



Appleton Area School District

K-12 Social Studies Standards

Board Approved April 1998

KINDERGARTEN

Strand I--Geography

Students in the A.A.S.D. will learn about geography through the study of the relationships among people, places and environments.

Students in the Appleton Area School District will understand:

| Location, Place & Regions | Movement | Human-Environment Interaction | Process-Investigation |
|---|--|--|--|
| <ul style="list-style-type: none"> • Directionality and location words (left-right, up-down, etc.). • The idea of geographic location (street, city, state). • The importance of knowing how to identify themselves through name and location. | <ul style="list-style-type: none"> • There are different reasons for people to move (individuals, families and groups of people). | <ul style="list-style-type: none"> • That there are people in many other places in the world. | <ul style="list-style-type: none"> • What a map is and what are the parts and purposes of maps. |

Strand II--History: Time, Continuity and Change

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

Students in the Appleton Area School District will understand:

| Time, Continuity & Change | Cultures & Cultural Diversity | People, Places & Events | Process-Investigation |
|--|---|---|--|
| <ul style="list-style-type: none"> • Growth and change in families. | <ul style="list-style-type: none"> • Holiday celebrations, heroes, role models and types of family structures. | <ul style="list-style-type: none"> • Family history • Presidents and their contributions. | <ul style="list-style-type: none"> • Seasonal time line concept • Cause and effect of historical events. |

Strand III – Political Science and Citizenship: Power, Authority, Governance and Responsibility

Students in the A.A.S.D. will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance.

Students in the Appleton Area School District will understand:

| World Affairs | Basic Concepts/Purposes of Government | American Ideals and Citizenship | Gov. Structures & Processes |
|---|--|--|--|
| <ul style="list-style-type: none"> • Responsibilities to others. • The effects of current events. | <ul style="list-style-type: none"> • Families and schools have rules and consequences for following and breaking rules. | <ul style="list-style-type: none"> • Personal responsibilities. • Civic responsibilities. • Family members work together to accomplish tasks. • That individuals have household jobs that help their families. | <ul style="list-style-type: none"> • Basic structure of the school setting. • The basic democratic process for making decisions. |

| Strand IV – Economics: Production Distribution, Exchange, Consumption Students in the A.A.S.D. will learn about production, distribution, exchange and consumption so that they can make informed economic decisions. Students in the Appleton Area School District will understand: | | | |
|---|---|--|--|
| Prod., Distrib., Consumption & Exchange | Sci., Tech., Society & Government | Global Connections | Process/Invest. & Decision Making |
| <ul style="list-style-type: none"> The role of money as it relates to needs and wants. | <ul style="list-style-type: none"> Science and technology have changed our lives. Inventions and discoveries may be beneficial or harmful to people and the environment. | <ul style="list-style-type: none"> There are basic needs for all people in the world. | <ul style="list-style-type: none"> The difference between needs and wants. The importance of making choices. |
| Strand V – Behavioral Sciences: Individuals, Institutions and Society Students in the A.A.S.D. will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings. Students in the Appleton Area School District will understand: | | | |
| Human Origins & Cultural Dev. | Individual Human Behavior | Interactions: Ind., Groups, Institutions | Cultural Diversity |
| <ul style="list-style-type: none"> Humans have the same basic needs. Each person is unique. | <ul style="list-style-type: none"> The use of each of the five senses. Their own talents, accomplishments, likes, dislikes and feelings. The importance of knowing how to identify themselves through name and location. | <ul style="list-style-type: none"> Individual connections to school, home, neighborhood and community. That there are a variety of family structures that are subject to growth and change. The function of community helpers (crossing guard, etc.). Emergency situations and possible preventions and solutions. Customs, values and language are learned from families, schools and society. | <ul style="list-style-type: none"> Individuals and groups from diverse backgrounds have contributed to the growth of our society. The affects of stereotyping. |

FIRST GRADE

Strand I--Geography

Students in the A.A.S.D. will learn about geography through the study of the relationships among people, places and environments.

Students in the Appleton Area School District will understand:

| Location, Place & Regions | Movement | Human-Environment Interaction | Process-Investigation |
|--|---|--|---|
| <ul style="list-style-type: none"> The many types of environmental regions. Appleton’s environmental region. | <ul style="list-style-type: none"> Some of the goods and services we buy come from far away. There are lots of ways to move goods and services to the stores in our area. | <ul style="list-style-type: none"> There are many different types of homes in our area. Different types of homes/shelters in other environments. | <ul style="list-style-type: none"> The four basic directions. There are many different types of maps and globes and why people use them. Interpretation of simple globes and maps. How to draw a map of the school, classroom, bedroom or the neighborhood from memory. |

Strand II--History: Time, Continuity and Change

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

Students in the Appleton Area School District will understand:

| Time, Continuity & Change | Cultures & Cultural Diversity | People, Places & Events | Process-Investigation |
|---|--|---|---|
| <ul style="list-style-type: none"> Different ways to talk about and to measure time. | <ul style="list-style-type: none"> Various symbols representing our country. The diverse customs and traditions of significant legal, religious and seasonal holidays. | <ul style="list-style-type: none"> Historic places and how they represent important people and events. The contributions of famous Americans to our nation’s development. | <ul style="list-style-type: none"> Biographies tell the stories of famous people, place them in time and explain their role in important events. |

Strand III – Political Science and Citizenship: Power, Authority, Governance and Responsibility

Students in the A.A.S.D. will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance.

Students in the Appleton Area School District will understand:

| World Affairs | Basic Concepts/Purposes of Government | American Ideals and Citizenship | Gov. Structures & Processes |
|--|--|--|---|
| <ul style="list-style-type: none"> Other countries in the world have different symbols and flags. | <ul style="list-style-type: none"> Rules exist to help people to live together peacefully. All behavior has consequences. Rules need to be enforced in order to be effective. Cooperation is working and playing together. | <ul style="list-style-type: none"> People have similar responsibilities to their family, their peers, and to their community. Americans have respect for people who are different (respect for diversity). | <ul style="list-style-type: none"> It is important to understand the need to act appropriately in different environments. As a member of the school community, each person must accept responsibility and follow the rules and school procedures. |

| Strand IV – Economics: Production Distribution, Exchange, Consumption Students in the A.A.S.D. will learn about production, distribution, exchange and consumption so that they can make informed economic decisions. Students in the Appleton Area School District will understand: | | | |
|---|--|---|---|
| Prod., Distrib., Consumption & Exchange | Sci., Tech., Society & Government | Global Connections | Process/Invest. & Decision Making |
| <ul style="list-style-type: none"> The characteristics of goods and services. The goods and services people need in order to live and how family members provide them. | <ul style="list-style-type: none"> The importance of education to gain and/or keep an occupation. | <ul style="list-style-type: none"> Roles of community helpers in our neighborhood. How businesses contribute to the neighborhood. | <ul style="list-style-type: none"> Choices people make are based on needs and resources. |
| Strand V – Behavioral Sciences: Individuals, Institutions and Society Students in the A.A.S.D. will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings. Students in the Appleton Area School District will understand: | | | |
| Human Origins & Cultural Dev. | Individual Human Behavior | Interactions: Ind., Groups, Institutions | Cultural Diversity |
| <ul style="list-style-type: none"> How and why holidays are celebrated. | <ul style="list-style-type: none"> Causes and effects of emotions. The importance of listening to others and their feelings. | <ul style="list-style-type: none"> How people work together to contribute to the school community. There are different rules and responsibilities for employees, volunteers and students. Where family members work. | <ul style="list-style-type: none"> Families may have different customs. |

SECOND GRADE

Strand I--Geography

Students in the A.A.S.D. will learn about geography through the study of the relationships among people, places and environments.

Students in the Appleton Area School District will understand:

| Location, Place & Regions | Movement | Human-Environment Interaction | Process-Investigation |
|--|---|--|--|
| <ul style="list-style-type: none"> The location of the Appleton area and the Fox River watershed. | <ul style="list-style-type: none"> The factors that were taken into account when deciding to settle in Appleton. | <ul style="list-style-type: none"> The role of the Fox River in the development of Appleton. The concept of natural resources. How natural resources are used in the Appleton Area and how they shaped the community. | <ul style="list-style-type: none"> Different kinds of maps and when to use them. Types of land, water and political information included on maps. Meaning of directionals, compass rose, equator, boundaries and map key. |

Strand II--History: Time, Continuity and Change

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

Students in the Appleton Area School District will understand:

| Time, Continuity & Change | Cultures & Cultural Diversity | People, Places & Events | Process-Investigation |
|--|---|---|--|
| <ul style="list-style-type: none"> The impact of abundant forest and water resources in the Appleton area. Past and present technologies related to energy, transportation and communications, and the effects of technological change (beneficial or harmful) on people and the environment. The types (devices) and reasons for travel during different time periods. | <ul style="list-style-type: none"> Early occupations and how they have changed in Appleton. The basic differences between colonial and pioneer periods. | <ul style="list-style-type: none"> The contributions of individuals who settled in Appleton. Significant events in the settlement of the Appleton area. Major changes in Appleton schools over time. | <ul style="list-style-type: none"> The use of a time line to select, organize, and sequence information describing eras in history. The various sources of information that are used for constructing an understanding of the past (artifacts, documents, letters, diaries, etc.). |

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| <p>Strand III – Political Science and Citizenship: Power, Authority, Governance and Responsibility Students in the A.A.S.D. will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance. Students in the Appleton Area School District will understand:</p> | | | |
| World Affairs | Basic Concepts/Purposes of Government | American Ideals and Citizenship | Gov. Structures & Processes |
| <ul style="list-style-type: none"> • How Appleton’s rules and laws of government evolved over time. | <ul style="list-style-type: none"> • Roles of state leaders. • The state legislature is made up of state representatives and state senators. | <ul style="list-style-type: none"> • Qualities and concept of citizenship. • The roles of community leaders. | <ul style="list-style-type: none"> • How to read a flow chart. • Selection process of our leaders. |
| <p>Strand IV – Economics: Production Distribution, Exchange, Consumption Students in the A.A.S.D. will learn about production, distribution, exchange and consumption so that they can make informed economic decisions. Students in the Appleton Area School District will understand:</p> | | | |
| Prod., Distrib., Consumption & Exchange | Sci., Tech., Society & Government | Global Connections | Process/Invest. & Decision Making |
| <ul style="list-style-type: none"> • The limits of resources and the importance of recycling. | <ul style="list-style-type: none"> • What taxes are. • Why money is generated in the form of taxes and what they are used for. | | <ul style="list-style-type: none"> • Factors that need to be taken into account when planning a trip. • How paper is made. • How supply and demand affects food choices. |
| <p>Strand V – Behavioral Sciences: Individuals, Institutions and Society Students in the A.A.S.D. will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings. Students in the Appleton Area School District will understand:</p> | | | |
| Human Origins & Cultural Dev. | Individual Human Behavior | Interactions: Ind., Groups, Institutions | Cultural Diversity |
| <ul style="list-style-type: none"> • Families and different groups have made important contributions to the shaping of our community. | <ul style="list-style-type: none"> • The importance of equity. • Contributions of different cultural and ethnic groups. | <ul style="list-style-type: none"> • How families share responsibilities. | <ul style="list-style-type: none"> • Various cultures and ethnic groups have influenced civic celebrations, holidays and family traditions. |

THIRD GRADE

Strand I--Geography

Students in the A.A.S.D. will learn about geography through the study of the relationships among people, places and environments.

Students in the Appleton Area School District will understand:

| Location, Place & Regions | Movement | Human-Environment Interaction | Process-Investigation |
|--|---|---|--|
| <ul style="list-style-type: none"> • What makes up the physical geography of a community. • Location of Appleton sister cities and all other cities studied. | <ul style="list-style-type: none"> • Major factors that led to the formation of communities. | <ul style="list-style-type: none"> • Interactions between humans and their physical environment in a community. • The social and economic effects of predictable and unpredictable weather changes. • The environment of specific communities studied. | <ul style="list-style-type: none"> • Use of atlases and special purpose maps. • Continents, oceans, and northern/southern hemispheres. • Terminology for land forms, bodies of water, map reading and globes. |

Strand II--History: Time, Continuity and Change

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

Students in the Appleton Area School District will understand:

| Time, Continuity & Change | Cultures & Cultural Diversity | People, Places & Events | Process-Investigation |
|---|--|--|---|
| <ul style="list-style-type: none"> • Why communities develop and how they adapt. | <ul style="list-style-type: none"> • Characteristics, traditions, and interactions of cultures and communities. | <ul style="list-style-type: none"> • Roles of leaders and important community positions. • Events have an impact on people and places. | <ul style="list-style-type: none"> • How to use graphs to collect and organize information and to interpret history. |

Strand III – Political Science and Citizenship: Power, Authority, Governance and Responsibility

Students in the A.A.S.D. will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance.

Students in the Appleton Area School District will understand:

| World Affairs | Basic Concepts/Purposes of Government | American Ideals and Citizenship | Gov. Structures & Processes |
|--|---|--|--|
| <ul style="list-style-type: none"> • Communities in different countries have different systems of government. | <ul style="list-style-type: none"> • Political structures develop as communities provide for a variety of community needs. | <ul style="list-style-type: none"> • Communities have rules and laws to benefit the community as a whole. | <ul style="list-style-type: none"> • Communities develop government structures and processes to provide for a variety of community needs. |

| Strand IV – Economics: Production Distribution, Exchange, Consumption Students in the A.A.S.D. will learn about production, distribution, exchange and consumption so that they can make informed economic decisions. Students in the Appleton Area School District will understand: | | | |
|---|---|---|---|
| Prod., Distrib., Consumption & Exchange | Sci., Tech., Society & Government | Global Connections | Process/Invest. & Decision Making |
| <ul style="list-style-type: none"> Communities, past and present, have a variety of ways to provide for their needs and wants. | <ul style="list-style-type: none"> The role of banking. | <ul style="list-style-type: none"> World communities have a variety of ways to meet their needs and wants. | <ul style="list-style-type: none"> That communities make decisions based on needs and resources. |
| Strand V – Behavioral Sciences: Individuals, Institutions and Society Students in the A.A.S.D. will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings. Students in the Appleton Area School District will understand: | | | |
| Human Origins & Cultural Dev. | Individual Human Behavior | Interactions: Ind., Groups, Institutions | Cultural Diversity |
| <ul style="list-style-type: none"> Why different world communities developed different cultures. | <ul style="list-style-type: none"> Individuals play a role in the community. | <ul style="list-style-type: none"> How historic communities interacted with neighbors and the environment. | <ul style="list-style-type: none"> Cultural differences of world communities. |

FOURTH GRADE

Strand I--Geography

Students in the A.A.S.D. will learn about geography through the study of the relationships among people, places and environments.

Students in the Appleton Area School District will understand:

| Location, Place & Regions | Movement | Human-Environment Interaction | Process-Investigation |
|--|---|---|--|
| <ul style="list-style-type: none"> • Reasons people moved to Appleton/Wisconsin. • Location of Southeast Asian countries. • Location, history and significance of the capitol building. • Wisconsin's place on a globe, the continent and the United States. • Location of major bodies of water, unique landforms and major cities in Wisconsin. • Location of the world's major land masses, bodies of water and mountain ranges. • Location of Native American nations within Wisconsin, past and present. | <ul style="list-style-type: none"> • Connections between the local community and other places in Wisconsin, the United States and the world. • Native American movement in Wisconsin. | <ul style="list-style-type: none"> • Wisconsin's relationship to other Great Lakes states. • Cities have common and unique characteristics. • Major changes in local community/state that have been caused by humans and the effect of these changes on community and environment. | <ul style="list-style-type: none"> • The <u>Index of Wisconsin Cities</u> and how it is used in conjunction with a map grid. • Reference points, map scale, map grid, latitude and longitude, map legends, the compass rose including cardinal and intermediate directions. • Use of atlases, databases, grid systems, charts, graphs and maps to gather information about the local community, Wisconsin, the U. S. and the world. |

Strand II--History: Time, Continuity and Change

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

Students in the Appleton Area School District will understand:

| Time, Continuity & Change | Cultures & Cultural Diversity | People, Places & Events | Process-Investigation |
|---|---|--|---|
| <ul style="list-style-type: none"> • Similarities and differences between the six Native American tribes in terms of history, culture, tribal sovereignty and current status in Wisconsin. • The development of manufacturing in Wisconsin. | <ul style="list-style-type: none"> • The basic cultures of the Wisconsin Native Americans. • The influence of the early explorers on our culture. | <ul style="list-style-type: none"> • Names and locations of the six major Native American tribes of Wisconsin. • Contributions and motives of early explorers. | <ul style="list-style-type: none"> • Biographies, stories, narratives and folk tales help in understanding the lives of ordinary and extraordinary people, place them in time and context and explain their relationship to important historical events. |

| Strand III – Political Science and Citizenship: Power, Authority, Governance and Responsibility Students in the A.A.S.D. will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance. Students in the Appleton Area School District will understand: | | | |
|---|---|---|---|
| World Affairs | Basic Concepts/Purposes of Government | American Ideals and Citizenship | Gov. Structures & Processes |
| <ul style="list-style-type: none"> The impact of current events in today’s world. The impact of exploration on indigenous people. | <ul style="list-style-type: none"> The name and function of each of the three branches of government and the roles and responsibilities of the people within each branch. | <ul style="list-style-type: none"> The personal responsibility of citizens in government. The attributes and responsibilities of a citizen. How current events can be a source of information that is relevant to their lives. | <ul style="list-style-type: none"> Structure of state government. How a bill becomes a law. The role of taxes in providing state services. The general organization of a periodical newspaper. How to summarize a news story. How to use analysis and critical thinking when reading the newspaper. |
| Strand IV – Economics: Production Distribution, Exchange, Consumption Students in the A.A.S.D. will learn about production, distribution, exchange and consumption so that they can make informed economic decisions. Students in the Appleton Area School District will understand: | | | |
| Prod., Distrib., Consumption & Exchange | Sci., Tech., Society & Government | Global Connections | Process/Invest. & Decision Making |
| <ul style="list-style-type: none"> The concept of supply and demand. The influence of resources on Wisconsin’s industries. The impact of Wisconsin industries on the economy and the environment. Needs and wants determine the availability of service industries. | <ul style="list-style-type: none"> The changing work environment past and present. The history and impact of the assembly line. The importance of conserving raw materials. The impact of regulations on services and industry. | <ul style="list-style-type: none"> Global communities have an impact on supply and demand for Wisconsin products. | <ul style="list-style-type: none"> The process of manufacturing. Decisions for developing businesses and industries are influenced by geography (resources) and demand. |
| Strand V – Behavioral Sciences: Individuals, Institutions and Society Students in the A.A.S.D. will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings. Students in the Appleton Area School District will understand: | | | |
| Human Origins & Cultural Dev. | Individual Human Behavior | Interactions: Ind., Groups, Institutions | Cultural Diversity |
| <ul style="list-style-type: none"> The events and factors which led people to come to Wisconsin past and present. | <ul style="list-style-type: none"> Individuals and groups of people that come to Wisconsin go through a process of assimilation as they confront cultural differences. | | <ul style="list-style-type: none"> The lifestyle of Wisconsin pioneers/settlers. Traditions and characteristics of the Hmong culture and other cultural groups in Wisconsin. |

FIFTH GRADE

Strand I--Geography

Students in the A.A.S.D. will learn about geography through the study of the relationships among people, places and environments.

Students in the Appleton Area School District will understand:

| Location, Place & Regions | Movement | Human-Environment Interaction | Process-Investigation |
|--|--|--|--|
| <ul style="list-style-type: none"> • Importance and location of key world locations in the colonial period. • Importance and location of European colonies in North and South America. • Differences between the geographical regions of the U.S. • Where the U.S. expanded. • Why and where key battles in U.S. history occurred. • Location of major Native American tribes, past and present. | <ul style="list-style-type: none"> • How the first people arrived in the Americas. • Routes and trails of Native Americans and European explorers and settlers. • Development of America’s internal/external trade routes. • Origins and effects of immigration, refugees and slavery on U.S. settlements. • Scope of Westward expansion. • Causes for the rise of cities. | <ul style="list-style-type: none"> • Effect of physical features and climate conditions on lifestyles of the U.S. • Differences between Native American, African and European land use patterns. | <ul style="list-style-type: none"> • Interpret charts, tables and graphs about U.S. demographic development. • Interpret maps showing features of U.S. land, climate and events in U.S. history. • How to draw a map of the U.S. from memory showing key locations such as bodies of water, land features, states and cities, as well as the location of key historical events. |

Strand II--History: Time, Continuity and Change

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

Students in the Appleton Area School District will understand:

| Time, Continuity & Change | Cultures & Cultural Diversity | People, Places & Events | Process-Investigation |
|---|---|--|--|
| <ul style="list-style-type: none"> • The impact of European exploration and colonization of North America on Native American populations. • Causes and consequences of wars. • Significant events and people from 1607-1877. • Challenges of Reconstruction. • Significant events and people of the Civil Rights Movement. | <ul style="list-style-type: none"> • Differences between life in the past and the present. | <ul style="list-style-type: none"> • Major Native American figures in North America. • Major events and important figures in U.S. history. • Stories of key figures in the Industrial Age, the Union Movement, the Women’s Suffrage Movement and the Civil Rights Movement. | <ul style="list-style-type: none"> • Use of textbook to gain information. • How to find and access sources of historical information. • Importance of examining original sources for perspectives on freedom, democracy, equality, justice and positive and negative effects of major events. • The impact of varying perspectives on historical conflicts. • How to interpret the Declaration of Independence and its relationship to U.S. government. |

| Strand III – Political Science and Citizenship: Power, Authority, Governance and Responsibility Students in the A.A.S.D. will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance. Students in the Appleton Area School District will understand: | | | |
|--|--|--|---|
| World Affairs | Basic Concepts/Purposes of Government | American Ideals and Citizenship | Gov. Structures & Processes |
| <ul style="list-style-type: none"> • The effect of English-French rivalries on the American colonies. • Workings of the British Parliament during the Revolutionary War. • Significant local, state, national and world current events. | <ul style="list-style-type: none"> • The role of citizen has changed during the course of U.S. development. • The meaning of property rights, taxes and contracts. • The definition of justice. • The concepts of checks and balances, separation of powers. | <ul style="list-style-type: none"> • The meaning of the American ideals: freedom and equality. • The development of the U.S. government from the Articles of Confederation and the US Constitution. • The meaning of inalienable rights (life, liberty and the pursuit of happiness). • The expansion of suffrage to all social classes, races and women in the U.S. | <ul style="list-style-type: none"> • The relationship between the mother country and colonies. • The structure of various types of government. • The different processes and working of the three branches of the Federal government. • The role freedom of expression plays in a democratic society. |
| Strand IV – Economics: Production Distribution, Exchange, Consumption Students in the A.A.S.D. will learn about production, distribution, exchange and consumption so that they can make informed economic decisions. Students in the Appleton Area School District will understand: | | | |
| Prod., Distrib., Consumption & Exchange | Sci., Tech., Society & Government | Global Connections | Process/Invest. & Decision Making |
| <ul style="list-style-type: none"> • The influence of supply and demand in the history of the United States. • Needs and wants led to the development of a system of trade in the Western Hemisphere. • The rise of the factory system. | <ul style="list-style-type: none"> • The role innovations and inventions played in the development of the U.S. • The impact of big business and the development of labor unions. • The role of taxes in U.S. history. | <ul style="list-style-type: none"> • Global connections were established as a result of the need for goods and services. • How crops and products spread across the globe. | <ul style="list-style-type: none"> • That U.S. production possibilities increased as a result of Westward expansion. • The three basic economic questions (what to produce, how to produce it, who gets what is produced) are answered differently based on supply and demand. • The role of labor unions. |

Strand V – Behavioral Sciences: Individuals, Institutions and Society

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

Students in the Appleton Area School District will understand:

| Human Origins & Cultural Dev. | Individual Human Behavior | Interactions: Ind., Groups, Institutions | Cultural Diversity |
|--|---|--|---|
| <ul style="list-style-type: none"> • The different Native American cultural belief systems. • The ways Native American culture was changed by contact with Europeans. • The development of various subcultures throughout U.S. history (e.g plantation culture, factory culture). | <ul style="list-style-type: none"> • The motivations of various individuals and groups throughout U.S. history (e.g. pioneers, abolitionists). | <ul style="list-style-type: none"> • Interactions between cultural, ethnic, religious and political groups in the development of the United States. • Features of community development on the frontier, plantations and urban centers. • Role of racism and policies of racial discrimination. | <ul style="list-style-type: none"> • Role of cultural differences in conflicts between ethnic and religious groups throughout U.S. history. • The values, artistic and cultural expressions of various ethnic groups. • Everyday lifestyles of Native Americans, slaves, pioneers, plantation owners, soldiers, corporate bosses and laborers. |

SIXTH GRADE

Strand I--Geography

Students in the A.A.S.D. will learn about geography through the study of the relationships among people, places and environments.

Students in the Appleton Area School District will understand:

| Location, Place & Regions | Movement | Human-Environment Interaction | Process-Investigation |
|---|---|---|--|
| <ul style="list-style-type: none"> • Canada has distinct geographical regions based on physical features and natural resources. • The climate characteristics of Canada, Mexico, Central America, the Caribbean Islands and South America. • Mexico has distinct geographical regions such as highlands and lowlands. • Central America has distinct geographical regions . • The islands of the Caribbean were formed by three different processes (volcanic, coral and continental). • South America has distinct geographical regions based on physical features and climatic conditions (pampas, patagonia, deserts, rain forests). | <ul style="list-style-type: none"> • Spanish conquests of Aztecs and resulting colonization led to cultural changes. • Exploration and settlement of eastern North America by France and England led to conflicting claims resulting in violence and war. • How European exploration and settlement led to present influences in the cultures of the Caribbean Islands (Spanish, Dutch, British and Portuguese). • How Spanish, French, Dutch and Portuguese exploration and settlement led to present influences in the culture, language and government of South America. | <ul style="list-style-type: none"> • The way of life of various indigenous tribes were determined by environmental factors. • Characteristics of trade winds and their effect on the Caribbean Islands. • The way in which people of the Americas interact with their physical environments for work and recreation. • The way humans respond to short-term (floods, droughts, etc.) and long-term physical changes (plate tectonics, erosion, etc.). | <ul style="list-style-type: none"> • A variety of geographic representations (political, physical and topographic maps, a globe, aerial photographs, satellite images) to gather and compare information about a place. • A map can be constructed from memory showing selected regions, states and countries representing relative location, direction, size and shape. • Use of an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use and compute density. • The natural resource bases of North and South America using a statistical atlas, aerial photographs, satellite images and databases. |

Strand II--History: Time, Continuity and Change

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

Students in the Appleton Area School District will understand:

| Time, Continuity & Change | Cultures & Cultural Diversity | People, Places & Events | Process-Investigation |
|--|---|---|--|
| <ul style="list-style-type: none"> • The development of relations between the nations of the Western Hemisphere. • Historical periods of Canada and Latin America. | <ul style="list-style-type: none"> • The impact and interaction of different cultural and religious traditions on racial, ethnic and regional groups. • Effects of European culture on the Western Hemisphere. • The effects of major scientific discoveries and technological innovations on the development of North and South American societies. | <ul style="list-style-type: none"> • The impact of revolutions, major leaders and exploration on the countries of North and South America. • Current events of North and South America. • The importance of the Triangle of Trade and the connection to slavery. | <ul style="list-style-type: none"> • Primary sources versus the use of secondary sources. • Comparisons using maps, tables and charts. |

Strand III – Political Science and Citizenship: Power, Authority, Governance and Responsibility

Students in the A.A.S.D. will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance.

Students in the Appleton Area School District will understand:

| World Affairs | Basic Concepts/Purposes of Government | American Ideals and Citizenship | Gov. Structures & Processes |
|--|---|---|--|
| <ul style="list-style-type: none"> • How relations between countries in Europe caused the French and Indian War in North America. • Events in Europe encouraged exploration and colonization in North and South America. | <ul style="list-style-type: none"> • How countries of the Americas are governed. • Social and political structures of indigenous peoples of the Americas. | <ul style="list-style-type: none"> • What level of freedoms citizens of countries in North and South America have. • The role of freedom of expression vs. control of expression. | <ul style="list-style-type: none"> • The types of governments in North and South America. |

| Strand IV – Economics: Production Distribution, Exchange, Consumption Students in the A.A.S.D. will learn about production, distribution, exchange and consumption so that they can make informed economic decisions. Students in the Appleton Area School District will understand: | | | |
|---|---|--|---|
| Prod., Distrib., Consumption & Exchange | Sci., Tech., Society & Government | Global Connections | Process/Invest. & Decision Making |
| <ul style="list-style-type: none"> Major products of the Americas. The basic economic concepts of labor, wages and capital. How the earning power of workers depends on their productivity and the market value of what they produce. | <ul style="list-style-type: none"> Inventions enabled exploration, colonization and European influence in the Americas. New technology changes standards of living and quality of life. Governments provide a variety of services to their citizens. Various points of view concerning economic issues. | <ul style="list-style-type: none"> The economic conditions and concerns of countries in the Americas. The role the Americas play in global markets. How the location of natural resources generates trade and shapes economic patterns. | <ul style="list-style-type: none"> That currency enables trade, taxation, borrowing, saving, and investing. |
| Strand V – Behavioral Sciences: Individuals, Institutions and Society Students in the A.A.S.D. will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings. Students in the Appleton Area School District will understand: | | | |
| Human Origins & Cultural Dev. | Individual Human Behavior | Interactions: Ind., Groups, Institutions | Cultural Diversity |
| <ul style="list-style-type: none"> The concept of indigenous tribes. Natural and geographic factors influenced the way of life of Native Americans. Various theories have been used to explain the presence of indigenous tribes in North and South America. | <ul style="list-style-type: none"> The capabilities developed by the first humans in North and South America were influenced by the environment. | <ul style="list-style-type: none"> Socioeconomic status, ethnic origin, religion, race, gender, and age influenced individual and group development and interaction in North and South America. | <ul style="list-style-type: none"> The ways ethnic and racial groups dealt with cultural assimilation and/or preservation. The ways a particular universal theme is expressed artistically by cultural groups in North and South America. |

SEVENTH GRADE

Strand I--Geography

Students in the A.A.S.D. will learn about geography through the study of the relationships among people, places and environments.

Students in the Appleton Area School District will understand:

| Location, Place & Regions | Movement | Human-Environment Interaction | Process-Investigation |
|--|--|--|---|
| <ul style="list-style-type: none"> • The location, landforms, and climate of these regions of the world: Europe, Russia and Eurasia, Africa, the Middle East, East and Southeast Asia, South Asia and the Pacific World and Antarctica. • Location of mountains, rivers, major cities and regions of Africa, Asia, Europe and the Pacific World. • The location of major deposits of the earth's natural resources. | <ul style="list-style-type: none"> • The movement of people, ideas, diseases and products throughout the world. | <ul style="list-style-type: none"> • The way humans respond to short-term (floods, droughts, etc.) and long-term physical changes (plate tectonics, erosion, etc.). • The discoveries in science and technology that have had major social and economic effects on the physical and human environment. • The way that culture affects the human interaction with the environment: vocations, recreation and the arts. | <ul style="list-style-type: none"> • The selection of the correct type of map for a given situation. • The use of scale to measure distance. • The use of a time zone map, latitude and longitude grid system, topographic maps, and climate maps, as well as other geographic representations from maps, aerial photographs and satellite images to gather and compare information (using charts, tables and graphs) about Europe, Africa, Asia and the Pacific World. • How to construct mental maps of selected locales, regions and countries from memory representing relative location, direction and size and shape. |

Strand II--History: Time, Continuity and Change

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

Students in the Appleton Area School District will understand:

| Time, Continuity & Change | Cultures & Cultural Diversity | People, Places & Events | Process-Investigation |
|--|--|---|---|
| <ul style="list-style-type: none"> • That significant historical periods in the different regions of the world can be selected and analyzed to discover relationships and to identify components. • That significant events, which have influenced world history, can be understood by employing cause-and-effect arguments. | <ul style="list-style-type: none"> • Major scientific discoveries that have had important social and economic effects on different world societies. • Examples of conflict, cooperation and interdependence among groups, societies and nations. | <ul style="list-style-type: none"> • Significant events from various parts of the world can be described and analyzed. | <ul style="list-style-type: none"> • In order to comprehend the past, a variety of different sources should be consulted and the credibility of the various sources must be evaluated. • Historical evidence can be used to determine and support a position about important political values. • The history of a world region can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically and by issues. |

Strand III – Political Science and Citizenship: Power, Authority, Governance and Responsibility

Students in the A.A.S.D. will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance.

Students in the Appleton Area School District will understand:

| World Affairs | Basic Concepts/Purposes of Government | American Ideals and Citizenship | Gov. Structures & Processes |
|---|---|---|---|
| <ul style="list-style-type: none"> • The basic components of regional political systems. • The relationships of nations and how these can effect U.S. foreign policy. • The significance of membership in various international organizations such as military alliances and trade associations. | <ul style="list-style-type: none"> • How the various nations in Africa, Asia, Australia, Europe and the Pacific World develop laws, establish their purposes of government and acquire, maintain and justify the powers of government. | <ul style="list-style-type: none"> • How U.S. ideals about basic democratic principles, especially individual rights, compare and contrast with the beliefs followed by nations of Europe, Africa, Asia and the Pacific World. | <ul style="list-style-type: none"> • The structures of the various types of governments in Europe, Africa, Asia and the Pacific World. |

| Strand IV – Economics: Production Distribution, Exchange, Consumption Students in the A.A.S.D. will learn about production, distribution, exchange and consumption so that they can make informed economic decisions. Students in the Appleton Area School District will understand: | | | |
|---|--|---|--|
| Prod., Distrib., Consumption & Exchange | Sci., Tech., Society & Government | Global Connections | Process/Invest. & Decision Making |
| <ul style="list-style-type: none"> • Basic economic concepts of a market economy versus a command economy. • That incentives explain why people who start new businesses take risks. • That financial institutions play a worldwide role. | <ul style="list-style-type: none"> • How investments in human and physical capital, including new technology, affect standard of living and quality of life in different countries. | | <ul style="list-style-type: none"> • Basic economic issues require understanding and evaluating various viewpoints. • Personal decisions can have a global impact. |
| Strand V – Behavioral Sciences: Individuals, Institutions and Society Students in the A.A.S.D. will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings. Students in the Appleton Area School District will understand: | | | |
| Human Origins & Cultural Dev. | Individual Human Behavior | Interactions: Ind., Groups, Institutions | Cultural Diversity |
| <ul style="list-style-type: none"> • Examining cultures contributes to global understanding. • How media influence the behavior of individuals and groups. | <ul style="list-style-type: none"> • Factors which influence individual learning, development and interactions. | <ul style="list-style-type: none"> • How individuals, groups and institutions contribute to continuity and change within community. • How groups and institutions meet the needs of individuals and societies. • How beliefs and practices among people of different regions or cultures affect society. • Types of strategies used in resolving disputes. • How individuals, groups and nations cooperate in helping others in times of crises. | <ul style="list-style-type: none"> • How local and regional ethnic cultures contribute to everyday lives. • How media influence the behavior of individuals and groups. • Different beliefs among cultures. |

EIGHTH GRADE

Strand I--Geography

Students in the A.A.S.D. will learn about geography through the study of the relationships among people, places and environments.

Students in the Appleton Area School District will understand:

| Location, Place & Regions | Movement | Human-Environment Interaction | Process-Investigation |
|--|---|--|---|
| <ul style="list-style-type: none"> The locations and characteristics of North American regions, states, and cities. | <ul style="list-style-type: none"> That North American history has been substantially affected by movement of people and products. | <ul style="list-style-type: none"> That environmental effects on the United States of short-term physical changes have affected U.S. history and development. That the physical environments of various states and regions in the United States determine human vocational and recreational activities. The influence of geographical factors on cities, states and regions. That U.S. buildings and their decorations reflect cultural values and ideals. That major discoveries in science and technology are significant to U.S. social and economic development. Current global issues are connected to the urbanization of the U.S., the developing world, the use of natural resources and the expansion of interdependence within global markets. | <ul style="list-style-type: none"> That a variety of geographical representations can be used to gather and compare information about important locations. That a U.S. map representing relative locale, direction, size, shapes, etc., can be constructed from memory. That dominant patterns of U.S. climate and land use can be identified by using an atlas. The natural resources of the different states and regions of U.S. can be identified and analyzed through a variety of media, resources and technology. |

Strand II--History: Time, Continuity and Change

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

Students in the Appleton Area School District will understand:

| Time, Continuity & Change | Cultures & Cultural Diversity | People, Places & Events | Process-Investigation |
|--|---|---|--|
| <ul style="list-style-type: none"> • That reconstructing and interpreting the following historical events, eras and themes provide a needed perspective in addressing the past, the present and the future: 1. The prehistory and early history of the Americans to 1607 2. The colonial history and settlement, 1607 – 1763 3. The American Revolution and the early national period, 1763 – 1815 4. Nationalism and sectionalism in an expanding nation, 1815-60 5. The Civil War and Recon-struction, 1861 – 1877 6. The growth of industrialization and urbanization, 1865 – 1914 7. World War I and U.S. emergence as a world power, 1890–1920 8. Prosperity, depression, and the New Deal, 1920 – 1941 9. World War II, the Cold War, the Korean War, and the Vietnamese Conflict, 1941 – 1975 10. The search for prosperity and equal rights in Cold War and post -Cold War America, 1945 – • That cause-effect analyses demonstrate how different significant events in U.S. history influence the past and the present. | <ul style="list-style-type: none"> • That analysis of U.S. political documents will reveal such political values as freedom, democracy, equality and justice. • That significant social and economic effects on the United States culture from scientific discoveries and technological innovations. • The necessity for laws and policies to regulate science and technology. • Examples of conflict, cooperation and interdependence in the U.S. • Major issues associated with history, culture, tribal sovereignty and current status of the Native American nations within the U.S. | <ul style="list-style-type: none"> • Causes and consequences of significant events. • Specific people and events and their contribution to the development of countries in North and South America can be analyzed and evaluated. | <ul style="list-style-type: none"> • Interpretation using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews and other primary source materials, requires evaluation of the source’s credibility. • The perspectives of participants, witnesses, reporters and historians, and how events are interpreted differently. • Positions about important U.S. political values are developed using historical evidence. • History can be organized and analyzed using various criteria to group people and events including: chronologically, geographically, thematically, topically and by issues. |

| Strand III – Political Science and Citizenship: Power, Authority, Governance and Responsibility Students in the A.A.S.D. will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance. Students in the Appleton Area School District will understand: | | | |
|--|--|--|---|
| World Affairs | Basic Concepts/Purposes of Government | American Ideals and Citizenship | Gov. Structures & Processes |
| <ul style="list-style-type: none"> That the U.S. has developed an important role in the world through memberships in international organizations such as military alliances and trade associations. | <ul style="list-style-type: none"> That laws are developed and government purposes established in the U.S. system as powers of government are acquired, maintained, justified and sometimes abused. | <ul style="list-style-type: none"> Various events throughout U.S. history have presented challenges to the interpretation of the Constitution and the Bill of Rights. That the function of important political documents, such as the Constitution, the Bill of Rights and landmark Supreme Court decisions, is to identify and explain key ideals of U.S. citizenship. That the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights. That citizenship involves locating, organizing and using relevant information to understand an issue of public concern, taking a position on that issue and advocating that position in a debate. | <ul style="list-style-type: none"> That the U.S. federal system separates and balances the powers of federal, state and local governments. That the U.S. system of government has developed a two party political system and it is influenced by various interest groups and third parties. That there are numerous advocates who participate in public policy-making in a variety of ways. The concepts of “nations within nations” and treaties (e.g. the Oneida Nation, etc.). |

Strand IV – Economics: Production Distribution, Exchange, Consumption

Students in the A.A.S.D. will learn about production, distribution, exchange and consumption so that they can make informed economic decisions.

Students in the Appleton Area School District will understand:

| Prod., Distrib., Consumption & Exchange | Sci., Tech., Society & Government | Global Connections | Process/Invest. & Decision Making |
|--|---|--|--|
| <ul style="list-style-type: none"> The development of the U.S. monetary system. | <ul style="list-style-type: none"> The development of governmental services and regulations. | <ul style="list-style-type: none"> The role of Wisconsin and the U.S. in the world economy. | <ul style="list-style-type: none"> How to identify, explain and evaluate various economic issues. |

Strand V – Behavioral Sciences: Individuals, Institutions and Society

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

Students in the Appleton Area School District will understand:

| Human Origins & Cultural Dev. | Individual Human Behavior | Interactions: Ind., Groups, Institutions | Cultural Diversity |
|--|---|---|--|
| <ul style="list-style-type: none"> How to examine U.S. history from a variety of cultural perspectives. | <ul style="list-style-type: none"> Factors of family, religion, gender, and social-economic status explain individual decisions and development. Motives of various individuals and groups throughout U.S. history (e.g. robber barons, politicians). | <ul style="list-style-type: none"> Social continuity and change within U.S. history can be explained by the ways in which groups and institutions met individual needs. That conflicts within the U.S. and between the U.S. and other nations/groups can be explained by identifying and analyzing beliefs and practices. | <ul style="list-style-type: none"> Numerous examples where bias, prejudice and stereotyping have contributed to conflict in the U.S. Language, art, music, beliefs, religion and other components of culture have contributed to understanding or have caused misunderstanding. The expression of various cultural groups through music, literature, art and philosophy can be compared, contrasted and analyzed to identify beliefs. |

NINTH GRADE

Strand I--Geography

Students in the A.A.S.D. will learn about geography through the study of the relationships among people, places and environments.

Students in the Appleton Area School District will understand:

| Location, Place & Regions | Movement | Human-Environment Interaction | Process-Investigation |
|---|---|---|---|
| <ul style="list-style-type: none"> • Unequal regional distribution of natural resources and employment opportunities determine specific voter support for particular political issues. • Data about a variety of political matters can be gathered about a place to show the strength of its support for particular political issues. | <ul style="list-style-type: none"> • The impacts of newly arrived groups on the political system at the local and national level. • Families who move from a city to the suburbs, from an urban center to the country and from one region to another adjust or accommodate to the local political values and norms. | <ul style="list-style-type: none"> • Local public policies influence the design of private and public places. • Selected land use policies in the local community, Wisconsin and the nation require an analysis weighing the advantages to the disadvantages. | <ul style="list-style-type: none"> • Political maps can be analyzed and developed to make conclusions about particular political trends and issues. • Public opinion polls can help interpret the opinions of people. |

Strand II--History: Time, Continuity and Change

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

Students in the Appleton Area School District will understand:

| Time, Continuity & Change | Cultures & Cultural Diversity | People, Places & Events | Process-Investigation |
|---|--|--|--|
| <ul style="list-style-type: none"> • During different periods of U.S. history, important legal, constitutional issues were a central concern to policy makers and to the public. | <ul style="list-style-type: none"> • The political status of Native American nations in the U.S. • The history of slavery, racial and ethnic discrimination and efforts to eliminate these and other types of discrimination . | <ul style="list-style-type: none"> • The effects of important people, documents and events in U.S. government. • The formation and changes in the U.S. political party system. | <ul style="list-style-type: none"> • There are a variety of points of view about the same political events and a survey of historical evidence will enable analysis leading to a reasoned conclusion. • An analysis of various documents will show U.S. legal, political and constitutional heritage. • Assessing the validity of different interpretations of significant political events is key to gaining a complete picture of U.S. political culture. • The U.S. political experience involves frequent debate over opposing political values. |

| <p align="center">Strand III – Political Science and Citizenship: Power, Authority, Governance and Responsibility</p> <p align="center">Students in the A.A.S.D. will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance.</p> <p align="center">Students in the Appleton Area School District will understand:</p> | | | |
|--|---|--|---|
| World Affairs | Basic Concepts/Purposes of Government | American Ideals and Citizenship | Gov. Structures & Processes |
| <ul style="list-style-type: none"> • That international organizations, military alliances and trade associations require that the U.S. play an important role. | <ul style="list-style-type: none"> • Government has multiple purposes and many historical and contemporary examples illustrate the tensions between these purposes. • In a democratic government, powers can be acquired, used, abused and legitimized in a variety of ways. • Analysis of political philosophers. | <ul style="list-style-type: none"> • A democracy is a dynamic system centered around basic principles including individual rights and responsibility for the common good, equal opportunity and equal protection under the law, plus freedom of speech, justice, majority rule and protection of minority rights. • Legal interpretations of freedom, liberty, equality, justice and power as identified in the Constitution, the Bill of Rights, the Amendments and court decisions have evolved over time. • Political benefits, problems and solutions are related to federalism, and the separation of powers among the three branches of government. • The strength of the American government rests upon free and unrestricted political campaigns and public voting at the local, state and national level. | <ul style="list-style-type: none"> • That to take a position on an issue of public concern involves locating, organizing, analyzing and using information from various sources and that the position taken needs to be communicated to the public. • Laws are developed according to the political structure of government. • Different political systems define and protect human rights in a variety of ways and that within these different contexts, an individual is responsible to analyze and participate in appropriately. • Various public advocates and social movements are designed to mobilize public opinion and to gain government support to achieve their goals and to influence public policy. • There are effective ways in which citizens can participate in community affairs and in the political process. |

| Strand IV – Economics: Production Distribution, Exchange, Consumption Students in the A.A.S.D. will learn about production, distribution, exchange and consumption so that they can make informed economic decisions. Students in the Appleton Area School District will understand: | | | |
|---|--|---|--|
| Prod., Distrib., Consumption & Exchange | Sci., Tech., Society & Government | Global Connections | Process/Invest. & Decision Making |
| <ul style="list-style-type: none"> • A variety of economic models. • Decisions made about spending and production determine a nation’s level of economic well-being. • The overall influence of the Federal Reserve System’s monetary policy. • The free market system. | <ul style="list-style-type: none"> • That Federal budget policy can create industries. • The interrelationship between taxes and the economy. | <ul style="list-style-type: none"> • The interrelatedness of global, national and local economies. | <ul style="list-style-type: none"> • That individuals and households can interpret economic events and take appropriate action. |
| Strand V – Behavioral Sciences: Individuals, Institutions and Society Students in the A.A.S.D. will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings. Students in the Appleton Area School District will understand: | | | |
| Human Origins & Cultural Dev. | Individual Human Behavior | Interactions: Ind., Groups, Institutions | Cultural Diversity |
| <ul style="list-style-type: none"> • Media influences people to conform their behavior and decisions to what the media desires. • That the U.S. culture is an integrated whole and that its language, literature, arts, traditions, beliefs, values, religion and behaviors fit together to make a unique structure. • Media markets certain themes and values and that these should be recognized, analyzed, and evaluated. | <ul style="list-style-type: none"> • Groups and institutions can influence individuals in a variety of ways. • There are certain universal skills that individuals need to know in order to work effectively alone, in groups and in institutions. • Individuals analyze and draw conclusions about the constructive and destructive behaviors by others in different ways. • An individual’s mental state is influenced by a number of factors. | <ul style="list-style-type: none"> • The process of conflict resolution and peer mediation can be employed to analyze and resolve differences and disputes. • Groups and institutions can utilize a number of ways to influence events. | <ul style="list-style-type: none"> • Cultural assimilation and cultural preservation among Appleton, Wisconsin and U.S. ethnic, racial, religious and socioeconomic groups are both a challenge and an opportunity. • Ethical issues require individuals to take a point of view and defend it with factual, logical analysis. • Current and past efforts of groups and institutions to eliminate prejudice and discrimination must combine political policies with social and economic policies. |

TENTH GRADE

Strand I--Geography

Students in the A.A.S.D. will learn about geography through the study of the relationships among people, places and environments.

Students in the Appleton Area School District will understand:

| Location, Place & Regions | Movement | Human-Environment Interaction | Process-Investigation |
|--|---|--|--|
| <ul style="list-style-type: none"> • The location, size, and scope of ancient empires were developed, expanded and limited by geographic factors. • The location and characteristics of the world’s major cultural regions are related to various world ecosystems. • The location of major urban centers influenced the trade and development of global markets. • The location, rise and fall of medieval empires were based on conflict and cooperation. • The location and size of modern nation-states center on cultural factors such as needs, values, ideals and public policies. | <ul style="list-style-type: none"> • Reasons for emigration and immigration are a reflection of geographic limitations and potentials. • Imperialism has led to the spread of ideas, diseases and products. • The spread and development of various religions were helped and hindered by geographic factors. • The Age of Exploration began the process towards the development of global markets and the movement of people among the various regions of the world. | <ul style="list-style-type: none"> • The world’s major ecosystems have played a key role in the development of economic, social, political, religious and cultural systems. • Humans have needed to adapt to various changes in their environment including natural disasters and human changes (such as pollution or deforestation). • Many religious and cultural beliefs are a reflection of humans in nature, humans against nature, or human accommodation to nature. • Land use policies have an impact on the growth and development of various political, economic and social systems. | <ul style="list-style-type: none"> • Historical and cultural events can be interpreted through appropriate maps. • A map of the world can be constructed from memory showing key physical and human features. • Conclusions about demographic impacts can be developed to explain the rise and fall of past and present empires and cultural regions through the use of atlases, almanacs, data bases, etc. |

Strand II--History: Time, Continuity and Change

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

Students in the Appleton Area School District will understand:

| Time, Continuity & Change | Cultures & Cultural Diversity | People, Places & Events | Process-Investigation |
|--|---|---|--|
| <ul style="list-style-type: none"> • Significant historical periods, including pre-historic, classical ancients, medieval, modern and 20th century, can be placed chronologically and analyzed to select main ideas, attributes and contributions. • Each region including Egypt, Mesopotamia Greece, Rome, China, India, Mid-East, Africa, Europe, Russia and the Americas has its own unique periods of history. • The rise and fall of empires can be tracked and analyzed. • Science and technological innovations in various places have significantly altered how humans live in their world. | <ul style="list-style-type: none"> • Throughout history civilization humans have attempted to overcome barbarism, feudalism, and warlordism. • There are a variety of world religions that originated, developed central ideas, and achieved widespread influence. • Philosophical beliefs, religion, works of art and literature influence people’s beliefs about their life and times. | <ul style="list-style-type: none"> • The impact of social, political and economic revolutions. • The effects of important individuals throughout the world over time. • The effects of individuals and societies throughout the world on ethnic and racial discrimination. | <ul style="list-style-type: none"> • Different points of view on the same historical event can be discovered using sources such as letters, journals, speeches and government documents. • A reasoned conclusion about a historical question can be found through analysis of primary and secondary sources, by evaluating source relevance and by making comparisons between sources. • Various major works of the humanities, such as philosophy, art, literature, music, etc, can reveal and explain the era in which they were created. |

| Strand III – Political Science and Citizenship: Power, Authority, Governance and Responsibility Students in the A.A.S.D. will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance. Students in the Appleton Area School District will understand: | | | |
|---|--|--|--|
| World Affairs | Basic Concepts/Purposes of Government | American Ideals and Citizenship | Gov. Structures & Processes |
| <ul style="list-style-type: none"> The role of the most powerful member in an international system forces a unique set of relationships with the others. The ideas of internationalism have existed in a wide variety of concepts, including empires, military alliances, economic unions, world organizations and treaties. Political powers, past and present, have been used to promote or hinder the liberty, equality and justice of others. The consequences of slavery, genocide and other forms of discrimination have long lasting, worldwide effects. | <ul style="list-style-type: none"> Primary documents that demonstrate the rights and responsibilities of people. Over time, different theories about government powers have viewed people’s participation in community affairs on a wide spectrum. | <ul style="list-style-type: none"> American foreign policy has been motivated by self interest and idealism. American political ideas, like liberty, equality and justice, etc., originated from a variety of historic sources. | <ul style="list-style-type: none"> Examination and evaluation of the various frameworks of government. |
| Strand IV – Economics: Production Distribution, Exchange, Consumption Students in the A.A.S.D. will learn about production, distribution, exchange and consumption so that they can make informed economic decisions. Students in the Appleton Area School District will understand: | | | |
| Prod., Distrib., Consumption & Exchange | Sci., Tech., Society & Government | Global Connections | Process/Invest. & Decision Making |
| <ul style="list-style-type: none"> The impact philosophers have had on economic decision making at all levels. Government policies influence production and distribution. | <ul style="list-style-type: none"> The development of technologies has affected values and beliefs concerning economic liberty, political freedom, efficiency, equity, etc. Scientific developments may have both positive and negative impacts. | <ul style="list-style-type: none"> The causes and effects of worldwide deflation or inflation in history. That barriers to trade have an impact on the balance of trade and exchange rates. The world economic system has been organized around certain events and policies which have an impact on social and political systems. | <ul style="list-style-type: none"> That contemporary economic questions can be analyzed through a historical perspective. |

AASD Social Studies Standards

Strand V – Behavioral Sciences: Individuals, Institutions and Society

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

Students in the Appleton Area School District will understand:

| Human Origins & Cultural Dev. | Individual Human Behavior | Interactions: Ind., Groups, Institutions | Cultural Diversity |
|--|---|---|---|
| <ul style="list-style-type: none"> Human culture began during the Paleolithic Age and developed through various other eras. Cultural, ethnic and social groups get defined in certain ways but change over time. A particular culture develops its civilization as an integrated whole: its language, literature, arts, traditions, beliefs, values, religion and behaviors fit together into the unique structure. Media influences impact the design and development of cultural practices and beliefs, and mass media messages require scientific methods to assess the degree of influence on individuals and societies. | <ul style="list-style-type: none"> Societies and cultures make changes through a variety of processes, including invention and innovation, diffusion of cultural traits from outside, acculturation to a stronger culture, assimilation of two cultures and/or revitalization. The motivation of historical figures and groups. Personalities and personality disorders need to be considered when analyzing historic figures. | <ul style="list-style-type: none"> The ways cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos, can be described and compared. There are numerous examples of economic, political, educational, familial and religious institutions serving as agents of both continuity and change. The ways in which cultures resolve conflicting beliefs and practices can be illustrated and evaluated. | <ul style="list-style-type: none"> Efforts against prejudice and discrimination are widespread. There are a variety of belief systems that exist in the world which have structure and function and need evaluation criteria. |

ELEVENTH GRADE

Strand I--Geography

Students in the A.A.S.D. will learn about geography through the study of the relationships among people, places and environments.

Students in the Appleton Area School District will understand:

| Location, Place & Regions | Movement | Human-Environment Interaction | Process-Investigation |
|--|---|--|--|
| <ul style="list-style-type: none"> • The location, size and scope of Native American Indian population developed, expanded and were limited by various geographic factors. • North American ecosystems were a factor in regional development and immigration. • Conflict and cooperation can be identified and analyzed in the establishment of cultural regions and political boundaries within North America. | <ul style="list-style-type: none"> • Various changes in population from various parts of the world and at various times affected the population composition of the U.S. • The causes and results of mass migration of ethnic and racial groups which have occurred throughout U.S. history. • The distribution of products among global markets has effects on both the exporting and the importing nations. | <ul style="list-style-type: none"> • The collection of data about the effects of a geographic or environmental change examines the affected region and the impact on other parts of the world. • Cultural ethics and values brought to North America from various parts of the world. • Selected land use policies in the U.S. and in U.S. foreign policy require analysis and weighing advantages and disadvantages. | <ul style="list-style-type: none"> • The physical attributes of places and regions of North America can be described using various types of atlases using climate, plate tectonics, volcanism, landforms and vegetation. • Human attributes employing demographics can be described using various types of atlases and other references. • A map of North America can be constructed from memory showing major physical and human features. |

Strand II--History: Time, Continuity and Change

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

Students in the Appleton Area School District will understand:

| Time, Continuity & Change | Cultures & Cultural Diversity | People, Places & Events | Process-Investigation |
|--|---|--|---|
| <ul style="list-style-type: none"> • Significant periods of U.S. history can be analyzed to select main ideas, attributes, relationships and contributions. • Instances of scientific, intellectual and religious change at different times in history and in various regions of the world alter beliefs and values. • Social, economic, religious and political change in the US. is a key cultural trait. • Analysis of historic and current instances when national interests and global interests have seemed to be opposed can be evaluated with a variety of different criteria. | <ul style="list-style-type: none"> • Works of U.S. art, literature, music and philosophy reflect and explain the era in which they were created. • Technology, industrialization, urbanization, population growth and migration have substantially changed U.S. culture. • Various peoples in the U.S. have unique histories, languages and cultures and that this uniqueness explains the group's current status in U.S. society. • The history of slavery, discrimination and efforts to eliminate these in the U.S. and elsewhere in the world. • Effects of religious beliefs on U.S. culture. | <ul style="list-style-type: none"> • The significance of the work and ideas of important people throughout U.S. history. • The purposes and effects of treaties, alliances and international organizations that characterize today's global society. | <ul style="list-style-type: none"> • Different points of view exist about the same historical event and by using data gathered from a variety of source such as letters, journals, diaries, newspapers, government documents and speeches, these sources will help to identify and explain these different viewpoints. • Primary and secondary sources related to a historical question can be used to evaluate relevance, to make comparisons and to integrate new information with prior knowledge in order to arrive at a reasoned conclusion. |

| Strand III – Political Science and Citizenship: Power, Authority, Governance and Responsibility Students in the A.A.S.D. will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance. Students in the Appleton Area School District will understand: | | | |
|--|---|--|---|
| World Affairs | Basic Concepts/Purposes of Government | American Ideals and Citizenship | Gov. Structures & Processes |
| <ul style="list-style-type: none"> The consequences of slavery, genocide and other forms of discrimination have caused a variety of responses from the American public and from policy makers for a variety of reasons. The relationship of the U.S. to other nations in the role as world leader has evolved over time. | <ul style="list-style-type: none"> The specific purposes of U.S. government, including harm prevention, guidance, disputes settlement, and social benefits, come into opposition with one another and cause tensions. Many different theories of how government power might be used to help promote or hinder liberty, equality and justice have been presented to the U.S. public. That government powers can be acquired, used, abused and legitimized have numerous examples and illustrations in U.S. history. | <ul style="list-style-type: none"> The sources, justification and analysis of the implications of certain rights and responsibilities are a key aspect of U.S. history. Legal interpretations of liberty, equality, justice and power as identified in the Constitution, the Bill of Rights, the other Constitutional Amendments and court decisions, etc., have changed and evolved over time. Past and present U.S. political parties and interest groups have gained or lost influence on political decision-making and voting behavior. The evolution of movements to assert rights by people with disabilities, ethnic and racial groups, religious differences minorities and women can be traced, analyzed and evaluated. | <ul style="list-style-type: none"> Significant political benefits, problems and solutions to problems are related to the workings of U.S. federalism and the separation of power. Throughout U.S. history, the means through which advocates influence public policy can be identified and evaluated. |

| <p align="center">Strand IV – Economics: Production Distribution, Exchange, Consumption</p> <p align="center">Students in the A.A.S.D. will learn about production, distribution, exchange and consumption so that they can make informed economic decisions.</p> <p align="center">Students in the Appleton Area School District will understand:</p> | | | |
|--|--|--|---|
| Prod., Distrib., Consumption & Exchange | Sci., Tech., Society & Government | Global Connections | Process/Invest. & Decision Making |
| <ul style="list-style-type: none"> Economic concepts and principles throughout U.S. history have affected production and distribution. U.S. monetary and federal budgetary policies influence and help determine answers to economic questions. The impact of financial institutions on U.S. history. The pervasive and changing roles of institutions such as labor unions, corporations and government agencies. | <ul style="list-style-type: none"> That new ideas, products and technologies have been developed to elevate U.S. economic status. Science and technology are affected by funding from business and the government. | <ul style="list-style-type: none"> Key economic concepts in the economic development of the U.S. and their impact on U.S. foreign policy. Global economic interdependence and competition have led to the development of national policies. Other nations’ production and distribution are impacted by U.S. consumption and vice versa. The basic characteristics of international trade and the differences between the policies of free trade and protectionism. | <ul style="list-style-type: none"> That by following certain beliefs and values the U.S. has influenced the course of history. |

Strand V – Behavioral Sciences: Individuals, Institutions and Society

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

Students in the Appleton Area School District will understand:

| Human Origins & Cultural Dev. | Individual Human Behavior | Interactions: Ind., Groups, Institutions | Cultural Diversity |
|--|--|---|--|
| <ul style="list-style-type: none"> • Cultural and social groups in the U.S. were defined in very specific ways and have changed over time. • The nation’s culture is an integrated whole and explains the nation’s particular language, literature, arts, religion, traditions, beliefs, values, behaviors and other cultural traits. • Media influences on U.S. behavior and decisions can be identified, analyzed and evaluated using scientific methodology. | <ul style="list-style-type: none"> • Key U.S. individuals are a sum total of many factors including physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work and motivation. • An individual’s point of view about ethical issues (such as genetic engineering, restricting immigration, etc.) must be developed with the backing of factual, historical and logical evidence and defended against opposing viewpoints. • Skills needed for citizens to work effectively alone, in groups and in institutions change over time. | <ul style="list-style-type: none"> • Individual rights and responsibilities, including rules, folkways, mores and taboos are different for various regions of the U.S. and for various racial, ethnic and/or cultural groups. • Past and current continuity and change can be analyzed by examining the roles of economic, political, educational, familial, and religious institutions. • Within historical and contemporary settings, groups and institutions influence people, events and cultural development through several means. | <ul style="list-style-type: none"> • Conflicting beliefs and practices have been subjected to all of the following methods of social interaction–cooperation, competition, conflict, accommodation and assimilation. • Current and past efforts of individuals, groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious and social groups such as women, children, the elderly and individuals who are disabled. • There have been a variety of examples in U.S. history when issues of cultural assimilation diversity have become central to the nation’s course and development. |

ELECTIVES

Strand I--Geography

Students in the A.A.S.D. will learn about geography through the study of the relationships among people, places and environments.

Students in the Appleton Area School District will understand:

| | | | |
|---------------------------|----------|-------------------------------|-----------------------|
| Location, Place & Regions | Movement | Human-Environment Interaction | Process-Investigation |
|---------------------------|----------|-------------------------------|-----------------------|

While the concepts of geography are related to all courses, specific Elective Course Offerings include:

- Japanese Heritage & Culture, 3900, 1 credit

Also, any of the courses not taken in meeting the global requirement may apply as an elective:

- *AP World History (3150), 1 credit
- World History (3870), 1 credit
- World Geography (3250), 1 credit
- Humanities (3470/3480), .5 credit each
- Global Studies (3520), 1 credit

Strand II--History: Time, Continuity and Change

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

Students in the Appleton Area School District will understand:

| | | | |
|---------------------------|-------------------------------|-------------------------|-----------------------|
| Time, Continuity & Change | Cultures & Cultural Diversity | People, Places & Events | Process-Investigation |
|---------------------------|-------------------------------|-------------------------|-----------------------|

While the concepts of history are related to all courses, specific Elective Course Offerings include:

- *AP Art History, (3490), 1 credit
- Diplomatic History of the United States (3820), .5 credit
- Military History (3830), .5 credit

Also, any of the courses not taken in meeting the global requirement may apply as an elective:

- *AP World History (3150), 1 credit
- World History (3870), 1 credit
- World Geography (3250), 1 credit
- Humanities (3470/3480), .5 credit each
- Global Studies (3520), 1 credit

| | | | |
|--|---------------------------------------|--|-----------------------------------|
| <p>Strand III – Political Science and Citizenship: Power, Authority, Governance and Responsibility</p> <p>Students in the A.A.S.D. will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance.</p> <p>Students in the Appleton Area School District will understand:</p> | | | |
| World Affairs | Basic Concepts/Purposes of Government | American Ideals and Citizenship | Gov. Structures & Processes |
| <p>While the concepts of political science are related to all courses, specific Elective Course Offerings include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> *Comparative Politics, (3400), .5 credit <input type="checkbox"/> United States Constitutional Law, (3850), .5 credit | | | |
| <p>Strand IV – Economics: Production Distribution, Exchange, Consumption</p> <p>Students in the A.A.S.D. will learn about production, distribution, exchange and consumption so that they can make informed economic decisions.</p> <p>Students in the Appleton Area School District will understand:</p> | | | |
| Prod., Distrib., Consumption & Exchange | Sci., Tech., Society & Government | Global Connections | Process/Invest. & Decision Making |
| <p>While the concepts of economics are related to all courses, specific Elective Course Offerings include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> *Economics, (3450), .5 credit <input type="checkbox"/> *AP Economics, (3460), 1 credit | | | |
| <p>Strand V – Behavioral Sciences: Individuals, Institutions and Society</p> <p>Students in the A.A.S.D. will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.</p> <p>Students in the Appleton Area School District will understand:</p> | | | |
| Human Origins & Cultural Dev. | Individual Human Behavior | Interactions: Ind., Groups, Institutions | Cultural Diversity |
| <p>While the concepts of the behavioral sciences are related to all courses, specific Elective Course Offerings include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> *Psychology, (3300), .5 credit <input type="checkbox"/> *AP Psychology, (3320), 1 credit <input type="checkbox"/> *Sociology, (3350), .5 credit <input type="checkbox"/> Social Problems, (3510), 1 credit <input type="checkbox"/> Anthropology, (3700), .5 credit | | | |