



Fox Valley Lutheran Schools

Christian Child Care & Education for Pre-K - 12th Grade

K-8 Social Studies Curriculum 2020

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Philosophy of Social Studies Curriculum

In Christ-centered education, Social Studies instruction exists to bring glory to God by equipping students to function as life-long servants of Christ who share the Gospel with all nations. The FVL Schools K-8 Social Studies Curriculum will provide our FVL Schools students the opportunity to develop God-pleasing skills, attitudes, and abilities within the strands of Social Studies.

Social studies is the integrated study of economics, geography, history, political science, and the behavioral sciences of psychology, sociology, and anthropology to promote civic competence. The standards outlined in this document provide an important foundation to prepare students to become engaged, informed participants committed to the ideas and values of our democratic republic, able to apply the skills of inquiry, collaboration, decision-making, and problem-solving (adapted from the National Council for the Social Studies definition). (Evers, 2018)

The 2020 FVL Schools K-8 Social Studies Curriculum Guide is based on the *Wisconsin Standards for Social Studies* (2018), or WiSSS, a set of social studies standards adopted by school districts around the state of Wisconsin. When portions of WiSSS contradicted truths of Scripture, they were revised or explained so that they are consistent with our approach to developing Christian civically engaged community members as described above in the quoted text.

Exit Goals for Graduation

Through the social studies curriculum, FVL Schools students will become active readers, critical thinkers, persuasive writers, strong communicators, and Christian citizens.

- I. An active reader is someone who is able to:
 - A. summarize what they have read.
 - B. evaluate the claims made in a text.
 - C. find additional, reputable resources to corroborate information.

- II. A critical thinker is someone who is able to:
 - A. recognize historical significance
 - B. interpret information.
 - C. draw conclusions based on evidence.
 - D. predict outcomes based on patterns of events.
 - E. evaluate multiple perspectives of the same event or problem.
 - F. provide a comparative analysis of similar items.
 - G. identify causation in historical or current events.
 - H. develop and ask meaningful questions that dig deeper into a topic.

- I. identify bias within sources.
 - J. empathize with different cultures, social classes, and those of another gender.
- III. A persuasive writer is someone who is able to:
- A. form a clear opinion on a topic.
 - B. develop a logical argument.
 - C. support claims with strong evidence.
 - D. cite sources to avoid plagiarism.
- IV. A strong communicator is someone who is able to:
- A. collaborate with others on group or partner work.
 - B. listen attentively to the ideas of others.
 - C. give a formal presentation in front of a group.
 - D. participate in a debate or discussion on a given topic.
- V. A Christian citizen is someone who is able to:
- A. recognize God's providence in human events.
 - B. live a life that models the love of Christ.
 - C. engage with neighbors all around the world.

Eighth Grade Inquiry Attainment Targets

(Stated as Student "Can" Statements)Sc

1. I can create my own open-ended questions that allow me to dig deep into my research/inquiry.
2. I can identify additional, supporting questions and possible resources to use with my research/inquiry.
3. I can explore evidence from a variety of reliable resources (electronic, digital, print, and other mass media) that let me learn about different perspectives about my research/inquiry.
4. I can use a variety of factors to determine how credible and applicable a resource is to my research/inquiry.
5. I can develop a debatable and defensible claim based on my research/inquiry evidence.
6. I can support my claim with evidence/reasoning from a variety of reliable resources.
7. I can analyze how strong or weak my evidence supports my claim and revise my original claim appropriately, based on my evidence.
8. I can communicate my conclusions in a variety of ways (i.e. video, online, documentaries, exhibits, research papers, etc...)
9. I can analyze and evaluate the logic, importance, and correctness of other people's claims, watching for potential bias.
10. I can explore opportunities to be civically engaged in my community, school, state, country, and world.

Grade Level Measurable Objectives

The measurable objectives have been sorted into both the strands of social studies and grade level categories. Grade bands are also utilized when specific standards are developed over the course of three years. The grade bands include: Elementary Grades, coded with an *e*, for grades Kindergarten - 2nd, Intermediate Grades, coded with an *i*, for grades 3rd-5th, and Middle School, coded with a *m*, for grades 6th-8th. The Middle School (6th-8th Grade Standards) are all included together since these standards should be embedded throughout the instructional units over those three years of social studies education. The arrangement of these standards provides continuity and a progression of learning regardless of student enrollment and grade level combinations.

Each discipline of social studies is introduced with spiritual goals in order to clearly reflect the rich and well-rounded curriculum that is strongly rooted in God's Word. The objectives also refer to the coinciding state and/or national standards. Standards are listed by each social studies strand. The six strands of social studies are: Inquiry Practices & Processes, Behavioral Science, Economics, Geography, History, and Political Science.

The "Wisconsin Standards for Social Studies" hold an expectation that curriculum developers and educators will use ALL strands in developing lessons, units, courses, and scope and sequence materials. In the past, teachers have gone to the "History" strand if they taught a history course, and didn't [choose] to utilize other strands. This is no longer accurate. Creation of any social studies course should expect to incorporate standards from multiple, if not all, strands (Evers, 2018).

Social studies educators in FVL Schools are encouraged to integrate these strands into their classroom instruction:

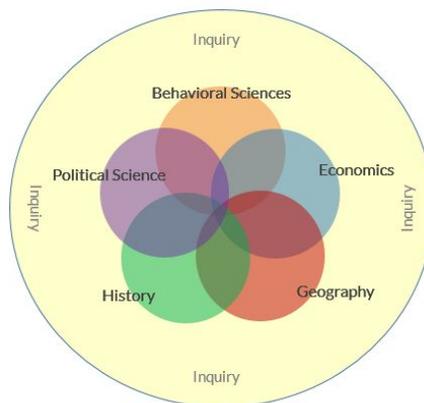


Image from *Wisconsin Standards for Social Studies*, 2018

Inquiry Practices & Processes

Spiritual Goals:

In FVL Schools, students will understand that Christians have freedom to explore all components of God's world. FVLS students will be equipped to ask questions from a Christian perspective, using the absolute truths of God's Word.



Academic Goals:

Elementary Grades (Kindergarten - 2nd Grade)

Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.

- Explain why or how a teacher or text provided question is important to a topic or issue. (SS.Inq1.a.e: Develop Questions Based on a Topic)
- When provided with a question, determine what other questions are needed to support the research (i.e., "What more do we need to know?"). - Grades 1 and 2 (SS.Inq1.b.e: Plan Inquiry)

Standard SS.Inq2: Wisconsin students will gather and evaluate sources.

- Brainstorm what resources would be valuable to guide the inquiry. (SS.Inq2.a.e: Gather Diverse Sources Applicable to the Inquiry - Electronic, Digital, Print, and Other Mass Media)
- Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry. (SS.Inq2.b.e: Evaluate Sources)

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

- With prompting and support, state a claim to answer a question that the class is considering. (SS.Inq3.a.e: Develop Claims to Answer Inquiry Question)
- Determine which evidence in teacher provided sources support a claim that answers a compelling question. (SS.Inq3.b.e: Cite Evidence from Multiple Sources to Support Claim)
- Explain how evidence supports a claim for a class inquiry. (SS.Inq3.c.e: Elaborate How Evidence Supports Claim)

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

- Communicate conclusions. (SS.Inq4.a.e: Communicate Conclusions)
- Respond effectively to questions about their inquiry. (SS.Inq4.b.e: Critique Conclusions)

Standard SS.Inq5: Wisconsin students will be civically engaged.

- Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. (SS.Inq5.a.e: Civic Engagement)

Intermediate Grades (3rd - 5th Grade)

Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.

- Develop a list of open- and closed-ended questions on a topic or issue. (SS.Inq1.a.i: Develop Questions Based on a Topic)
- Develop list of questions that support the research through discussion and investigation to guide inquiry. (SS.Inq1.b.i: Plan Inquiry)

Standard SS.Inq2: Wisconsin students will gather and evaluate sources.

- Gather a variety of resources into categories to guide the inquiry. (SS.Inq2.a.i: Gather Diverse Sources Applicable to the Inquiry - Electronic, Digital, Print, and Other Mass Media)
- Evaluate resources to determine which best support the inquiry and supporting questions. (SS.Inq2.b.i: Evaluate Sources)

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

- Create a thesis statement based on evidence found in sources to make a claim. (SS.Inq3.a.i: Develop Claims to Answer Inquiry Question)
- Select appropriate evidence from sources to support a claim. (SS.Inq3.b.i: Cite Evidence from Multiple Sources to Support Claim)
- Assess how evidence supports a claim. (SS.Inq3.c.i: Elaborate How Evidence Supports Claim)

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

- Communicate conclusions from a variety of teacher-provided presentation options. (SS.Inq4.a.i: Communicate Conclusions)
- Evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student. (SS.Inq4.b.i: Critique Conclusions)

Standard SS.Inq5: Wisconsin students will be civically engaged.

- Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. (SS.Inq5.a.i: Civic Engagement)

Middle School (6th - 8th Grade)

Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.

- Formulate open-ended questions for further research within one of the social studies disciplines. (SS.Inq1.a.m: Develop Questions Based on a Topic)
- Identify additional questions that support the research and possible resources to guide the inquiry. (SS.Inq1.b.m: Plan Inquiry)

Standard SS.Inq2: Wisconsin students will gather and evaluate sources.

- Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry. (SS.Inq2.a.m: Gather Diverse Sources Applicable to the Inquiry - Electronic, Digital, Print, and Other Mass Media)
- Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand. (SS.Inq2.b.m: Evaluate Sources)

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

- Develop a debatable and defensible claim based upon the analysis of sources. (SS.Inq3.a.m: Develop Claims to Answer Inquiry Question)
- Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media). (SS.Inq3.b.m: Cite Evidence from Multiple Sources to Support Claims)
- Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately. (SS.Inq3.c.m: Elaborate How Evidence Supports Claims)

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

- Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages). (SS.Inq4.a.m: Communicate Conclusions)
- Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias. (SS.Inq4.b.m: Critique Conclusions)

Standard SS.Inq5: Wisconsin students will be civically engaged.

- Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. (SS.Inq5.a.m: Civic Engagement)

Behavioral Science

Spiritual Goals:

In FVL Schools, students will recognize that while earthly institutions and cultures may change, God and His Word are changeless throughout eternity. FVLS students will also be equipped to share God's Word with cultural awareness.



Academic Goals:

Elementary Grades (Kindergarten - 2nd Grade)

Kindergarten

Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).

- Describe how groups of people are alike and different. (SS.BH2.a.K-1: Relationships of People & Groups)

Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.

- Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes. (SS.BH4.a.e: Progression of Technology)

1st Grade

Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).

- Describe how groups of people are alike and different. (SS.BH2.a.K-1: Relationships of People & Groups)
- Understand ways people change and adapt to new situations in places and within a family. (SS.BH2.b.1: Cultural Patterns)

Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.

- Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes. (SS.BH4.a.e: Progression of Technology)

2nd Grade

Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).

- Understand we are individuals influenced by our relationships and environments. (SS.BH1.a.2: Individual Cognition, Perception, & Behavior)
- Identify situations and places that impact a person's emotions. (SS.BH1.b.2: Personal Identity & Empathy)

Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).

- Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?). (SS.BH3.a.2: Social Interactions)

Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.

- Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes. (SS.BH4.a.e: Progression of Technology)

Intermediate Grades (3rd - 5th Grade)

3rd Grade

Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.

- Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse). (SS.BH4.a.i: Progression of Technology)

4th Grade

Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).

- Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments. (SS.BH1.a.4: Individual Cognition, Perception, & Behavior)
- Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity. (SS.BH1.b.4: Personal Identity & Empathy)

Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).

- Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions. (SS.BH2.a.4-5: Relationships of People & Groups)
- Give examples of how peoples from different cultures develop different values and ways of interpreting experiences. (SS.BH2.b.4: Cultural Patterns)

Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.

- Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse). (SS.BH4.a.i: Progression of Technology)

5th Grade

Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).

- Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions. (SS.BH2.a.4-5: Relationships of People & Groups)

Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).

- Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings. (SS.BH3.a.5: Social Interactions)

Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.

- Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse). (SS.BH4.a.i: Progression of Technology)

Middle School (6th - 8th Grade)

Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).

- Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior. (SS.BH1.a.m: Individual Cognition, Perception, & Behavior)
- Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others. (SS.BH1.b.m: Personal Identity & Empathy)

Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).

- Summarize the role culture plays in personal and group behavior. (SS.BH2.a.m: Relationship of People & Groups)
- Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs). (SS.BH2.a.m: Relationship of People & Groups)
- Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study. (SS.BH2.b.m: Cultural Patterns)

Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).

- Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions. (SS.BH3.a.m: Social Interactions)

Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.

- Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures. (SS.BH4.a.m: Progression of Technology)

Economics

Spiritual Goals:

In FVL Schools, students will recognize God’s love for mankind in providing resources for human preservation. FVLS students will be equipped as faithful stewards of their resources.



Academic Goals:

Elementary Grades (Kindergarten - 2nd Grade)

Kindergarten

Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.

- Differentiate between a “want” and a “need”. (SS.Econ1.a.1: Choices & Decision-Making)
- Describe resources that are important or useful to you, your family, community, and country. (SS.Econ1.a.1: Choices & Decision-Making)

1st Grade

Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).

- Differentiate between buyers (consumers) and sellers (producers). (SS.Econ2.a.1: Consumers, Producers, & Markets)

Standard SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).

- Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese). (SS.Econ3.a.1: Economic Indicators)
- Categorize types of money (e.g., coins, bills), and explain why money is used. (SS.Econ3.b.1: Money)
- Formulate reasons why people save. (SS.Econ3.b.1: Money)

Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

- Classify different jobs people have and how these jobs help others. (SS.Econ4.b.1: Institutions)
- Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people. (SS.Econ4.b.1: Institutions)
- Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present). (SS.Econ4.d.1: Impact of Government Interventions)

- Investigate how people can benefit themselves and others by developing special skills and strengths. (SS.Econ4.e.1-2: Specialization, Trade, & Interdependence)

2nd Grade

Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.

- Predict a person's change in behavior in response to different potential rewards.(SS.Econ1.b.2: Incentives)

Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).

- Define product market and categorize prices of products in a local market. (SS.Econ2.b.2: Supply, Demand, & Competition)
- Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits. (SS.Econ2.c.2: Firm/Business Behavior & Costs of Production)

Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

- Hypothesize how a good gets to the local community market. (SS.Econ4.a.2: Economic Systems & Allocations of Resources)
- Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people. (SS.Econ4.c.2: Role of Government)
- Investigate how people can benefit themselves and others by developing special skills and strengths. (SS.Econ4.e: Specialization, Trade, & Interdependence)
- Hypothesize why people in one country trade goods with people in another country. (SS.Econ4.e.1-2: Specialization, Trade, & Interdependence)

Intermediate Grades (3rd - 5th Grade)

3rd Grade

Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.

- Use economic reasoning to compare and contrast the costs and benefits of a decision. (SS.Econ1.a.3: Choices & Decision-Making)
- Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable). (SS.Econ1.a.3: Choices & Decision-Making)

Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).

- Compare two product markets found in the local community. (SS.Econ2.a.3-4: Consumers, Producers, & Markets)
- Differentiate between goods and services. (SS.Econ2.a.3-4: Consumers, Producers, & Markets)

- Compare the skills and knowledge required to produce certain goods and services. (SS.Econ2.c.3: Firm/Business Behavior & Costs of Production)
- Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product. (SS.Econ2.c.3: Firm/Business Behavior & Costs of Production)

Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

- Trace the chain of supply for a needed product (e.g., food, shelter). (SS.Econ4.a.3: Economic Systems & Allocation of Resources)
- Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America). (SS.Econ4.e.i: Specialization, Trade, & Interdependence)

4th Grade

Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.

- Infer potential incentives in a real-world situation. (SS.Econ1.b.4: Incentives)

Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).

- Compare two product markets found in the local community. (SS.Econ2.a.3-4: Consumers, Producers, & Markets)
- Differentiate between goods and services. (SS.Econ2.a.3-4: Consumers, Producers, & Markets)
- Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market. (SS.Econ2.b.4-5: Supply, Demand, & Competition)

Standard SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).

- Investigate how the cost of things changes over time. (SS.Econ3.a.4: Economic Indicators)

Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

- Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. (SS.Econ4.b.4-5: Institutions)
- Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings). (SS.Econ4.b.4-5: Institutions)
- Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America). (SS.Econ4.e.i: Specialization, Trade, & Interdependence)

5th Grade

Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).

- Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market. (SS.Econ2.b.4-5: Supply, Demand, & Competition)

Standard SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).

- Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest. (SS.Econ3.b.5: Money)

Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

- Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. (SS.Econ4.b.4-5: Institutions)
- Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings). (SS.Econ4.b.4-5: Institutions)
- Discuss reasons a government taxes people. (SS.Econ4.c.5: Role of Government)
- Predict unintended costs and benefits (i.e., externalities) for a given current situation or event. (SS.Econ4.d.5: Impact of Government Interventions)
- Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America). (SS.Econ4.e.i: Specialization, Trade, & Interdependence)

Middle School (6th - 8th Grade)

Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.

- Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. (SS.Econ1.a.m: Choices & Decision-Making)
- Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries. (SS.Econ1.a.m: Choices & Decision-Making)
- Evaluate how incentives impact individual and/or household decision-making. (SS.Econ1.b.m: Incentives)

Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).

- Analyze the role of consumers and producers in product markets. (SS.Econ2.a.m: Consumers, Producers, & Markets)
- Provide examples of how individuals and households are both consumers and producers. (SS.Econ2.a.m: Consumers, Producers, & Markets)

- Investigate the relationship between supply and demand. (SS.Econ2.b.m: Supply, Demand, & Competition)
- Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services. (SS.Econ2.b.m: Supply, Demand, & Competition)
- Categorize factors of production and how they are combined to make goods and deliver services. (SS.Econ2.c.m: Firm/Business Behavior & Costs of Production)
- Evaluate how profits influence sellers in markets. (SS.Econ2.c.m: Firm/Business Behavior & Costs of Production)

Standard SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).

- Analyze how inflation, deflation, and unemployment affect different groups. (SS.Econ3.a.m: Economic Indicators)
- Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). (SS.Econ3.b.m: Money)
- Assess how interest rates influence borrowing and investing. (SS.Econ3.b.m: Money)
- Define Gross Domestic Product (GDP), and compare the GDP of different nations. (SS.Econ3.c.m: Economic Fluctuations & Business Cycles)

Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

- Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced). (SS.Econ4.a.m: Economic Fluctuations & Allocation of Resources)
- Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. (SS.Econ4.b.m: Institutions)
- Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage). (SS.Econ4.b.m: Institutions)
- Analyze the impact of different government policies (e.g., taxation and government spending) on the economy. (SS.Econ4.c.m: Role of Government)
- Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy. (SS.Econ4.d.m: Impact of Government Institutions)
- Summarize the role of specialization on trade and cost of goods/services. (SS.Econ4.e.m: Specialization, Trade, & Interdependence)
- Identify examples of U.S. exports and imports. (SS.Econ4.e.m: Specialization, Trade, & Interdependence)

Geography

Spiritual Goals:

In FVL Schools, students will recognize the power and glory of the Creator and Preserver of the world. FVLS students will be equipped to interact with their environment in a God-pleasing way.



Academic Goals:

Elementary Grades (Kindergarten - 2nd Grade)

Kindergarten

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

- Analyze where and why people live in certain places. (SS.Geog2.a.K-1: Population & Place)
- Classify the local community as rural, suburban, urban, or tribal. (SS.Geog2.a.K-1: Population & Place)

1st Grade

Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.

- Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task. (SS.Geog1.a.1: Tools of Technology)
- Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations. (SS.Geog1.b.1-2: Spatial Thinking - Map Interpretation)
- Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols. (SS.Geog1.c.1: Mental Mapping/Maps from Memory)

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

- Analyze where and why people live in certain places. (SS.Geog2.a.K-1: Population & Place)
- Classify the local community as rural, suburban, urban, or tribal. (SS.Geog2.a.K-1: Population & Place)
- Identify and explain differences between rural and urban areas. (SS.Geog2.d.1: Urbanization)

Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.

- Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?) (SS.Geog3.a.1: Distribution of Resources)

Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.

- Provide examples of human changes to the environment surrounding the school or neighborhood. (SS.Geog5.a.1: Human Environment Interaction)

2nd Grade

Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.

- Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations. (SS.Geog1.b.1-2: Spatial Thinking - Map Interpretation)

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

- Explain why people have moved to and away from their community. (SS.Geog2.b.2: Reasons People Move)
- Describe population changes in their community over time. (SS.Geog2.c.2: Impact of Movement)

Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.

- Compare and contrast the different modes of transportation and communication used by families in work and daily lives. (SS.Geog3.b.2: Networks)

Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.

- Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). (SS.Geog4.a.2: Characteristics of Places)
- Describe how certain places have meanings that distinguish them from other places. (e.g., shopping malls, parks, places of worship). (SS.Geog4.a.2: Characteristics of Places)

Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.

- Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used. (SS.Geog5.b.2: Interdependence)

Intermediate Grades (3rd - 5th Grade)

3rd Grade

Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.

- Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images. (SS.Geog1.b.i: Spatial Thinking - Map Interpretation)

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

- Categorize the populations of people living in their state and country. (SS.Geog2.a.3: Population & Places)

- Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation). (SS.Geog2.a.3: Population & Places)

Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.

- Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time. (SS.Geog5.a.3-4: Human Environment Interaction)

4th Grade

Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.

- Summarize how location (absolute and relative) affects people, places, and environment. (SS.Geog1.a.4-5: Tools of Geography)
- Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation). (SS.Geog1.a.4-5: Tools of Geography)
- Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images. (SS.Geog1.b.i: Spatial Thinking - Map Interpretation)
- Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. (SS.Geog1.c.4-5: Mental Mapping/Maps from Memory)
- Identify and construct regions (digital or paper) in Wisconsin and the United States. (SS.Geog1.c.4-5: Mental Mapping/Maps from Memory)

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

- Summarize positive and negative factors of cities. (SS.Geog2.d.4-5: Urbanization)
- Identify the location and patterns of cities within our state and country. (SS.Geog2.d.4-5: Urbanization)

Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.

- Classify various ways that people and countries depend on one another. (SS.Geog3.b.4: Networks)
- Summarize how transportation and communication have changed economic activities over time. (SS.Geog3.b.4: Networks)

Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.

- Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). (SS.Geog4.a.4: Characteristics of Places)
- Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. (SS.Geog4.a.4: Characteristics of Places)
- Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground). (SS.Geog4.a.4: Characteristics of Places)

Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.

- Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time. (SS.Geog5.a.3-4: Human Environment Interaction)

5th Grade

Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.

- Summarize how location (absolute and relative) affects people, places, and environment. (SS.Geog1.a.4-5: Tools of Geography)
- Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation). (SS.Geog1.a.4-5: Tools of Geography)
- Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images. (SS.Geog1.b.i: Spatial Thinking - Map Interpretation)
- Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. (SS.Geog1.c.4-5: Mental Mapping/Maps from Memory)
- Identify and construct regions (digital or paper) in Wisconsin and the United States. (SS.Geog1.c.4-5: Mental Mapping/Maps from Memory)

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

- Investigate push and pull factors of movement in their community, state, country, and world. (SS.Geog2.b.5: Reasons People Move)
- Describe population changes in their state, and country over time. (SS.Geog2.c.5: Impact of Movement)
- Summarize positive and negative factors of cities. (SS.Geog2.d.4-5: Urbanization)
- Identify the location and patterns of cities within our state and country. (SS.Geog2.d.4-5: Urbanization)

Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.

- Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level. (SS.Geog3.a.5: Distribution of Resources)

Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.

- Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable). (SS.Geog5.b.5: Interdependence)

Middle School (6th - 8th Grade)

Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.

- Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). (Geog1.a.m: Tools of Geography)
- Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters). (Geog1.a.m: Tools of Geography)
- Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resources, historical maps) and explain the relationships among them. (Geog1.b.m: Spatial Thinking - (Map Interpretation)
- Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. (Geog1.c.m: Mental Mapping/Maps from Memory)
- Compare mental maps shaped by individual perceptions of people, places, regions, and environments. (Geog1.c.m: Mental Mapping/Maps from Memory)

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

- Analyze why populations increase or decrease in various regions throughout the world. (Geog2.a.m: Population and Place)
- Analyze the distribution of population patterns at various scales (i.e., local, state, country, region). (Geog2.a.m: Population and Place)
- Analyze patterns of migration of various types (e.g., age, gender, ethnicity, race) in the community, state, country, and world. (Geog2.b.m: Reasons People Move)
- Use regions in the world to analyze the role of population shifts in why places change over time. (Geog2.c.m: Impact of Movement)
- Evaluate the impact of migration on the place of origin and the place of settlement. (Geog2.c.m: Impact of Movement)
- Investigate the impact of rural decline and the growth of cities on a place. (Geog2.d.m: Urbanization)
- Analyze patterns of urbanization around the world. (Geog2.d.m: Urbanization)

Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.

- Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past. (Geog3.a.m: Distribution of Resources)
- Analyze spatial patterns of social and economic development in a variety of regions in the world. (Geog3.b.m: Networks)
- Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing). (Geog3.b.m: Networks)

Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.

- Explain how place-based identities can change places over time. (Geog4.a.m: Characteristics of Place)

- Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. (Geog4.a.m: Characteristics of Place)
- Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place). (Geog4.a.m: Characteristics of Place)

Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.

- Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources. (Geog5.a.m: Human Environment Interaction)
- Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. (Geog5.b.m: Interdependence)
- Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries. (Geog5.b.m: Interdependence)

History

Spiritual Goals:

In FVL Schools students will recognize how God has used humanity to accomplish His will. FVLS students will be equipped to testify to His shaping of events.



Academic Goals:

Elementary Grades (Kindergarten - 2nd Grade)

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

- Identify one or more causes of an event, issue, or problem. (SS.Hist1.a.e: Cause)
- Identify one or more effects of an event, issue, or problem. (SS.Hist1.b.e: Effect)

Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

- Identify patterns of what stayed the same to self, family, and community over time. (SS.Hist2.a.e: Patterns Stay the Same over the Period of Time)
- Identify patterns of change to self, family, and community over time. (SS.Hist2.b.e: Patterns Change over a Period of Time)
- Explain how something happening outside of your home can affect your family. (SS.Hist2.c.e: Contextualization)

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

- Describe a person or event from the past that reflects your own life in some way. (SS.Hist3.a.e: Connections)
- Explain why two people can talk about an event from different viewpoints. (SS.Hist3.b.e: Perspective)
- Explain how something from the past can affect your life now. (SS.Hist3.c.e: Current Implications)

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

- Describe the events that led to the creation of a primary source. (SS.Hist4.a.e: Historical Context)
- Identify the intended audience for whom the primary or secondary source was created. (SS.Hist4.b.e: Intended Audience)
- Create one primary source about your life. (SS.Hist4.c.e: Purpose)

- Identify the POV of your own primary or secondary source. (SS.Hist4.d.e: Point of View)

Intermediate Grades (3rd - 5th Grade)

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

- Use evidence to draw conclusions about probable causes of historical events, issues, and problems. (SS.Hist1.a.i: Cause)
- Use evidence to draw conclusions about the probable effects of historical events, issues, and problems. (SS.Hist1.b.i: Effect)

Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

- Describe patterns of continuity over time in the community, state, and the United States. (SS.Hist2.a.i: Patterns Stay the Same over a Period of Time)
- Describe patterns of change over time in the community, state, and the United States. (SS.Hist2.b.i: Patterns Change over a Period of Time)
- Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity. (SS.Hist2.c.i: Contextualization)

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

- Compare events in Wisconsin history to a current issue or event. (SS.Hist3.a.i: Connections) [or past U.S. issue or event]
- Identify different historical perspectives regarding people and events in the past. (SS.Hist3.b.i: Perspective)
- Explain how historical events have possible implications on the present. (SS.Hist3.c.i: Current Implications)

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

- Describe the historical context (situation) of a primary or secondary source. (SS.Hist4.a.i: Historical Context)
- Describe the significance of the intended audience of a primary or secondary source. (SS.Hist4.b.i: Intended Audience)
- Describe the intended purpose of a specific primary or secondary source. (SS.Hist4.c.i: Purpose)
- Describe the impact of the POV of the author has on a primary or secondary source. (SS.Hist4.d.i: Point of View)

Middle School (6th - 8th Grade)

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

- Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. (SS.Hist1.a.m: Cause)

- Use multiple perspectives to analyze and explain the effects of issues or events within and across time periods, events, or cultures. (SS.Hist1.b.m: Effect)

Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

- Explain patterns of continuity over time in the community, the state, the United States, and the world. (SS.Hist2.a.m: Patterns Stay the Same over a Period of Time)
- Explain patterns of change over time in the community, the state, the United States, and the world. (SS.Hist2.b.m: Patterns Change over a Period of Time)
- Analyze how the historical context influenced the process or nature of the continuity or change that took place. (SS.Hist2.c.m: Contextualization)

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

- Compare events from United States or world history to a current issue or event. (SS.Hist3.a.m: Connections)
- Apply historical perspectives to describe differing viewpoints of current events. (SS.Hist3.b.m: Perspective)
- Hypothesize the direction of current events and outcomes based on the past. (SS.Hist3.c.m: Current Implications)

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

- Explain how the historical context (situation) influences a primary or secondary source. (SS.Hist4.a.m: Historical Context)
- Explain the significance of the intended audience of a primary or secondary source. (SS.Hist4.b.m: Intended Audience)
- Explain the significance of the intended purpose of a specific primary or secondary source. (SS.Hist4.c.m: Purpose)
- Explain how the POV of the author can influence the meaning of a primary or secondary source. (SS.Hist4.d.m: Point of View)

Political Science

Spiritual Goals:

In FVL Schools, students will recognize that God has established all earthly authority. FVLS students will be equipped to be responsible Christian citizens.



Academic Goals:

Elementary Grades (Kindergarten - 2nd Grade)

Kindergarten

Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.

- Describe symbols, songs, and traditions that identify our state and country. (SS.PS1.a.K-1: Values & Principles of American Constitutional Democracy)
- Assess the importance of rules and laws at home, in school, and in the community. (SS.PS1.a.K-1: Values & Principles of American Constitutional Democracy)

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

- Identify different types of media and sources. (SS.PS3.b.e: Linkage Institution)
- Explain why we have elections. (SS.PS3.b.e: Linkage Institution)
- Summarize basic roles of civic institutions (e.g., school, home, family, community). (SS.PS3.b.e: Linkage Institution)

Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.

- Compare and contrast perspectives on the same topic. (SS.PS4.a.e: Argumentation)

1st Grade

Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.

- Describe symbols, songs, and traditions that identify our state and country. (SS.PS1.a.K-1: Values & Principles of American Constitutional Democracy)
- Assess the importance of rules and laws at home, in school, and in the community. (SS.PS1.a.K-1: Values & Principles of American Constitutional Democracy)
- Compare the contributions of two or more influential people related to the founding of the United States. (SS.PS1.b.1-2: Origins & Foundation of the Government of the United States)

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

- Compare the rights and responsibilities within the classroom, school, and community. (SS.PS2.a.1-2: Civil Rights and Civil Liberties)
- Classify basic rights that all humans have (i.e., life, liberty, safety). (SS.PS2.a.1-2: Civil Rights and Civil Liberties)
- Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). (SS.PS2.c.1-2: Asserting and Reaffirming of Human Rights)
- Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings). (SS.PS2.c.1-2: Asserting and Reaffirming of Human Rights)

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

- Describe and explain the effect an action has on members of a group. (SS.PS3.a.1: Political Participation)
- Express an opinion and vote on a topic in their lives. (SS.PS3.a.1: Political Participation)
- Identify different types of media and sources. (SS.PS3.b.e: Linkage Institution)
- Explain why we have elections. (SS.PS3.b.e: Linkage Institution)
- Summarize basic roles of civic institutions (e.g., school, home, family, community). (SS.PS3.b.e: Linkage Institution)
- Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order). (SS.PS3.c.1: Power in Government)
- Predict how people come up with different ideas to solve a problem. (SS.PS3.d.1: Public Policy)

Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.

- Compare and contrast perspectives on the same topic. (SS.PS4.a.e: Argumentation)

2nd Grade

Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.

- Compare the contributions of two or more influential people related to the founding of the United States. (SS.PS1.b.1-2: Origins & Foundation of the Government of the United States)

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

- Compare the rights and responsibilities within the classroom, school, and community. (SS.PS2.a.1-2: Civil Rights and Civil Liberties)
- Classify basic rights that all humans have (i.e., life, liberty, safety). (SS.PS2.a.1-2: Civil Rights and Civil Liberties)
- Summarize situations where individuals have rights, freedoms, and equality. (SS.PS2.b.2: Fundamentals of Citizenship)
- Develop an opinion about an issue in your school or community. (SS.PS2.b.2: Fundamentals of Citizenship)
- Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). (SS.PS2.c.1-2: Asserting and Reaffirming of Human Rights)

- Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings). (SS.PS2.c.1-2: Asserting and Reaffirming of Human Rights)

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

- Identify different types of media and sources. (SS.PS3.b.e: Linkage Institution)
- Explain why we have elections. (SS.PS3.b.e: Linkage Institution)
- Summarize basic roles of civic institutions (e.g., school, home, family, community). (SS.PS3.b.e: Linkage Institution)

Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.

- Compare and contrast perspectives on the same topic. (SS.PS4.a.e: Argumentation)
- Give an example of a compromise. (SS.PS4.b.2: Compromise, Diplomacy, and Consensus Building)

Intermediate Grades (3rd - 5th Grade)

3rd Grade

Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.

- Differentiate between majority rule and minority rights (as a function of a democratic republic). (SS.PS1.a.i : Values & Principles of American Constitutional Democracy)
- Hypothesize why laws and constitutions exist. (SS.PS1.a.i : Values & Principles of American Constitutional Democracy)

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

- Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. (SS.PS2.a.i: Civil Rights and Civil Liberties)
- Summarize the actions of people and groups that have advanced civil rights for individuals. (SS.PS2.a.i: Civil Rights and Civil Liberties)
- Identify and describe basic human liberties (i.e., thought, expression, privacy). (SS.PS2.a.i: Civil Rights and Civil Liberties)

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

- Provide examples of how various types of media are used in elections and government. (SS.PS3.b.3-4: Linkage Institutions)
- Compare and contrast the multiple roles people play in elections. (SS.PS3.b.3-4: Linkage Institutions)
- Analyze the roles civic institutions play in their lives, their community and beyond (e.g., schools, community groups, religious institutions). (SS.PS3.b.3-4: Linkage Institutions)

Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.

- Compile relevant information to form a political argument and take other points of view into account. (SS.PS4.a.i: Argumentation)

4th Grade

Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.

- Differentiate between majority rule and minority rights (as a function of a democratic republic). (SS.PS1.a.i : Values & Principles of American Constitutional Democracy)
- Hypothesize why laws and constitutions exist. (SS.PS1.a.i : Values & Principles of American Constitutional Democracy)
- Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. (SS.PS1.b.4-5: Origins & Foundation of the Government of the United States)
- Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. (SS.PS1.b.4-5: Origins & Foundation of the Government of the United States)
- Apply key elements of the Wisconsin Constitution to the local community. (SS.PS1.b.4-5: Origins & Foundation of the Government of the United States)

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

- Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. (SS.PS2.a.i: Civil Rights and Civil Liberties)
- Summarize the actions of people and groups that have advanced civil rights for individuals. (SS.PS2.a.i: Civil Rights and Civil Liberties)
- Identify and describe basic human liberties (i.e., thought, expression, privacy). (SS.PS2.a.i: Civil Rights and Civil Liberties)
- Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. (SS.PS2.c.4-5: Asserting and Reaffirming of Human Rights)
- Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities. (SS.PS2.c.4-5: Asserting and Reaffirming of Human Rights)

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

- Investigate reasons why citizens participate in elections. (SS.PS3.a.4-5: Political Participation)
- Identify their role in government at the local, state, tribal, and federal levels. (SS.PS3.a.4-5: Political Participation)
- Provide examples of how various types of media are used in elections and government. (SS.PS3.b.3-4: Linkage Institutions)
- Compare and contrast the multiple roles people play in elections. (SS.PS3.b.3-4: Linkage Institutions)
- Analyze the roles civic institutions play in their lives, their community and beyond (e.g., schools, community groups, religious institutions). (SS.PS3.b.3-4: Linkage Institutions)

- Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels. (SS.PS3.c.4-5: Power in Government)

Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.

- Compile relevant information to form a political argument and take other points of view into account. (SS.PS4.a.i: Argumentation)

5th Grade

Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.

- Differentiate between majority rule and minority rights (as a function of a democratic republic). (SS.PS1.a.i : Values & Principles of American Constitutional Democracy)
- Hypothesize why laws and constitutions exist. (SS.PS1.a.i : Values & Principles of American Constitutional Democracy)
- Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. (SS.PS1.b.4-5: Origins & Foundation of the Government of the United States)
- Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. (SS.PS1.b.4-5: Origins & Foundation of the Government of the United States)
- Apply key elements of the Wisconsin Constitution to the local community. (SS.PS1.b.4-5: Origins & Foundation of the Government of the United States)

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

- Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. (SS.PS2.a.i: Civil Rights and Civil Liberties)
- Summarize the actions of people and groups that have advanced civil rights for individuals. (SS.PS2.a.i: Civil Rights and Civil Liberties)
- Identify and describe basic human liberties (i.e., thought, expression, privacy). (SS.PS2.a.i: Civil Rights and Civil Liberties)
- Compare and contrast being a citizen of a country to the principles of good citizenship. (SS.PS2.b.5: Fundamentals of Citizenship)
- Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization). (SS.PS2.b.5: Fundamentals of Citizenship)
- Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. (SS.PS2.c.4-5: Asserting and Reaffirming of Human Rights)
- Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities. (SS.PS2.c.4-5: Asserting and Reaffirming of Human Rights)

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

- Investigate reasons why citizens participate in elections. (SS.PS3.a.4-5: Political Participation)

- Identify their role in government at the local, state, tribal, and federal levels. (SS.PS3.a.4-5: Political Participation)
- Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels. (SS.PS3.c.4-5: Power in Government)
- Provide examples of how different governments solve problems. (SS.PS3.d.5: Public Policy)

Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.

- Compile relevant information to form a political argument and take other points of view into account. (SS.PS4.a.i: Argumentation)
- Describe what influences different political attitudes and actions and how diverse groups can work towards consensus. (SS.PS4.b.5: Compromise, Diplomacy, and Consensus Building)

Middle School (6th - 8th Grade)

Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.

- Investigate the components of responsible citizenship. (SS.PS1.a.m: Values & Principles of American Constitutional Democracy)
- Summarize the importance of rule of law. (SS.PS1.a.m: Values & Principles of American Constitutional Democracy)
- Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. (PS1.b.m: Origins & Foundation of the Government of the United States)
- Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. (PS1.b.m: Origins & Foundation of the Government of the United States)
- Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state. (PS1.b.m: Origins & Foundation of the Government of the United States)

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

- Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. (PS2.a.m: Civil Rights and Civil Liberties)
- Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. (PS2.a.m: Civil Rights and Civil Liberties)
- Predict how collective action movements work to extend equal rights to groups and individuals. (PS2.a.m: Civil Rights and Civil Liberties)
- Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). (PS2.b.m: Fundamentals of Citizenship)
- Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy). (PS2.b.m: Fundamentals of Citizenship)

- Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. (PS2.c.m: Asserting and Reaffirming of Human Rights)
- Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples) have advocated for access to greater rights. (PS2.c.m: Asserting and Reaffirming of Human Rights)

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

- Assess voter participation in elections. (PS3.a.m: Political Participation)
- Explain their role in government at the local, state, tribal, and federal levels. (PS3.a.m: Political Participation)
- Analyze the role of various types of media in elections and functions of government. (PS3.b.m: Linkage Institutions)
- Analyze how elections and political parties in the United States connect the people to government. (PS3.b.m: Linkage Institutions)
- Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying). (PS3.b.m: Linkage Institutions)
- Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels. (PS3.c.m: Power in Government)
- Analyze how governments address and solve problems through the public policy process. (PS3.d.m: Public Policy)

Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.

- Assemble an argument utilizing multiple sources of information. (PS4.a.m: Argumentation)
- Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions). (PS4.b.m: Compromise, Diplomacy, and Consensus Building)

Lesson and Instructional Continuity

Please see the FVL Schools Social Studies Pacing Guides by Grade Level for more detail about each instructional unit. Hyperlinks are attached in the tables below.

FVL Schools Elementary (Kindergarten - 2nd Grade) Social Studies Curricular Units by Theme

Themes	Kindergarten (link)	Grade 1 (link)	Grade 2 (link)
<i>Civics & Citizenship</i>	<ul style="list-style-type: none"> • Citizens Work Together • Our Country - U.S.A. 	<ul style="list-style-type: none"> • Citizens have Rights & Responsibilities • Celebrate the U.S.A. 	<ul style="list-style-type: none"> • Government & Citizens
<i>History</i>	<ul style="list-style-type: none"> • Long Ago & Today 	<ul style="list-style-type: none"> • Past & Present (Continuity & Change) 	<ul style="list-style-type: none"> • Past & Present (Point of View)
<i>People</i>			<ul style="list-style-type: none"> • People Can Make a Difference
<i>Places</i>	<ul style="list-style-type: none"> • Our Place in the World 	<ul style="list-style-type: none"> • Our Community & Geography 	<ul style="list-style-type: none"> • People, Places, & Geography
<i>Resources</i>	<ul style="list-style-type: none"> • People have Jobs 	<ul style="list-style-type: none"> • People, Money, & Choices 	<ul style="list-style-type: none"> • Goods & Services

FVL Schools Intermediate (3rd Grade) Social Studies Curricular Units by Theme

Themes	Grade 3 (link)
<i>Civics & Citizenship</i>	<ul style="list-style-type: none"> • American Citizens, Symbols, & Government
<i>History</i>	<ul style="list-style-type: none"> • Communities Change Over Time
<i>People</i>	<ul style="list-style-type: none"> • People, Communities, & Culture
<i>Places</i>	<ul style="list-style-type: none"> • Communities in our Country & World • Our Community & Its Environment
<i>Resources</i>	<ul style="list-style-type: none"> • Economics & Communities

FVL Schools Intermediate (4th Grade) Social Studies Curricular Units by Themes & Region

Themes	Grade 4 (link)	
<i>Civics & Citizenship</i> <i>History</i> <i>People</i> <i>Places</i> <i>Resources</i>	The Land & People of the United States	The Southeast
	The Midwest	The Southwest
	The Northeast	The West

FVL Schools Intermediate (5th Grade) Social Studies Curricular Units by Eras: U.S. History

Themes	Eras	Grade 5 (link)
<i>Civics & Citizenship</i> <i>History</i> <i>People</i> <i>Places</i> <i>Resources</i>	Before 1607	First People & Nations
	1607-1754	The Age of Exploration
		A Changing Continent - Peoples & Cultures
	1754-1800	The Road to Revolution
		The American Revolution
		Forming a New Government
	1800-1861	A Growing Nation
1861-1877	Civil War & Reconstruction	

FVL Schools Middle School (6th - 8th Grade) Social Studies Curricular Units by Course

Ancient History Studies ([link](#)) Recommended for Grade 6

Themes	Units - Civilization & People	
<i>Civics & Citizenship: Development of Government</i> <i>People: Cultures over Time</i> <i>People: Impact of Different Societies</i> <i>Resources: Trade in the Ancient World</i> <i>History: Evidence of God's Plan in the Ancient World</i>	Inquire Like a Historian	Greece
	Civilizations, & People	Rome & Christianity
	The Fertile Crescent & The Israelites	Islamic World
	Ancient Egypt & Kush	Africa
	India	Korea, Japan, & Southeast Asia
	China	The Americas

World Geography Studies ([link](#)) Recommended for Grade 7

Geographer's Tools	Units
Skills & Lenses	The Geographer's World
Application of Skills & Lenses for World Regional Studies	US & Canada Latin America (Middle and South America) Europe Asia (Southwest, Central, Southeast Asia, and Indian Subcontinent) Africa Australia, New Zealand, Oceania, & Antarctica

United States History Studies ([link](#)) Recommended for Grade 8

Quarter Guide	Eras	Units
1	1776 - Present	U.S. & Wisconsin Constitutions (Optional)
	1848 - 1877	Early Statehood, the Civil War, & Reconstruction
2	1877 - 1900	Industrialization, Agriculture, Urbanization, & Labor
	1900 - 1918	The Wisconsin Idea, the Progressive Era & World War I
3	1918 - 1939	Economic Growth, the Great Depression, & the New Deal
	1922 - 1945	Fascism, Communism, & World War II
	1945 - 1954	Post-War Wisconsin & the Early Cold War
4	1954 - 1975	Civil Rights, the Later Cold War, & the Vietnam Era
	1975 - Present	The Modern Era

Assessments of Academic Growth & Achievement

Elementary (Kindergarten - 2nd Grade)

- Teacher questions with student response
- Observations from teacher-guided small group or partner discussion
- Modeling through foldables and social studies interactive notebooks
- Simple writing activities
- Observations during whole-group collaborative opportunities and authentic civic engagements

Intermediate (3rd - 5th Grade)

- Teacher and student questions and dialogue
- Observations from student-led small group or partner discussion
- Modeling through foldables and social studies interactive notebooks
- Written explanations, applications, and extensions
- Observations during whole-group and small-group collaborative opportunities and authentic civic engagements

Middle School (6th - 8th Grade)

- Student-led questioning and dialogue
- Observations from student-led small group or partner discussion
- Mental modeling/modeling using graphic representations in social studies interactive notebooks
- Defining claims and supporting with argumentation
- Written explanations, applications, and extensions
- Observations during small-group and individual collaborative opportunities and authentic civic engagements

Evidence of Fundamental Principles of Student Growth

Current Resources Used for Instruction

References

- Evers, T. (2018). *Wisconsin Standards for Social Studies*. Wisconsin Department of Public Instruction. Retrieved from Wisconsin Department of Education website:
<https://dpi.wi.gov/social-studies>
- Fox Valley Lutheran High School Federation. (1998). *K-12 Curriculum Project: Social Studies*. Appleton, Wisconsin: Fox Valley Lutheran High School Federation.
- National Council for the Social Studies. (2013). *Social studies for the next generation: Purposes, practices, and implications of the college, career, and civic life (C3): Framework for social studies state standards*. Silver Spring, Maryland: National Council for the Social Studies.