

School District of Superior
Grade Level Performance
Standards



SOCIAL STUDIES

GRADES 9-12

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.

By the end of grade TWELVE, students will:

- A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration.
- A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models.
- A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features.
- A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment.
- A.12.5 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns.
- A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world.
- A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world.
- A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them.
- A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood.
- A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development.
- A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture.
- A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world.
- A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries.

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

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

GRADE 9 <i>Civics / World History</i>	GRADE 10 <i>U.S. History to 1900</i>	GRADE 11 <i>20th Century U.S. History AP U.S. History/Psychology I</i>	GRADE 12 <i>American Government Economics/Psychology I & II Senior Social Science</i>
<p>A.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a region.</p> <p>A.3 Construct mental maps of the world and the world's regions and draw maps from memory showing physical and human features.</p> <p>A.5 Analyze the economic patterns of unequal global distribution of natural resources throughout the world.</p> <p>A.6 Analyze effects of geographic or environmental change from one part of the world to another.</p> <p>A.9 Identify and analyze the factors that influence the cultural diversity of a place.</p> <p>A.10 Analyze the relationship between cultural values and scientific/technological development.</p> <p>A.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world.</p>	<p>A.2 Analyze the features of a place using computer generated information.</p> <p>A.4 Analyze short term and long term effects population changes have on different parts of the world.</p> <p>A.5 Analyze the economic patterns of unequal global distribution of natural resources throughout the world.</p> <p>A.10 Analyze the relationship between cultural values and scientific/technological development.</p> <p>A.11 Describe the relationship between scientific/technological development and the impact on environment and culture.</p> <p>A.13 Give examples and analyze how cultural regions through conflict and cooperation establish political boundaries.</p>	<p>A.2 Analyze the geographic features of a place using computer generated information.</p> <p>A.4 Analyze short term and long term environmental effects population changes have on different parts of the world.</p> <p>A.5 Analyze the economic patterns of unequal global distribution of natural resources throughout the world.</p> <p>A.11 Describe the relationship between scientific/technological development and the impact on environment and culture.</p>	<p>A.5 Analyze the economic patterns of unequal global distribution of natural resources throughout the world.</p> <p>A.7 Analyze population shifts in relation to the distribution of products among global markets.</p> <p>A.8 Identify and analyze the world's major ecosystems.</p> <p>A.10 Analyze the relationship between cultural values and scientific/technological development.</p> <p>A.12 Assess the advantages and disadvantages of selected land use policies in the local, state, and world communities.</p>

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.

By the end of grade TWELVE, students will:

- B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches.
- B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.
- B.12.3 Recalls, selects, and analyzes significant historical periods and the relationships among them.
- B.12.4 Assess the validity of different interpretations of significant historical events.
- B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments.
- B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States.
- B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created.
- B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history.
- B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population's growth, and analyze the effects of these changes in the United States and the world.
- B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values.
- B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war.
- B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin.
- B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions.
- B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity.
- B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved.
- B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world.
- B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved.
- B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world.

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

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

GRADE 9 <i>Civics/World History</i>	GRADE 10 <i>U.S. History to 1900</i>	GRADE 11 <i>20th Century U.S. History AP U.S. History/Psychology I</i>	GRADE 12 <i>American Government Economics/Psychology I & II Senior Social Science</i>
<p>B.2 Using primary and secondary sources identify and analyze the contributions of significant people in Wisconsin, the U.S., and the world.</p> <p>B.10 Select instances and discuss the impact of scientific, intellectual and religious changes at different times in history on values and beliefs.</p> <p>B.13 Analyze examples of ongoing change within and across cultures, including ancient civilizations; the rise of nation states; and social, economic and political revolutions.</p> <p>B.14 Explain and identify the global influence of the major religions.</p> <p>B.16 Describe the purpose and effect of treaties, alliances and international organizations that characterize today's world.</p>	<p>B.2 Using primary and secondary sources draw a reasonable conclusion to a historical question.</p> <p>B.4 Assess the validity of different interpretations of significant historical events.</p> <p>B.5 Collect data from various sources form a reasoned conclusion and develop a coherent argument on an issue of historical significance.</p> <p>B.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States.</p> <p>B.8 Using primary and secondary sources identify and analyze the contributions of significant people in Wisconsin, the U.S. and the world.</p> <p>B.9 Analyze the effects of technology, industrialization, urbanization and population growth on the U.S. and the world.</p> <p>B.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful solutions and sometimes gone to war.</p> <p>B.12 Analyze the cultural, historical, tribal sovereignty and current status of the American Indian tribes and bands in Wisconsin.</p> <p>B.18 Explain the origins of racial and ethnic discrimination and efforts to eliminate discrimination in the U.S. and the world.</p>	<p>B.1 Using data gathered from various sources, explain different points of view on the same historical event.</p> <p>B.2 Using primary and secondary sources draw a reasonable conclusion to a historical question.</p> <p>B.5 Collect data from various sources form a reasoned conclusion and develop a coherent argument on an issue of historical significance.</p> <p>B.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States.</p> <p>B.7 Identify major works of art and literature and explain how they reflect the era in which they were created.</p> <p>B.9 Analyze the effects of technology, industrialization, urbanization and population growth on the U.S. and the world.</p> <p>B.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful solutions and sometimes gone to war.</p> <p>B.15 Identify a historical or contemporary event in which a person was forced to take an ethical position and explain the issues involved.</p> <p>B.17 Identify and analyze when instances of national interests and global interests have seemed to be apposed and analyze the issues involved.</p> <p>B.18 Explain the origins of racial and ethnic discrimination and efforts to eliminate discrimination in the U.S. and the world.</p>	<p>B.3 Describe and analyze the relationship of one historical period to another.</p> <p>B.5 Collect data from various sources, form a reasoned conclusion and develop a coherent argument on an issue of historical significance.</p> <p>B.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States.</p> <p>B.17 Identify and analyze when instances of national interests and global interests have seemed to be apposed and analyze the issues involved.</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 TWELVE, students will:

- C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens.
- C.12.2 Describe how different political systems define and protect individual human rights.
- C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time.
- C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized.
- C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion.
- C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers.
- C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior.
- C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position.
- C.12.9 Identify and evaluate the means through which advocates influence public policy, and identify ways people may participate effectively in community affairs and the political process.
- C.12.10 Evaluate the ways in which public opinion can be used to influence and shape public policy.
- C.12.11 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement.
- C.12.12 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice.
- C.12.13 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals.
- C.12.14 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust.
- C.12.15 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women.

School District of Superior STANDARD C: POLITICAL SCIENCE AND CITIZENSHIP
(Power, Authority, Governance, and Responsibility)
 Grade Level Performance Standards: *The student will...*

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<i>Civics/World History</i>	<i>U.S. History to 1900</i>	<i>20th Century U.S. History AP U.S. History/Psychology I</i>	<i>American Government Economics/Psychology I & II Senior Social Science</i>
<p>C.1 Identify the rights and responsibilities of citizens in a democracy.</p> <p>C.2 Describe how different political systems define and protect individual human rights.</p> <p>C.3 Identify the Bill of Rights and other amendments of the Constitution.</p> <p>C.4 Identify how governmental powers can be acquired, used, abused, and legitimized.</p> <p>C.8 Locate and use information from various sources to understand an issue of public concern, take a position, and communicate a position.</p> <p>C.9 Identify ways people may participate effectively in community affairs and influence public policy.</p>	<p>C.3 Identify the Bill of Rights and other amendments of the Constitution.</p> <p>C.4 Identify how governmental powers can be acquired, used, abused, and legitimized.</p> <p>C.5 Analyze how governmental powers might be used to help promote or hinder liberty, equality, and justice and draw a reasoned conclusion.</p> <p>C.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers.</p> <p>C.7 Describe how past American political parties and interest groups have gained or lost influence on political decision-making and voting behavior.</p> <p>C.13 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals.</p> <p>C.14 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution.</p>	<p>C.2 Describe how different political systems define and protect individual human rights.</p> <p>C.3 Trace how legal interpretations of liberty, equality, justice, and power relating to the Constitution have changed and evolved over time.</p> <p>C.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers.</p> <p>C.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior.</p> <p>C.11 Explain the United States' relationship to other nations and its role in international organizations, such as United Nations and North American Free Trade Agreement.</p> <p>C.12 Describe how society can be organized through ideas of monarchism, anarchism, socialism, fascism, and communism.</p> <p>C.13 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals.</p> <p>C.14 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution.</p> <p>C.15 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women.</p>	<p>C.1 Evaluate the justification and analyze the implications of citizenship.</p> <p>C.2 Describe how different political systems define and protect individual human rights.</p> <p>C.3 Trace how legal interpretations of liberty, equality, justice, and power relating to the Constitution have changed over and evolved over time.</p> <p>C.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers.</p> <p>C.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior.</p> <p>C.10 Evaluate the means through which advocates or public opinion can be used to influence public policy.</p> <p>C.12 Compare and evaluate ideas of monarchism, fascism, and communism to those of representative democracy; and assess how such ideas have worked in practice.</p>

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.

By the end of grade TWELVE, students will:

- D.12.1 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices.
- D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time.
- D.12.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy.
- D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world.
- D.12.5 Explain how federal budgetary policy and the Federal Reserve System's monetary policies influence overall levels of employment, interest rates, production, and prices.
- D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world.
- D.12.7 Compare, contrast, and evaluate different types of economics (traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events.
- D.12.8 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade.
- D.12.9 Explain the operations of common financial instruments (such as stocks and bonds) and financial institutions (such as credit companies, banks, and insurance companies).
- D.12.10 Analyze the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system.
- D.12.11 Explain how interest rates are determined by market forces that influence the amount of borrowing and saving done by investors, consumers, and government officials.
- D.12.12 Compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security, and growth, influence decisions in different economic systems.
- D.12.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.
- D.12.14 Analyze 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...*

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<i>Civics/World History</i>	<i>U.S. History to 1900</i>	<i>20th Century U.S. History AP U.S. History/Psychology I</i>	<i>American Government Economics/Psychology I & II Senior Social Science</i>
<p>D.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy.</p> <p>D.8 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade.</p> <p>D.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.</p>	<p>D.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the World.</p>	<p>D.4 Explain and evaluate the effects of new technology, global economic interdependence, and competitions on the development of nation policies and on the lives of individuals and families in the United States and the world.</p> <p>D.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world.</p>	<p>D.1 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices.</p> <p>D.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at present time.</p> <p>D.5 Explain how federal budgetary policy and the Federal Reserve System's Monetary policies influence overall levels of employment, interest rates, production, and prices.</p> <p>D.7 Compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed; and analyze how they have been affected in the past by specific social and political systems and important historical events.</p> <p>D.8 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade.</p> <p>D.9 Explain the operations of common financial instruments (such as stocks and bonds) and financial institutions (such as credit companies, banks and insurance companies).</p> <p>D.10 Analyze the ways in which supply and demand, competition, and prices, incentives, and profits influence what is produced and distributed in a competitive market system.</p> <p>D.11 Explain how interest rates are determined by market forces that influence the amount of borrowing and saving done by investors, consumers, and government officials.</p> <p>D.12 Compare and contrast how values and beliefs, such as growth, influence decisions in different economic systems.</p> <p>D.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.</p> <p>D.14 Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and Federal Reserve System.</p>

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 TWELVE, students will:

- E.12.1 Summarize research that helps explain how the brain's structure and function influences learning and behavior.
- E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development.
- E.12.3 Compare and describe similarities and differences in the ways various cultures define individual rights and responsibilities, including the use of rules, folkways, mores, and taboos.
- E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples.
- E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time.
- E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.
- E.12.7 Use scientific methods to assess the influence of media on people's behavior and decisions.
- E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world.
- E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration.
- E.12.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors.
- E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices.
- E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious and social groups such as women, children, the elderly, and individuals who are disabled.
- E.12.13 Compare the ways in which a universal theme is expressed artistically in three different world cultures.
- E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue.
- E.12.15 Identify the skills needed to work effectively alone, in groups, and in institutions.
- E.12.16 Identify and analyze factors that influence a person's mental health.
- E.12.17 Examine and describe various belief systems that exist in the world, such as democracy, socialism, and capitalism.

School District of Superior STANDARD E: BEHAVIORAL SCIENCES

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

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<i>Civics/World History</i>	<i>U.S. History to 1900</i>	<i>20th Century U.S. History AP U.S. History/Psychology I</i>	<i>American Government Economics/Psychology I & II Senior Social Science</i>
<p>E.3 Compare and describe similarities in the ways various cultures define individual rights and responsibilities.</p> <p>E.4 Analyze the role of various institution's (i.e., economic, political and educational) as agents of both continuity and change citing and past examples.</p> <p>E.5 Describe the ways cultural and social groups are defined and how they have changed over time.</p> <p>E.8 Analyze issues of cultural assimilation and cultural preservation in Wisconsin, the United States, and the world.</p> <p>E.9 Defined a point of view related to an ethical issue in the 20th Century.</p> <p>E.10 Describe a particular culture as an integrated whole and use that understanding to explain its language, arts, values, etc.</p> <p>E.11 Illustrate and valuate ways in which cultures resolve conflicting beliefs and practices.</p> <p>E.15 Identify the skills needed to work effectively alone in groups and institutions.</p>	<p>E.5 Describe the ways cultural and social groups are defined and how they have changed over time.</p> <p>E.8 Analyze issues of cultural assimilation and cultural preservation in Wisconsin, the United States, and the world.</p> <p>E.9 Defined a point of view related to an ethical issue in the 20th Century.</p> <p>E.15 Identify the skills needed to work effectively alone in groups and institutions.</p>	<p>E.1 Explain how the brains structure and function influence learning and behavior.</p> <p>E.2 Recognize and explain the major factors behind individual identity and development.</p> <p>E.4 Analyze the role of various institution's (i.e., economic, political and educational) as agents of both continuity and change citing and past examples.</p> <p>E.5 Describe the ways cultural and social groups are defined and how they have changed over time.</p> <p>E.7 Use the scientific method to assist the influence of media on people's behavior and decisions.</p> <p>E.8 Analyze issues of cultural assimilation and cultural preservation in Wisconsin, the United States, and the world.</p> <p>E.9 Defined a point of view related to an ethical issue in the 20th Century.</p> <p>E.15 Identify the skills needed to work effectively alone in groups and institutions.</p> <p>E.16 Identify and analyze the factors which influence a person's mental health.</p> <p>E.17 Examine and describe the various belief systems that exist in the world, such as democracy, socialism, and capitalism.</p>	<p>E.2 Recognize and explain the major factors behind individual identity and development.</p> <p>E.3 Compare and describe similarities in the ways various cultures define individual rights and responsibilities.</p> <p>E.4 Analyze the role of various institution's (i.e., economic, political and educational) as agents of both continuity and change citing and past examples.</p> <p>E.5 Describe the ways cultural and social groups are defined and how they have changed over time.</p> <p>E.7 Use the scientific method to assist the influence of media on people's behavior and decisions.</p> <p>E.9 Defined a point of view related to an ethical issue in the 20th Century.</p> <p>E.11 Describe and evaluate ways in which cultures resolve conflicting beliefs and practices.</p> <p>E.13 Compare the ways in which a universal theme is expressed artistically in third world cultures.</p> <p>E.14 Use research products and skills of the behavioral sciences to develop informed positions on an issue.</p> <p>E.16 Identify and analyze the factors which influence a person's mental health.</p> <p>E.17 Examine and describe the various belief systems that exist in the world, such as democracy, socialism, and capitalism.</p>