rural and urban areas.</p>
<p>5. Classify different jobs people have and how these jobs help others.</p>	<p>a. Compare two community helper roles.</p> <p>b. Define the role of community helpers.</p> <p>c. Name community helper jobs.</p>
<p>6. Describe how groups of people are alike and different.</p>	<p>a. Tell how groups of people are alike and different.</p> <p>b. Recognize that two groups of people are the same.</p> <p>c. Recognize that two groups of people are different.</p>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

<b>First Grade</b>	
<b>Outcomes</b>	<b>Benchmarks</b>
1. Differentiate between a want and a need. Differentiate between buyers (consumers) and sellers (producers).	<ul style="list-style-type: none"> <li>a. Categorize wants and needs.</li> <li>b. Categorize buyers and sellers</li> <li>c. Define a want.</li> <li>d. Define a need.</li> <li>e. Define a buyer.</li> <li>f. Define a seller.</li> </ul>
2. Hypothesize how a good gets to the local community market.	<ul style="list-style-type: none"> <li>a. Identify a local market.</li> <li>b. Identify a local good.</li> <li>c. Explain how a good gets to a market.</li> </ul>
3. Compare and contrast the different modes of transportation used by families in daily lives.  Construct a map of a familiar place using title, compass rose, and symbols.	<ul style="list-style-type: none"> <li>a. Construct a map of a familiar place.</li> <li>b. Label a map.</li> <li>c. Create a map key.</li> <li>d. Compare and contrast modes of transportation used in our daily lives.</li> </ul>
4. Explain how something from the past can affect your life now.	<ul style="list-style-type: none"> <li>a. Explain how past events affect life now.</li> <li>b. Complete a cause and effect chart demonstrating an understanding of how past events affect life now.</li> <li>c. Discuss contributions made by Civil Rights Leaders.</li> </ul>
5. Compare contributions of two or more influential people related to the founding of the United States.	<ul style="list-style-type: none"> <li>a. Identify an influential person.</li> <li>b. Identify contributions of Washington and Lincoln as it relates to the founding of the United States.</li> <li>c. Compare contributions of Washington and Lincoln as it relates to the founding of the United States.</li> </ul>
6. Compare a belief in one culture to one in a different culture.	<ul style="list-style-type: none"> <li>a. Compare beliefs between two cultures when learning about holidays.</li> </ul>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

<b>Second Grade</b>	
<b>Outcomes</b>	<b>Benchmarks</b>
<p>1. Compare rights and responsibilities with the classroom, school, and community.</p> <p>Classify basic rights that all humans have (i.e., life, liberty, safety)</p>	<p>a. Work with a group to establish classroom expectations.</p>
<p>2. Categorize characteristics of the local community (e.g., weather/climate, populations, landforms, vegetation, culture, industry).</p> <p>Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).</p>	<p>a. Describe different types of communities and their characteristics.</p>
<p>3. Create one primary source about your life.</p>	<p>a. List events from my life in chronological order on a timeline.</p>
<p>4. Categorize types of money (e.g., coins, bills) and explain why money is used.</p> <p>Formulate reasons why people save.</p>	<p>a. Identify common US coins and bills. b. Explain why most people work to earn money for needs and wants/goods services.</p>
<p>5. Understand we are individuals influenced by our relationships and environments.</p> <p>Identify situations and places that impact a person's emotions.</p> <p>Identify situations and places that impact a person's emotions.</p>	<p>a. Read a biography and understand how people have contributed to our country/world.</p>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

**Third Grade**

Outcomes	Benchmarks
<p>1. Categorize the populations of people that live in their state and country.</p> <p>Compare and contrast types of communities, and different types of places of Earth</p>	<p>a. Categorize populations of people around the world. b. Compare and contrast different types of places of Earth. c. Compare and contrast different types of communities. D. Define the term population</p>
<p>2. Compare two product markets found in the local community.</p> <p>Differentiate between goods and services.</p>	<p>a. Compare two product markets found in the Spooner community. b. Differentiate between goods and services. c. Explain the difference between a good and a service. d. Define a good and a service. e. Define a product market.</p>
<p>3. Categorize the populations of people who live in their state and country.</p> <p>Compare and contrast types of communities, and different types of places of Earth.</p> <p>Compare and contrast specialization in two or more regions.</p>	<p>a. Categorize populations of people that live in the different regions. b. Compare and contrast industries in the different regions. c. List different examples of specializations within a region. identify where each region of the United States is located on a map. d. Explain what a region is. e. Define what a natural resource is.</p>
<p>4. Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.</p> <p>Develop a list of questions that support the research through discussion and investigation to guide inquiry.</p> <p>Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p>	<p>a. Describe how self-image and identity is formed through culture, ethnicity, race, age, religion, gender and social class. b. Develop a list of questions that guide research. c. Explain why individuals, groups, and events are important to historical change &amp; continuity c. Define what a biography is.</p>
<p>5. Investigate examples of rights and responsibilities (Declaration of Independence, Constitution, Bill of Rights) etc.</p> <p>Summarize the actions of people and groups that have advanced civil rights for individuals.</p> <p>Identify and describe basic human liberties.</p> <p>Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).</p>	<p>a. Explain examples of rights and responsibilities in a classroom, school, or community. b. Describe basic human liberties. c. Describe the process of how a citizen becomes legal in the U.S.</p>

**Spoooner Area School District  
K-12 Social Studies Standards Alignment**

<b>Fourth Grade</b>	
<b>Outcomes</b>	<b>Benchmarks</b>
<p>1. Analyze individuals, groups, and events in Wisconsin History to understand why their contributions are important to historical change and/or continuity.</p> <p>Apply key elements of the Wisconsin Constitution to the local community.</p>	<p>a. Analyze individuals in Wisconsin History.</p> <p>b. Analyze groups in Wisconsin History.</p> <p>c. Analyze events in Wisconsin history.</p> <p>d. Understand contributions from famous people that changed Wisconsin History.</p> <p>e. Apply the Wisconsin Constitution to the local community.</p>
<p>2. Develop a list of open and closed-ended questions on a topic or issue that support the research through discussion and investigation to guide inquiry.</p>	<p>a. Develop questions into categories for research with peer and/or teacher support.</p> <p>b. Know what an open ended question is.</p> <p>c. Know what a closed ended question is.</p> <p>d. Investigate questions .</p> <p>e. Discuss research with a peer.</p> <p>f. Communicate research conclusions from inquiry.</p>
<p>3. Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture.</p> <p>Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.</p>	<p>a. Summarize contributions to Ellis Island to United States history.</p> <p>b. Summarize significant people that impacted American history during Ellis Island.</p> <p>c. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.</p>
<p>4. Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.</p>	<p>a. Compare Native American cultures within different Wisconsin Native American Tribes.</p> <p>b. Identify common types of food Wisconsin tribal groups have eaten.</p> <p>c. Describe common types of shelter for Native American tribes.</p> <p>d. Describe the social norms of Native American tribes (or a specific tribe or tribes).</p>
<p>5. Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics.</p> <p>Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States.</p>	<p>a. Create a map of Wisconsin showing regions and landforms</p> <p>b. Label a map of Wisconsin with the tribal lands and hometown.</p> <p>c. Compare and contrast rural and urban life in Wisconsin.</p>

**Spoooner Area School District**  
**K-12 Social Studies Standards Alignment**

<p>6. Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.</p>	<p>a. Assess the roles of consumers and producers in junior achievement.</p> <p>b. Assess competition in the product market through shopping in local stores and national chains.</p> <p>c. Define producer and consumer and give examples of each.</p> <p>d. Give examples of non-price factors in the product market.</p>
---	---

Fifth Grade	
Outcomes	Benchmarks
<p>1. Create a thesis statement based on evidence found in sources to make a claim.</p>	<p>a. Create a thesis statement based on evidence found in sources.</p> <p>b. Categorize evidence found in multiple sources.</p> <p>c. Write a thesis statement.</p> <p>d. Can describe what a thesis statement is.</p>
<p>2. Select appropriate evidence from sources to support a claim.</p>	<p>a. Select appropriate evidence from sources.</p> <p>b. Support a claim with appropriate evidence.</p> <p>c. Use evidence from the text to support a claim.</p>
<p>3. Assess how evidence supports a claim.</p>	<p>a. Assess evidence to support a claim and justify the assessment of the evidence.</p> <p>b. Rank evidence from strongest to weakest in order to support a claim and justify the ranking.</p> <p>c. Define what it means to assess evidence.</p> <p>d. Define what it means to justify</p>
<p>4. Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.</p>	<p>a. Investigate how interpretations of similarities between cultures may lead to understandings or misunderstandings</p> <p>b. Investigate how interpretations of differences between cultures may lead to understandings or misunderstandings.</p> <p>c. Can define similarities, differences and culture</p>
<p>5. Discuss reasons a government taxes people.</p>	<p>a. Discuss and identify reasons why a government taxes people.</p> <p>b. Name the main types of government taxes. (income, property, sales)</p> <p>c. Identify ways that the government uses tax money.</p>
<p>6. Summarize how location (absolute and relative) affects people, places, and environment.</p>	<p>a. Define absolute location and how it affects people, places and the environment.</p> <p>b. Define relative location and how it affects people, places and the environment.</p>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

---

<p>7. Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</p>	<p>a. Define conclusion. b. Distinguish between events, issues, and problems. c. Draw conclusions about probable causes of historical events, issues and problems using evidence. d. Use evidence from reliable sources to support the conclusion.</p>
<p>8. Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p>	<p>a. Define historical change and historical continuity b. Understand the importance of events and individual and group contributions to historical change and/or continuity. c. Analyze the importance of events and individual and group contributions to historical change and/or continuity.</p>
<p>9. Identify different historical perspectives regarding people and events in the past.</p>	<p>a. Define historical perspective b. Identify historical perspectives of people and events in the past.</p>
<p>10. Explain how historical events have possible implications on the present.</p>	<p>a. Explain how historical events have impacted the present.</p>
<p>11. Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture.</p> <p>Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.</p>	<p>a. Summarize the contributions of important people in early United States politics. b. Recognize the difference between freedom, justice, equality, rights, responsibilities, and citizenship.</p>
<p>12. Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances.</p> <p>Summarize how people (e.g. religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.</p>	<p>a. Analyze situations where groups of people have been denied access to power and rights. b. Analyze laws and customs that have altered the situations of the groups of people. c. Summarize how groups of people organize to gain a greater voice to make change in their communities.</p>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

<b>Sixth Grade</b>	
<b>Outcomes</b>	<b>Benchmarks</b>
1. Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.	<ul style="list-style-type: none"> <li>a. Determine if a source is credible based on a variety of factors.</li> <li>b. determine whether a source is appropriate based on the author, date of publication, source of publication, and bias</li> </ul>
2. Develop a debatable and defensible claim based upon the analysis of sources.	<ul style="list-style-type: none"> <li>a. Define debatable and defensible.</li> <li>b. Analyze a source.</li> <li>c. Develop a debatable claim based on the analysis of sources.</li> </ul>
3. Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media.)	<ul style="list-style-type: none"> <li>a. Identify a reliable resource.</li> <li>b. Support a claim with reliable resources.</li> </ul>
4. Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages.)	<ul style="list-style-type: none"> <li>a. Define conclusions.</li> <li>b. Communicate conclusions using a variety of media.</li> </ul>
5. Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self image, identity, and interactions with others.	<ul style="list-style-type: none"> <li>a. Define culture, ethnicity, race, age, religion, gender, and social class.</li> <li>b. Analyze how culture, ethnicity, race, age, religion, gender and social class affects a person's self image, identity, and interactions with others.</li> </ul>
6. Use paper and digital maps to ask and answer geographic questions. (e.g. where are there patterns? why there? and so what?)  Analyze how various map projections distort shape, area, distance, and direction (e.g. Mercator, Robinson, Peters.)	<ul style="list-style-type: none"> <li>a. Ask and answer geographic questions using paper and digital maps.</li> <li>b. Define shape, area, distance and direction as it applies to paper and digital maps.</li> <li>c. Analyze how various types of maps distort shape, area, distance and direction.</li> </ul>
7. Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.	<ul style="list-style-type: none"> <li>a. Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries and regions now and in the past.</li> <li>b. Define the concept of distribution of resources.</li> <li>c. Identify human settlement patterns.</li> <li>d. Identify regions of the world.</li> <li>e. Identify the difference between a state, a country, and a region of the world.</li> </ul>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

---

<p>8. Use multiple perspectives to analyze and explain causes of issues or events within and across time periods, events, or cultures.</p>	<p>a. Define culture.  b. Explain effects of issues or events within and across time periods and cultures.  c. Explain effects of issues or events within and across events. (subject specific) Explain battles within WWI.  d. Analyze effects of issues or events within and across time periods, events and cultures.</p>
<p>9. Compare events from United States or world history to a current issue or event.</p>	<p>a. Compare events from United States or world history to a current issue or event.</p>
<p>10. Hypothesize the direction of current events and outcomes based on the past.</p>	<p>a. Define hypotheses and outcomes.  b. Hypothesize the direction of current events and outcomes based on the past.</p>
<p>11. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.</p> <p>Predict how collective actions movements work to extend equal rights to groups and individuals.</p>	<p>a. Describe how key laws have contributed to the evolution of rights over time.  b. Describe how constitutional changes have contributed to the evolution of rights over time.  c. Describe how court decisions have contributed to the evolution of rights over time.  d. Identify what a collective action movement is.  e. Predict how collective actions movements work to extend equal rights to groups and individuals.</p>
<p>12. Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions.)</p>	<p>a. Define diplomacy, pluralism and consensus building.  b. Provide examples of diplomacy, pluralism and consensus between individuals, groups, and institutions.</p>

**Spoooner Area School District  
K-12 Social Studies Standards Alignment**

**Seventh Grade**

Outcomes	Benchmarks
1. Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.	<ul style="list-style-type: none"> <li>a. Explain and analyze the effects of various historic events.</li> <li>b. Explain and analyze the effects of issues across time periods and cultures.</li> </ul>
2. Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.	<ul style="list-style-type: none"> <li>a. Explain and analyze the causes of historic events.</li> <li>b. Explain and analyze the causes of issues across time periods.</li> <li>c. Explain and analyze the causes of issues and events across cultures.</li> </ul>
3. Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.  Compare mental maps shaped by individual perceptions of people, places, regions, and environments	<ul style="list-style-type: none"> <li>a. Locate major physical and political geographic features on a map.</li> <li>b. Construct a mental map of a region of the earth's surface.</li> <li>c. Identify similarities and differences between various mental maps.</li> </ul>
4. Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.	<ul style="list-style-type: none"> <li>a. Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries and regions of the world now and in the past.</li> <li>b. Identify patterns of human settlement.</li> <li>c. Analyze the distribution of resources.</li> </ul>
5. Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.	<ul style="list-style-type: none"> <li>a. Analyze maps, charts, and graphs.</li> <li>b. Identify patterns found in maps, charts, and graphs.</li> <li>c. Use basic maps tools such as a map key, compass, etc.</li> <li>d. Compare various maps and find relationships and patterns.</li> </ul>
6. Use paper and digital maps to ask and answer geographic questions. (e.g. where are there patterns? why there? and so what?)  Analyze how various map projections distort shape, area, distance, and direction (e.g. Mercator, Robinson, Peters.)	<ul style="list-style-type: none"> <li>a. Ask and answer geographic questions using paper and digital maps.</li> <li>b. Define shape, area, distance and direction as it applies to paper and digital maps.</li> <li>c. Analyze how various types of maps distort shape, area, distance and direction.</li> </ul>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

7. Hypothesize the direction of current events and outcomes based on the past.	<ul style="list-style-type: none"> <li>a. Define hypotheses and outcomes.</li> <li>b. Hypothesize the direction of current events and outcomes based on the past.</li> </ul>
8. Explain patterns of continuity over time in the community, the state, the United States, and the world	<ul style="list-style-type: none"> <li>a. Explain patterns of continuity across historical eras.</li> <li>b. Identify similar characteristics of various historic eras.</li> <li>c. Explain how access to natural resources is linked to power throughout history.</li> <li>d. Explain how technological advancements have increased a nation's power throughout history.</li> </ul>
9. Explain patterns of change over time in the community, the state, the United States, and the world.	<ul style="list-style-type: none"> <li>a. Explain patterns of change across historical eras.</li> <li>b. Identify major changes separating various historic eras.</li> <li>c. Identify how individuals, communities, and groups responded differently then they did in the past.</li> <li>d. Describe how the responses of individuals, communities, and groups have changed over time.</li> </ul>
10. Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.	<ul style="list-style-type: none"> <li>a. Explain the economic concept of supply and demand.</li> <li>b. Investigate how changes in demand affect supply.</li> <li>c. Investigate how changes in supply affect demand.</li> <li>d. Determine the level of competition in various markets.</li> <li>e. Evaluate how competition relates to price and the quality of goods.</li> </ul>
11. Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).	<ul style="list-style-type: none"> <li>a. Define conclusions.</li> <li>b. Communicate conclusions using a variety of media.</li> </ul>
12. Develop a debatable and defensible claim based upon the analysis of sources.	<ul style="list-style-type: none"> <li>a. Independently develop a defensible claim based upon evidence from a source and/or multiple sources</li> <li>b. Evaluate various claims to determine strengths and weaknesses.</li> <li>c. State a claim to answer a question provided to me.</li> <li>d. List the criteria for formulating a solid claim</li> </ul>
13. Support a claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media)	<ul style="list-style-type: none"> <li>a. Support a claim with evidence from several sources.</li> <li>b. Analyze a source.</li> <li>c. Support a claim with evidence from a provided source.</li> <li>d. Choose the best evidence supporting several options to support a claim.</li> </ul>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

<b>Eighth Grade</b>	
<b>Outcomes</b>	<b>Benchmarks</b>
<p>1. Analyze the role of various types of media in elections and functions of government.</p> <p>Analyze how elections and political parties in the United States connect the people to government.</p> <p>Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying)."</p>	<p>a. Describe what media is</p> <p>b. Identify different types of media</p> <p>c. Analyze how media may influence elections</p> <p>d. Examine the history of the two party systems in the United States</p> <p>e. Identify policies that are supported by various political parties</p> <p>f. Identify American civic institutions</p> <p>g. Analyze how civic institutions affect American society and politics</p>
<p>2. Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights.</p> <p>Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.</p> <p>Predict how collective action movements work to extend equal rights to groups and individuals.</p>	<p>a. Critique opinions from key supreme court cases.</p> <p>b. Analyze key supreme court cases.</p> <p>c. Identify individual protections found in the Constitution.</p>
<p>3. Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.</p> <p>Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.</p> <p>Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.</p>	<p>a. Identify protections found in the Wisconsin Constitution.</p> <p>b. Defend my hypothesis on why a certain political figure was important.</p> <p>c. Hypothesize why a certain figure was important in American political history.</p> <p>d. Identify important figures in American political history.</p>
<p>4. Investigate the components of responsible citizenship.</p> <p>Summarize the importance of rule of law.</p>	<p>a. Identify what it means to be a citizen.</p> <p>b. Define the rule of law.</p>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

---

<p>5. Explain how the historical context (situation) influences a primary or secondary source."</p>	<p>a. Explain how historical context may have influenced a source.  b. Identify the historical context surrounding a given document.  c. Identify the difference between a primary and secondary source.</p>
<p>6. Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p>	<p>a. Analyze an issue from a perspective other than my own.  b. Analyze an issue from my own perspective.  c. Recognize perspectives other than my own.  d. Recognize factors that lead to different perspectives.</p>
<p>7. Analyze the impact of different government policies (e.g., taxation and government spending) on the economy."</p>	<p>a. Investigate the history of economic policy in the U.S.  b. Defend or critique certain government economic policies.  c. Recognize the difference between Keynesian and free market approaches.  d. Describe different types of government spending and taxes.</p>
<p>8. Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced)."</p>	<p>a. Contrast and compare the economies of two major countries.  b. Define and identify examples of market, command and mixed economies.</p>
<p>9. Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</p>	<p>a. Investigate news sources to discover whether or not they are more or less biased.  b. Find and describe examples of biased news articles and video clips.  c. Distinguish opinion programming from factual reporting.  d. Distinguish reliable media from yellow journalism in American history.  e. Identify articles and news sources that have a political bias.  f. Understand that not all media always tells the truth.</p>

**Spooner Area School District**  
**K-12 Social Studies Standards Alignment**

---

<p>10. Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p>	<ul style="list-style-type: none"><li>a. Defend my claim using a format of my choice.</li><li>b. Identify an appropriate format to make my claim.</li><li>c. Adjust my claim to make it more strong.</li><li>d. Evaluate my claim to determine if it is strong.</li><li>e. Research my claim through reliable, least biased sources.</li><li>f. Identify a claim I am interested in making.</li><li>g. Interpret claims made by others through articles.</li><li>h. Identify a claim made by an author.</li></ul>
<p>11. Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p>	<ul style="list-style-type: none"><li>a. Explain why my own source is credible using my knowledge of bias and logical fallacies.</li><li>b. Explain why a given source is or is not credible using my knowledge of bias and logical fallacies.</li><li>c. Create and identify basic logical fallacies of my own (ad Hominem, Strawman, Slippery Slope).</li><li>d. Identify bias in the writing of an author.</li><li>e. Define bias.</li></ul>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

**AP US History**

Outcomes	Benchmarks
<p>1. Understand factors behind the development of systems of economic exchange— particularly the role of technology, economic markets, and government.</p> <p>Analyze the role of geography and both the natural and human-made environments in the social and political developments in what would become the U.S.</p> <p>Compare and contrast why and how the various people who moved to and within the U.S. both adapted to and transformed their new social and physical environments.</p> <p>Discuss the interactions between nations that affected North American history in the colonial period. Theme also focuses on the influence of the U.S. on world affairs.</p> <p>Compare and contrast how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.</p>	<p>a. Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.</p> <p>b. Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.</p> <p>c. Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.</p> <p>d. Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.</p> <p>e. Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.</p> <p>f. Analyze how technological innovation has affected economic development and society.</p> <p>g. Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.</p> <p>h. Explain how religious groups and ideas have affected American society and political life.</p> <p>i. Explain how ideas about women's rights and gender roles have affected society and politics.</p> <p>j. Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.</p>
<p>2. Compare and contrast how and why definitions of American and national identity and values have developed among diverse and changing population of North America. Theme also focuses on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.</p> <p>Explain the factors behind the development of systems of economic exchange— particularly the role of technology, economic markets, and government.</p>	<p>a. Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.</p> <p>b. Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.</p> <p>c. Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.</p> <p>d. Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.</p>

**Spooner Area School District**  
**K-12 Social Studies Standards Alignment**

---

Review the role of geography and both the natural and human-made environments in the social and political developments in what would become the U.S.

Compare and contrast why and how the various people who moved to and within the U.S. both adapted to and transformed their new social and physical environments.

Explain how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.

Analyze the interactions between nations that affected North American history in the colonial period. Theme also focuses on the influence of the U.S. on world affairs.

Compare and contrast how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

e. Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

f. Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

g. Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

h. Explain how religious groups and ideas have affected American society and political life.

i. Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

j. Explain how ideas about women's rights and gender roles have affected society and politics.

k. Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

l. Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

m. Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

n. Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

o. Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

p. Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.

q. Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

r. Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

s. Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

**Spooner Area School District**  
**K-12 Social Studies Standards Alignment**

---

	<p>t. Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.</p> <p>u. Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.</p> <p>v. Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.</p> <p>w. Explain how religious groups and ideas have affected American society and political life.</p> <p>x. Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.</p> <p>y. Explain how ideas about women's rights and gender roles have affected society and politics.</p> <p>z. Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.</p> <p>aa. Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.</p> <p>bb. Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.</p> <p>cc. Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.</p>
--	--

**Spooner Area School District**  
**K-12 Social Studies Standards Alignment**

---

3. Compare and contrast how and why definitions of American and national identity and values have developed among diverse and changing population of North America. Theme also focuses on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

Explain the factors behind the development of systems of economic exchange— particularly the role of technology, economic markets, and government.

Discuss the role of geography and both the natural and human-made environments in the social and political developments in what would become the U.S.

Compare and contrast why and how the various people who moved to and within the U.S. both adapted to and transformed their new social and physical environments.

Analyze how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.

Explain the interactions between nations that affected North American history in the colonial period. Theme also focuses on the influence of the U.S. on world affairs.

Compare and contrast the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

a. Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

b. Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

c. Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

d. Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

e. Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

f. Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

g. Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

h. Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

i. Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.

j. Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

k. Explain how ideas about women's rights and gender roles have affected society and politics.

l. Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

m. Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

n. Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

**Spooner Area School District**  
**K-12 Social Studies Standards Alignment**

---

- o. Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.
- p. Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.
- q. Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.
- r. Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
- s. Analyze how technological innovation has affected economic development and society.
- t. Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
- u. Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.
- v. Explain how religious groups and ideas have affected American society and political life.
- w. Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
- x. Explain how ideas about women's rights and gender roles have affected society and politics.
- y. Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
- z. Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
- aa. Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
- bb. Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.
- cc. Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- dd. Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

**Spooner Area School District**  
**K-12 Social Studies Standards Alignment**

---

ee. Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

ff. Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

gg. Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

hh. Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

ii. Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

jj. Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

kk. Analyze how technological innovation has affected economic development and society.

ll. Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

mm. Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.

nn. Explain how religious groups and ideas have affected American society and political life.

oo. Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

pp. Explain how ideas about women's rights and gender roles have affected society and politics.

qq. Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

rr. Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

ss. Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

---

	<p>tt. Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.</p> <p>uu. Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.</p> <p>vv. Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.</p> <p>ww. Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.</p> <p>xx. Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.</p> <p>yy. Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.</p> <p>zz. Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.</p>
<p>4. Compare and contrast how and why definitions of American and national identity and values have developed among diverse and changing population of North America. Theme also focuses on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.</p> <p>Explain the factors behind the development of systems of economic exchange— particularly the role of technology, economic markets, and government.</p> <p>Analyze the role of geography and both the natural and human-made environments in the social and political developments in what would become the U.S.</p>	<p>a. Explain how different labor systems developed in North America and the United States, and explain their effects on workers’ lives and U.S. society.</p> <p>b. Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.</p> <p>c. Analyze how technological innovation has affected economic development and society.</p> <p>d. Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.</p> <p>e. Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.</p> <p>f. Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.</p>

**Spooner Area School District**  
**K-12 Social Studies Standards Alignment**

---

Compare and contrast why and how the various people who moved to and within the U.S. both adapted to and transformed their new social and physical environments.

Analyze how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.

Compare and contrast the interactions between nations that affected North American history in the colonial period. Theme also focuses on the influence of the U.S. on world affairs.

Compare and contrast how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

g. Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

h. Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

i. Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

j. Explain how religious groups and ideas have affected American society and political life.

k. Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

l. Explain how ideas about women's rights and gender roles have affected society and politics.

m. Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

n. Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

o. Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

p. Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

q. Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

r. Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas

s. Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

t. Analyze how technological innovation has affected economic development and society.

u. Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.

v. Explain how ideas about democracy, freedom, and individualism found expression in the development of

**Spooner Area School District**  
**K-12 Social Studies Standards Alignment**

---

cultural values, political institutions, and American identity.

w. Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

x. Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

y. Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

z. Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

aa. Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

bb. Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

cc. Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

dd. Explain how religious groups and ideas have affected American society and political life.

ee. Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

ff. Explain how ideas about women's rights and gender roles have affected society and politics.

gg. Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

hh. Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

ii. Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

jj. Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

**Spooner Area School District**  
**K-12 Social Studies Standards Alignment**

---

	<p>kk. Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.</p> <p>ll. Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.</p> <p>mm. Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.</p> <p>nn. Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.</p> <p>oo. Analyze how technological innovation has affected economic development and society.</p> <p>pp. Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.</p> <p>qq. Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.</p> <p>rr. Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.</p> <p>ss. Explain how ideas about women's rights and gender roles have affected society and politics.</p> <p>tt. Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.</p> <p>uu. Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.</p> <p>vv. Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.</p> <p>ww. Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.</p>
--	--

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

<b>Consumer Economics</b>	
<b>Outcomes</b>	<b>Benchmarks</b>
<p>1. Understand how career choice, education, skills, entrepreneurship, and economic conditions affect income.</p> <p>Understand the sources of income and alternative resources.</p> <p>Explain how income affects lifestyle choices and spending decisions.</p> <p>Explain how taxes and employee benefits relate to disposable income.</p>	<p>a. Identify living expenses.</p> <p>b. Create a mock budget based on their prior knowledge of Consumer Economics and the average salary of their chosen future profession.</p> <p>c. Differentiate between a need and a want.</p> <p>d. Make the connection between education and income.</p>
<p>2. Learn how to make informed decisions about incurring debt and will manage indebtedness to remain both creditworthy and financially secure</p>	<p>a. Weigh the benefits and risks of borrowing.</p> <p>b. Compare the cost and terms of borrowing options.</p> <p>c. Start the journey to establish a good credit rating.</p> <p>d. Explore the rights and responsibilities of borrowers and lenders</p> <p>e. Protect myself from identity fraud</p>
<p>3. Understand the features and role of insurance in financial planning and analyze and balance risk against benefits in financial planning.</p>	<p>a. Justify reasons to be insured.</p> <p>b. Investigate how insurance works.</p> <p>c. Choose insurance specific needs and situations.</p> <p>d. Compare auto insurance options.</p> <p>e. Plan ahead to minimize insurance costs and cost of unexpected events.</p>
<p>4. Understand the value, features, and planning processes associated with saving and investing and apply this knowledge to long term financial security and wealth.</p>	<p>a. Explore how saving and investing can be used to build wealth.</p> <p>b. Explore how investing works.</p> <p>d. Explore the risks and rewards of investment options.</p> <p>d. Outline strategies to achieve investing goals.</p> <p>e. Outline a long-term investment game plan.</p>
<p>5. Know and use available consumer resources.</p> <p>Make responsible choices by applying economic principles in their consumer decisions.</p>	<p>a. Compare and contrast individual differences and influences on consumer decisions related to money.</p> <p>b. Evaluate the influence of advertising and the media on decision making and spending.</p> <p>c. Evaluate selected business practices for consequences to individuals, families, and society</p> <p>d. Determine the cost of various interest rates and fees to a consumer.</p> <p>e. Examine sample written and verbal contracts for essential components and meaning.</p>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

**Global Issues**

Outcomes	Benchmarks
<p>1. Examine and interpret rights, privileges, and responsibilities in society.</p> <p>Assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).</p> <p>Analyze human movement and population patterns.</p>	<p>a. Identify and discuss problems facing the world today</p> <p>b. Identify basic human rights as presented in the Universal Declaration of Human Rights</p> <p>c. Identify 5 instances where specific rights were infringed upon in history.</p> <p>d. Compile research into a presentation and share with small groups.</p> <p>e. Identify and explain the United Nations and UN Organs</p> <p>f. Identify the relationship between population growth and human conflict.</p> <p>g. Identify the relationship between population growth and social advancement.</p> <p>h. Explain the relationship between population growth and human conflict</p> <p>i. Identify the relationship between population growth and social advancement.</p> <p>j. Identify and conduct research of a refugee crisis.</p>
<p>2. Analyze human movement and population patterns.</p> <p>Examine the impacts of global interconnections and relationships.</p> <p>Evaluate the relationship between identity and place.</p>	<p>a. Identify causes and effects of human conflict</p> <p>b. Define genocide</p> <p>c. Identify and discuss the use of classification and symbolization in promoting genocide</p> <p>d. Identify and discuss the following stages of genocide: discrimination, dehumanization, organization, polarization, preparation, persecution, extermination and denial.</p> <p>e. Apply Dr. Stanton’s 10 states of genocide to a historical event and present the research</p> <p>f. Identify misuse of Holocaust Imagery and present the research</p> <p>g. Explain the role of racism, prejudice, and stereotyping in shaping the current American political climate</p>
<p>3. Use geographic tools and ways of thinking to analyze the world.</p> <p>Examine the impacts of global interconnections and relationships.</p> <p>Evaluate the relationship between humans and the environment.</p>	<p>a. Differentiate between climate change and weather patterns.</p> <p>b. Identify ways in which humans cause climate change.</p> <p>c. Research and present ways in which climate change can be slowed or reversed.</p> <p>d. Explore 9 ways in which climate change and human health are related.</p> <p>e. Calculate my carbon footprint.</p> <p>f. Identify ways I can reduce my carbon footprint.</p> <p>g. Research the UN’s Response to climate change</p>
<p>4. Examine the progression of specific forms of technology and their influence within various societies.</p>	<p>a. Explain how nuclear technology has influenced geopolitics.</p> <p>b. Discuss the pros and cons of nuclear weapons and nuclear energy.</p>

**Spoooner Area School District**  
**K-12 Social Studies Standards Alignment**

---

Evaluate the relationship between humans and the environment.

- c. Explain the modern use of drones in warfare.
- d. Identify various ways in which artificial intelligence is being used.
- e. Discuss ways in which cyber warfare has been used and dangers of it for the future.
- f. Write a thesis statement pertaining to nuclear technology, Drones, Artificial Intelligence or Cyber Warfare.
- g. Research 3 supports pertaining to my thesis.
- h. Compile my thesis and support in a 5 paragraph essay.
- i. Compile knowledge from the course into a Futuristic Fiction Dystopia Journal

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

<b>Principles of Economics</b>	
Outcomes	Benchmarks
<p>1. Know that land, labor, capital, and entrepreneurs are the four factors of production.</p> <p>Understand that the value of a good or service depends on its scarcity and utility.</p> <p>Know the different economic systems used to allocate scarce goods and resources.</p> <p>Understand most countries have mixed economies and will know that the US has a free enterprise economy.</p>	<p>a. Explain why all societies face the problem of scarcity.</p> <p>b. Differentiate between a need and a want.</p> <p>c. Explain the basic choices faced by all societies.</p> <p>d. Discuss why we study economics.</p> <p>e. Identify production choices producers must make.</p> <p>f. Explain how a production possibilities curve illustrates the decisions made in an economy.</p> <p>g. Evaluate opportunity costs and trade-offs when making choices.</p> <p>h. Discuss what economic growth is and why it is important.</p> <p>i. Discuss how businesses and individuals participate in both the product market and the factor market in an economy.</p> <p>j. Illustrate how simple models help us understand a complex economy.</p> <p>k. Explain how a traditional economy answers the basic questions of what, how, and for whom to produce.</p> <p>l. Provide an example of how a traditional economy answers the basic questions of what, how and for whom to produce.</p> <p>m. Explain how a command economy answers the basic questions of what, how and for whom to produce.</p> <p>n. Provide an example of how a command economy answers the basic questions of what, how, and for whom to produce.</p> <p>o. Explain how a market economy answers the basic questions of what, how, and for whom to produce.</p> <p>p. Provide an example of how a market economy answers the basic questions of what, how, and for whom to produce.</p> <p>q. Discuss what makes an economy mixed.</p> <p>r. Discuss why most economies in the world today are considered mixed.</p> <p>s. Identify the members of society that benefit from a mixed economy.</p> <p>t. Explain how the mind-set of a country's citizens have to change in order to transition to capitalism.</p> <p>u. Identify the common features of the transition to capitalism.</p> <p>v. Discuss why capitalism is different in different countries.</p> <p>w. Explain how the American economy incorporates the main characteristics of a free enterprise economy.</p> <p>x. Identify the ways in which a free enterprise economy provides opportunities for individuals.</p> <p>y. Identify the weak points of the free enterprise economy?</p> <p>z. Discuss why entrepreneurs are essential to the success of a free enterprise economy.</p> <p>aa. Explain the role consumers play in a free enterprise system.</p> <p>bb. Discuss how the role of government is determined in the American free enterprise system.</p> <p>cc. Explain why the free enterprise system has been modified to include some government intervention.</p> <p>dd. Hypothesize why our economic goals might change over time.</p> <p>ee. Discuss how conflicts among economic goals are resolved.</p>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

<p>2. Learn the basics of supply and demand.</p> <p>Understand the relationship between supply and demand.</p> <p>Learn how companies determine the most profitable way to operate.</p>	<p>a. Explain the relationship between the price of an item and the quantity demanded.</p> <p>b. Identify the effect of a change in price on quantity demanded.</p> <p>c. Discuss how to measure the three cases of demand elasticity.</p> <p>d. Describe elastic demand.</p> <p>e. Describe inelastic demand.</p> <p>f. Describe unit elastic demand.</p> <p>g. Use the total expenditures test to help determine demand elasticity.</p> <p>h. Identify the factors used to determine a product's demand elasticity.</p> <p>i. Explain why supply and demand curves slope in opposite directions.</p> <p>j. Hypothesize what might happen to make a producer decrease the supply of a product.</p> <p>k. Explain how the production of a product affects the elasticity of supply.</p> <p>l. Explain why a marginal product is an important concept for business owners to understand.</p> <p>m. Explain how companies use the stages of production to determine the most profitable number of workers to hire.</p> <p>n. Explain the difference between a fixed cost and a variable cost.</p> <p>o. Determine why marginal revenue is more important than the average revenue.</p> <p>p. Identify the cost advantage ecommerce offers businesses.</p> <p>q. Discuss how prices help us make decisions.</p> <p>r. Determine if prices are the best way to allocate resources.</p> <p>s. Identify how prices connect markets in an economy.</p> <p>t. Explain how price affects a seller's decision to produce a product.</p> <p>u. Explain how changes in supply and demand affect prices.</p> <p>v. Determine the costs and benefits of economic policies aimed at creating equity and security.</p> <p>w. Identify whom price supports benefit and whom they hurt.</p> <p>x. Discuss how markets "talk."</p>
<p>3. Learn about the impact varying market structures have on prices in a market economy.</p> <p>Understand the role of government in correction of market failures.</p> <p>Understand the various forms of business organizations.</p> <p>Understand how businesses form and grow.</p>	<p>a. Explain why we study pure competition even though there are no purely competitive markets.</p> <p>b. Identify the role advertising plays in monopolistic competition.</p> <p>c. Discuss why markets dominated by oligopolies result in higher prices for the consumer than would exist in perfect competition.</p> <p>d. Differentiate between acceptable and unacceptable monopolies.</p> <p>e. Discuss the factors that reduce competition in a market.</p> <p>f. Explain how externalities or spillovers can be both good and bad.</p> <p>g. Conduct a cost-benefit analysis.</p> <p>h. Explain how some government regulations are beneficial for consumers.</p> <p>i. Identify how the government promotes economic efficiency.</p> <p>j. Discuss why the U.S. economy is considered a modified free enterprise economy.</p> <p>k. Explain why a sole proprietorship is the easiest form of business to start.</p> <p>l. Discuss how responsibility is shared in a partnership.</p> <p>m. Explain why corporations collectively earn more profits than proprietorships or partnerships.</p>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

---

<p>Learn how nonprofits are supported in a market economy.</p> <p>Understand the role of union actions in the modern labor industry.</p> <p>Know the factors that lead to higher wages for a worker.</p>	<ul style="list-style-type: none"><li>n. Identify the advantages and disadvantages of investing in a franchise for both the franchisee and franchisor.</li><li>o. Discuss the reasons business owners choose to reinvest profits.</li><li>p. Identify the advantages gained through business mergers.</li><li>q. Identify the different ways businesses can find start-up funds.</li><li>r. Explain why the value of community organizations and cooperatives are difficult to measure.</li><li>s. Discuss how some nonprofit organizations promote the interests of workers and consumers.</li><li>t. Explain how the government operates as a nonprofit organization.</li><li>u. Discuss the purposes of early union formation.</li><li>v. Identify how labor laws have strengthened or weakened the union movement since the 1930's.</li><li>q. Discuss how types of union arrangements differ.</li><li>r. Explain why different people earn different wages.</li><li>s. List the options for solving labor disputes.</li><li>t. Discuss union influence decline.</li><li>u. Identify the causes of pay discrimination in the labor market.</li><li>v. Hypothesize what would happen if there were no minimum wage</li></ul>
--	---

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

**US History I**

Outcomes	Benchmarks
<p>1. Use historical evidence for determining cause and effect.</p> <p>Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view (Historical Methodology).</p>	<p>a. Use historical evidence to determine the causes and effects of WW1.</p> <p>b. Use historical evidence to determine the effects of Reconstruction.</p> <p>c. Evaluate secondary sources to interpret the historical context of the Reconstruction era.</p>
<p>2. Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</p> <p>Connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p> <p>Communicate and critique conclusions.</p>	<p>a. Explore the onset of American sectionalism.</p> <p>b. Connect the regional diversity of pre-civil war America to the diversity seen today.</p> <p>c. Explore the origins of North-South conflict within the United States.</p> <p>d. Draw parallels between the conflicts that led to the American Civil War and the conflicts seen in the United States today.</p> <p>e. Analyze various perspectives to draw conclusions about the effects of Reconstruction.</p> <p>f. Suggest current implications regarding civil rights that stem from the Jim Crow south.</p>
<p>3. Use historical evidence for determining cause and effect.</p> <p>Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view (Historical Methodology).</p> <p>Communicate and critique conclusions.</p>	<p>a. Use historical evidence to determine the causes and effects of westward expansion.</p> <p>b. Use historical evidence to determine the effects of industrialization.</p> <p>c. Evaluate secondary sources to interpret the historical context of 20th century immigration and urbanization.</p> <p>d. Use historical evidence to determine the causes and effects of the Progressive era.</p> <p>e. Use historical evidence to determine the causes and effects of the American empire.</p>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

**US History II**

Outcomes	Benchmarks
<p>1. Use historical evidence for determining cause and effect.</p> <p>Connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p>	<p>a. Analyze causes and effects of the Great Depression.</p> <p>b. Evaluate how groups/individuals contributed to the New Deal.</p> <p>c. Connect the Great Depression to World War 1.</p> <p>d. Use different perspectives to identify pros and cons of the New Deal.</p> <p>e. Suggest current implications of government powers to the actions of the Federal Government during the Great Depression</p>
<p>2. Use historical evidence for determining causes and effects of American unity.</p> <p>Connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications regarding sources of division for the United States.</p> <p>Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view (Historical Methodology) to explain the sources of and effects of democratic changes.</p>	<p>a. Analyze historical evidence to determine causes of American unity during World War 1.</p> <p>b. Analyze historical evidence to determine effects of American unity during World War 1.</p> <p>c. Determine causes and effects of the Roaring '20s.</p> <p>d. Analyze various sources of information to determine causes of division within the United States during the Great Depression.</p> <p>e. Analyze various sources of information to determine effects of division within the United States during the Great Depression.</p> <p>f. Evaluate primary sources to determine the intended purpose of New Deal programs.</p> <p>g. Analyze primary and secondary sources to determine changes in American domestic policy during World War 2.</p> <p>h. Analyze primary and secondary sources to determine changes in American foreign policy during World War 2.</p>
<p>3. Use historical evidence for determining cause and effect.</p> <p>Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view (Historical Methodology).</p>	<p>a. Evaluate how European dictators contributed to the causes of World War 2.</p> <p>b. Evaluate how the outbreak of war in Europe affected the United States.</p> <p>c. Use primary and secondary sources to interpret context, the intended audience, purpose, and author's point of view related to World War.</p>
<p>4. Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events with regards to American unity.</p>	<p>a. Analyze patterns of continuity and change in the decades after WW2 within the United States.</p> <p>b. Analyze patterns of continuity and change in the decades after WW2 with the United States' foreign policy.</p>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

---

<p>Connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications regarding sources of division for the United States.</p> <p>Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view (Historical Methodology) to explain the sources of and effects of democratic changes.</p>	<p>c. Connect past events and people to the present, drawing conclusions about the effects of the Red Scare and the implications it has today.</p> <p>d. Evaluate a variety of primary and secondary sources to interpret the author's point of view regarding the changes within the United States during the Cold War.</p> <p>e. Connect Civil Rights issues following WW2 to ones today.</p>
<p>5. Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</p> <p>Connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p> <p>Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view (Historical Methodology).</p>	<p>a. Recognize and analyze patterns of continuity and change between 1945 and 1990.</p> <p>b. Connect Cold War events to contemporary policies.</p> <p>c. Analyze the intended purpose of primary and secondary sources.</p>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

---

<b>World History</b>	
<b>Outcomes</b>	<b>Benchmarks</b>
<p>1. Gather and evaluate sources.</p> <p>Use historical evidence for determining cause and effect.</p> <p>Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</p> <p>Use geographic tools and ways of thinking to analyze the world.</p> <p>Analyze human movement and population patterns.</p> <p>Assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).</p>	<p>a. Discuss why we study history.</p> <p>b. Explain the 5 Themes of Geography</p> <p>c. List the continents and oceans.</p> <p>d. Describe my own culture.</p> <p>e. Differentiate between primary and secondary sources</p> <p>f. Describe the process used to determine the age of artifacts.</p> <p>g. Describe the theory of evolution as it relates to early humans.</p>
<p>2. Use historical evidence for determining cause and effect.</p> <p>Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</p> <p>Connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p> <p>Analyze human movement and population patterns.</p> <p>Evaluate the relationship between humans and the environment.</p> <p>Examine the progression of specific forms of technology and their influence within various societies.</p>	<p>a. Describe the transition from nomadic to agrarian society.</p> <p>b. Explain that the common geographic feature of most civilizations was the river.</p> <p>c. Identify the causes and effects of human environment interaction during and after the 1st agricultural revolution.</p> <p>d. Identify the 5 Characteristics of Civilization.</p> <p>e. Provide examples of the 5 Characteristics of civilization in present day society.</p> <p>f. Explain the process of cultural diffusion</p>

**Spooner Area School District  
K-12 Social Studies Standards Alignment**

---

<p>3. Use historical evidence for determining cause and effect.</p> <p>Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author’s point of view (Historical Methodology).</p> <p>Examine the impacts of global interconnections and relationships.</p> <p>Examine the progression of specific forms of technology and their influence within various societies.</p>	<p>a. Explain the origins of Greek Mythology including naming the Olympians.</p> <p>b. Discuss how the Greek’s relationship with the Sea allowed them to thrive.</p> <p>c. Describe the steps and the origins of Greek Democracy.</p> <p>d. Define monarchy, oligarchy, aristocracy, and democracy.</p> <p>e. Compare and contrast Greek Democracy with our own.</p> <p>f. Discuss the philosopher’s Socrates, Plato, and Aristotle</p>
<p>4. Use historical evidence for determining cause and effect.</p> <p>Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</p> <p>Examine the impacts of global interconnections and relationships.</p>	<p>a. Examine and explain the role of the Black Plague in the Middle Ages in setting the stage for the Renaissance.</p> <p>b. Identify various works of Renaissance Art and explain who created the art.</p> <p>c. Explain the role of patrons of the arts in the Renaissance.</p> <p>d. Describe the causes of the Protestant Reformation.</p> <p>e. Evaluate the significance of the defeat of the Spanish Armada.</p>
<p>Use historical evidence for determining cause and effect.</p> <p>Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</p> <p>Identify and analyze democratic principles and ideals.</p> <p>Examine and interpret rights, privileges, and responsibilities in society.</p>	<p>a. Discuss the role of Renaissance thinking in the transition to the Enlightenment era.</p> <p>b. Discuss ways in which the works of Enlightenment Philosophers influenced the age of revolutions and set the stage for social contracts.</p> <p>c. Compare and contrast various Social Contract Theories of Hobbes and Locke in the creation of modern government.</p> <p>d. Write a thesis statement.</p> <p>e. Research 3 supports for a thesis.</p> <p>f. Compile a thesis and supports in a 5 paragraph essay.</p> <p>g. Make a claim about John Locke’s influence on US Government and research supporting details.</p>