

*School District of Superior*  
**Grade Level Performance**  
**Standards**



# **SOCIAL STUDIES**

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***GRADES 3-5***

**Wisconsin Standard A: GEOGRAPHY** (*People, Places, Environments*)

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

<i>By the end of grade FOUR, students will:</i>	<i>By the end of grade EIGHT, students will:</i>
A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface.	A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place.
A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders.	A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape.
A.4.3 Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges.	A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density.
A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.	A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment.
A.4.5 Use atlases, databases, grid systems, chart, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world.	A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases.
A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes.	A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciations.
A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the World.	A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world.
A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment.	A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.
A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating.	A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals.
	A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment.
	A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations.

**School District of Superior STANDARD A: GEOGRAPHY – (People, Places, and Environments)**

Grade Level Performance Standards: *The student will...*

<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<ol style="list-style-type: none"> <li>1. Use reference points of latitude and longitude, direction, size, and shape to locate positions on the earth’s surface. (A.1)</li> <li>2. Name and locate on a map: continents, oceans, land forms, natural features such as flora and fauna, human features such as national borders. (A.2)</li> <li>3. Begin to construct mental maps of major land masses, bodies of water, and major parts of the United States (i.e., Alaska, Hawaii, Great Lakes Region, Wisconsin). (A.3)</li> <li>4. Identify connections between the local community and other places in Wisconsin, the United States, and the world. (A.4, A.7)</li> <li>5. Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters. (This should include discussions on weather patterns as well as human affects on flora and fauna.) (A.4, A.8)</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and interpret geographic features using maps and globes (i.e., latitude, longitude, hemispheres, grid, scale, etc.) (A.1, A.2)</li> <li>2. Construct a mental map showing land masses, bodies of water, geographic regions, and state boundaries of Wisconsin. (A.3)</li> <li>3. Use atlases, databases, grid systems, charts, graphs, and maps to gather information about Wisconsin. (A.5)</li> <li>4. Identify and distinguish between predictable weather patterns and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes, with concentration given to the affect on Wisconsin agriculture. (A.6)</li> <li>5. Develop an understanding of connections between the local community and other places in Wisconsin, the United States, and the world. (A.7)</li> <li>6. Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air conditioning, and solar heating (i.e., where our energy comes from, where the majority of resources are used – geographically compare). (A.9)</li> </ol>	<ol style="list-style-type: none"> <li>1. Use map and globe reading skills:               <ol style="list-style-type: none"> <li>a. Orient a map and note directions</li> <li>b. Locate places on map and globe</li> <li>c. Use scale and compute distances</li> <li>d. Interpret map symbols and explain what they mean</li> <li>e. Compare maps and make inferences</li> <li>f. Express relative location using a grid such as latitude and longitude. (A.1, A.3)</li> </ol> </li> <li>2. Describe the relative location of major land forms, bodies of water, regions, and natural resources in the United States. (A.1, A.5)</li> <li>3. Describe the various reasons for the continual movement of people, goods, and ideas in the U.S. (A.7)</li> <li>4. Develop a mental map of the U.S. and its regions. (A.2)</li> </ol>

**Wisconsin Standard B: HISTORY** (*Time, Continuity, and Change*)

**CONTENT STANDARD:** Students in the School District of Superior 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.

<i>By the end of grade FOUR, students will:</i>	<i>By the end of grade EIGHT, students will:</i>
B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.	B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used.
B.4.2 Use a timeline to select, organize, and sequence information describing eras in history.	B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history.
B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events.	B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history.
B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.	B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.
B.4.5 Explain the historical background and meaning of important social values such as freedom, democracy, and justice.	B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently.
B.4.6 Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags.	B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.
B.4.7 Identify and describe important events and famous people in Wisconsin and United States history.	B.8.7 Identify significant events and people in the major eras of United States and world history.
B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment.	B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.
B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations.	B.8.9 Explain the need for laws and policies to regulate science and technology.
B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.	B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations. B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin. B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues.

**School District of Superior STANDARD B: HISTORY – (Time, Continuity, and Change)**

Grade Level Performance Standards: *The student will...*

<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<p>1. Identify and examine various sources of information that are used for constructing an understanding of Superior’s past. (B.1)</p> <p>2. Interpret data presented in timelines. (B.2)</p> <p>3. Reinforce differences and concepts of understanding fact and fiction by comparing historical figures and events with fictional characters and events through folk tales and biographies. (B.3)</p> <p>4. Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by inhabitants of Superior. (B.4)</p> <p>5. Introduce significant events in United States history (i.e., national holidays). (B.6)</p> <p>6. Introduce examples of cooperation and interdependence among individuals, groups, and nations (i.e., cooperation among tribes, trading with other countries). (B.9)</p>	<p>1. Identify and examine various sources of information that are used for constructing an understanding of Wisconsin’s past (i.e., immigration, ancestry, statehood). (B.1)</p> <p>2. Use a timeline to describe past and present examples of change throughout Wisconsin history. (B.2)</p> <p>3. Compare and contrast contemporary life with life in the past by looking at immigration, politics and the economies of various regions of Wisconsin. (B.4)</p> <p>4. Describe the story of representative democracy in Wisconsin. (B.5)</p> <p>5. Explain the historical background and meaning of important social values such as freedom, democracy, and justice pertaining to immigration to Wisconsin. (B.5)</p> <p>6. Explain the significance of national and state holidays, such as Independence Day and Martin Luther King Day, and national and state symbols, with focus on Wisconsin state symbols. (B.6)</p> <p>7. Identify and describe significant events and people in the history of Wisconsin. (B.7)</p> <p>8. Compare past and present technologies related to energy, transportation, and communications, and describe the effects of technological change, either beneficial or harmful, on people and the environment. (B.8)</p> <p>9. Describe examples of cooperation and interdependence among individuals, groups (i.e., ancestry, Native Americans). (B.9)</p> <p>10. Examine the history, culture, and sovereignty of the six federally recognized tribes in Wisconsin (Act 31 Mandate). (B.10)</p>	<p>1. Identify key events, causes, and effects of a major period in United States history. (B.3, B.7)</p> <p>2. Analyze issues that affect the present and the future. (B.2, B.3, B.11)</p> <p>3. Use reference and information research skills (encyclopedia, dictionaries, indexes, atlases, books, Internet, and the computer) to gather, interpret, and organize information, etc. (B.1, B.4)</p> <p>4. Explain how other regions of the world influenced the history of the United States (i.e., exploration, slavery). (B.3, B.7, B.10)</p> <p>5. Trace basic historical events related to the developmental growth of the United States through the construction of a timeline. (B.7, B.12)</p>

## Wisconsin Standard C: POLITICAL SCIENCE AND CITIZENSHIP

*(Power, Authority, Governance, and Responsibility)*

**CONTENT STANDARD:** Students in the School District of Superior 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.

***By the end of grade FOUR, students will:***

- C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity.
- C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed.
- C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation.
- C.4.4 Explain the basic purpose of government in American society, recognizing the three levels of government.
- C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community.
- C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals.

***By the end of grade EIGHT, students will:***

- C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rules with protection for minority rights.
- C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decision of the Supreme Court, and explain their function in the American political system.
- C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused.
- C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level.
- C.8.5 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rules and minority rights.
- C.8.6 Explain the role of political parties and interest groups in American politics.
- C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate.
- C.8.8 Identify ways in which advocates participate in public policy debates.
- C.8.9 Describe the role of international organizations such as military alliances and trade associations.

**School District of Superior STANDARD C: POLITICAL SCIENCE AND CITIZENSHIP** (*Power, Authority, Governance, and Responsibility*)

Grade Level Performance Standards: *The student will...*

<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<ol style="list-style-type: none"> <li>1. <b>Examine rights and responsibilities of the individual in relation to a social group such as family, peer group, school class, and community. (C.1)</b></li> <li>2. <b>Continue to describe and demonstrate selected forms of civic responsibility (voting, obeying the law, reporting on unsafe conditions, awareness of major current events, enforcing and changing rules of behavior, etc.). (C.3, C.5)</b></li> <li>3. <b>Locate, organize, and use relevant information to understand issues in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals. (C.6)</b></li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p><b>Model the characteristics of responsible citizenship. (C.1)</b></p> <ol style="list-style-type: none"> <li>3. <b>Identify and describe the branches of state government. (C.4)</b></li> <li>4. <b>Identify major government officials at the state level, and explain how they are selected as well as their general areas of responsibility. (C.5)</b></li> <li>5. <b>List the ways in which a citizen can participate in state government such as voting, running for office, signing an initiative, and speaking at hearings. (C.5)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Explain the purpose of documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed. (C.1, C.2)</b></li> <li>2. <b>Contrast the three branches of government, explain how diverse beliefs led to the colonization and the protection of people’s rights (i.e., Constitution, Bill of Rights). (C.1, C.2, C.4, C.5)</b></li> <li>3. <b>Describe and evaluate the struggle in our society for equal rights for all people. (C.1, C.2, C.3, C.7, C.8)</b></li> <li>4. <b>Give current and historical examples of ways in which citizens may voice opinions and influence governmental change. (C.2, C.6, C.7, C.8)</b></li> </ol>

**Wisconsin Standard D: ECONOMICS**  
*(Production, Distribution, Exchange, Consumption)*

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

<i>By the end of grade FOUR, students will:</i>	<i>By the end of grade EIGHT, students will:</i>
D.4.1 Describe and explain the role of money, banking, and savings in everyday life.	D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game).	D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services.
D.4.3 Identify local goods and services that are part of the global economy and explain their use in Wisconsin.	D.8.3 Describe Wisconsin's role in national and global economics and give examples of local economic activity in national and global markets.
D.4.4 Give examples to explain how business and industry depend upon workers with specialized skills to make production more efficient.	D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life.
D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service).	D.8.5 Give examples to show how government provides for national defense; health, safety and environmental protection; defense of property rights; and the maintenance of free and fair market activity.
D.4.6 Identify the economic roles of various institutions, including households, businesses, and government.	D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income.
D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world.	D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns.
	D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive.
	D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce.
	D.8.10 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System.

**School District of Superior STANDARD D: ECONOMICS**

*(Production, Distribution, Exchange, Consumption)*

Grade Level Performance Standards: *The student will...*

<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<ol style="list-style-type: none"> <li>1. Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (i.e., spending one’s allowance on a movie will mean less money saved for a new video game.) (D.2)</li> <li>2. Identify and describe the role of service workers and those who provide goods and their impact on the community. (D.4)</li> <li>3. Distinguish between private and public goods and services (i.e., the family car, the interstate highway system). (D.5)</li> <li>4. Understand how each institution (households, businesses, and government) contributes to the local economy (what are their roles?). (D.6)</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain and demonstrate the role of money in every day life and over time (D.1)</li> <li>2. List Wisconsin’s natural, human, and economic resources and explain how goods and services produced in Wisconsin have changed over time. (D.3)</li> <li>3. Describe the importance of the movement of people, ideas, and goods to, from, and within Wisconsin. (D.3)</li> <li>4. Describe how personal economic decisions, (i.e., deciding what to buy, what to recycle, or how much to contribute to people in need) can affect the lives of people in Wisconsin, the U.S. and the world. (D.7)</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe and provide examples of various forms of economic exchange (i.e., bartering, furs, gold, coin, plastic). (D.1)</li> <li>2. Define and briefly introduce topics of nature: taxation, unemployment, cost of living. (D.4)</li> <li>3. Distinguish between the terms supply and demand and explain how supply and demand influenced exploration, United States development, and global interdependence. (D.2, D.3)</li> <li>4. Trace and evaluate the influence of discoveries, inventions, and innovations on economic interdependence. (D.3, D.4)</li> </ol>

## Wisconsin Standard E: BEHAVIORAL SCIENCES

*(Individuals, Institutions, and Society)*

**CONTENT STANDARD:** Students in the School District of Superior 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.

***By the end of grade FOUR, students will:***

- E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning.
- E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development.
- E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living.
- E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people.
- E.4.5 Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nations, and global society.
- E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture.
- E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior.
- E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions.
- E.4.9 Explain how people learn about others who are different from themselves.
- E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions.
- E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.
- E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens.
- E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs.
- E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people.
- E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters.

***By the end of grade EIGHT, students will:***

- E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning.
- E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development.
- E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people.
- E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community.
- E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies.
- E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals.
- E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society.
- E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups.
- E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world.
- E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding.
- E.8.11 Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved.
- E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes.
- E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed.
- E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis.

## School District of Superior STANDARD E: BEHAVIORAL SCIENCES

### Grade Level Performance Standards: *The student will...*

<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
<ol style="list-style-type: none"> <li>1. Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning. (E.1)</li> <li>2. Determine when, why and how families came to live in the community. (E.3)</li> <li>3. Interpret the components of a culture (language, literature, art, architecture, foods, traditions, beliefs, values, and behaviors) present in a community. (E.4, E.11)</li> <li>4. Compare and contrast the culture of our local community with another community in a different world culture. (E.8, E.9)</li> <li>5. Define a community as an interdependent group of people living and working together. (E.2, E.13, E.15)</li> <li>6. Recognize systems that are developed to meet specific community needs; government, transportation, education, communications. (E.5, E.6)</li> <li>7. Begin to explain how the media may influence opinions and decisions. (E.10)</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how personal opinions and choices are influenced by one's family and community, such as school, church, police, and family. (E.5)</li> <li>2. Compare and contrast individual perspectives and differences. (E.7)</li> <li>3. Recognize the commonalities of global cultures. (E.9)</li> <li>4. Develop an awareness of the arts and literature, traditions, customs, and celebrations of the diverse cultural groups in Wisconsin. (E.11)</li> <li>5. Identify and describe Wisconsin Native American cultures. (E.9, E.12)</li> <li>6. Identify diverse cultural groups, past and present, in Wisconsin. (E.14)</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize the role and status of individuals and groups in the United States, past and present. (E.4, E.5, E.6, E.11)</li> <li>2. Show respect and appreciation for individual, group, and global differences. (E.4, E.7, E.9)</li> <li>3. Compare personal cultural history with that of others. (E.3, E.9)</li> <li>4. Demonstrate an understanding of U.S. historical events, multiple points of view, and biases through the use of history, literature, arts, or other resources. (E.7, E.8, E.10, E.13)</li> <li>5. Cite examples of the people of the United States meeting their social needs through family life, education, religion, and other cultural activities. (E.2, E.1, E.5)</li> <li>6. Cite examples of valuable contributions made by many cultural, ethnic, gender, and racial groups and/or individuals to the United States, past and present. (E.4, E.7, E.9)</li> <li>7. Recognize the importance of multiple viewpoints for understanding people, events, and issues. (E.7, E.12, E.13)</li> <li>8. Continue to develop appropriate study behavior to work successfully in collaborative groups to plan and carry out projects and activities. (E.12, E.14)</li> <li>9. Describe conflict resolution strategies. (E.12, E.14)</li> </ol>