

1. Lakes

Great Lakes in My World Unit: Lakes

www.greatlakes.org

**Wisconsin Model
Academic Standards:**
Science and Social
Studies

Activities	K-8	K-4	3-6	4-8	K-8	3-6	3-6	3-6	K-4	4-8	3-6	4-8	6-8	4-8	6-8	6-8	6-8	K-8
	Lake Connection	I Am A Camera	Maps of Home	Watershed Orientation	Satisfy Your Curiosity	Eco-Language	Closer Look	Fish Observation	Web of Life	Tangled Web	What's New?	Great Lakes Relay	Invasive Issues	Moving Mercury	Solubility	It Adds Up and Up	Building a Web	
1	2	3	4	5	6	7	8	9	10	11	12	13	15	14	16	17		
Science	A.4.2													X				X
Science	B.4.1				X								X					X
Science	C.4.2			X	X								X	X				
Science	C.4.3				X													X
Science	C.4.4						X	X										
Science	C.4.6												X	X				X
Science	C.4.8				X													
Science	C.8.1				X	X								X		X	X	
Science	C.8.2				X		X		X				X					
Science	C.8.3													X	X	X		
Science	C.8.5			X	X													
Science	C.8.6												X					X
Science	C.8.7				X								X	X				X

1. Lakes

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	15	14	16	17
Science	C.8.8	Use computer software and other technologies to organize, process, and present their data													X				
Science	C.8.10	Discuss the importance of their results and implications of their work with peers, teachers, and other adults																	X
Science	C.8.11	Raise further questions which still need to be answered					X												
Science	F.4.1	Discover* how each organism meets its basic needs for water, nutrients, protection, and energy* in order to survive									X	X		X					
Science	F.4.4	Using the science themes*, develop explanations* for the connections among living and non-living things in various environments					X				X	X							
Science	F.8.2	Show* how organisms have adapted structures to match their functions*, providing means of encouraging individual and group survival within specific environments							X	X									
Science	F.8.8	Show* through investigations* how organisms both depend on and contribute to the balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system* of life on the planet										X	X		X			X	X
Science	F.8.9	Explain* how some of the changes* on the earth are contributing to changes in the balance of life and affecting the survival or population growth of certain species										X			X	X	X	X	
Science	G.8.4	Propose a design (or re-design) of an applied science model or a machine that will have an impact in the community or elsewhere in the world and show* how the design (or re-design) might work, including potential side-effects													X				
Science	G.8.5	Investigate* a specific local problem to which there has been a scientific or technological solution, including proposals for alternative courses of action, the choices that were made, reasons for the choices, any new problems created, and subsequent community satisfaction													X			X	
Science	H.4.2	Using the science themes*, identify* local and state issues that are helped by science and technology and explain* how science and technology can also cause a problem														X		X	
Science	H.4.4	Develop* a list of issues that citizens must make decisions about and describe* a strategy for becoming informed about the science behind these issues																	
Science	H.8.2	Present a scientific solution to a problem involving the earth and space, life and environmental, or physical sciences and participate in a consensus-building discussion to arrive at a group decision													X			X	
Science	H.8.3	Understand* the consequences of decisions affecting personal health and safety																	
Social Studies	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		X															

1. Lakes

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	15	14	16	17	
Social Studies	A.4.5	Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world			X	X														
Social Studies	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											X		X	X			X	

2. Sand Dunes

Great Lakes in My World Unit:
Sand Dunes

www.greatlakes.org
Wisconsin Model
Academic Standards:
Science and Social
Studies

Category	Number	Standard	Activities															
			K-8 1	4-8 2	3-6 3	K-8 4	3-6 5	4-8 6	4-8 8	4-8 7	3-6 9	6-8 10	4-8 11	6-8 12	K-3 13	4-8 14	4-8 15	
Science	A.4.5	When studying a science-related problem, decide what changes* over time are occurring or have occurred						X										
Science	A.8.6	Use models* and explanations* to predict* actions and events in the natural world					X	X										
Science	B.4.1	Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations				X					X					X	X	
Science	B.8.3	Explain* how the general rules of science apply to the development and use of evidence* in science investigations, model*-making, and applications*					X	X										
Science	B.8.6	Explain* the ways in which scientific knowledge is useful and also limited when applied to social issues																
Science	C.4.1	Use the vocabulary of the unifying themes* to ask questions about objects, organisms, and events being studied				X					X					X	X	
Science	C.4.2	Use the science content being learned to ask questions, plan investigations*, make observations*, make predictions*, and offer explanations*					X	X										
Science	C.4.3	Select multiple sources of information to help answer questions selected for classroom investigations*				X					X					X	X	
Science	C.4.4	Use simple science equipment safely and effectively, including rulers, balances, graduated cylinders, hand lenses, thermometers, and computers, to collect data relevant to questions and investigations*					X											
Science	C.4.5	Use data they have collected to develop explanations* and answer questions generated by investigations*							X	X								
Science	C.4.6	Communicate the results of their investigations* in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means, to display their answers			X											X	X	
Science	C.4.8	Ask additional questions that might help focus or further an investigation*				X										X	X	
Science	C.8.2	Identify* data and locate sources of information including their own records to answer the questions being investigated				X					X					X		

2. Sand Dunes

Category	Number	Standard	1	2	3	4	5	6	8	7	9	10	11	12	13	14	15
Science	C.8.3	Design and safely conduct investigations* that provide reliable quantitative or qualitative data, as appropriate, to answer their questions					X	X									
Science	C.8.4	Use inferences* to help decide possible results of their investigations, use observations to check their inferences					X	X	X	X							
Science	C.8.6	State what they have learned from investigations*, relating their inferences* to scientific knowledge and to data they have collected															X
Science	C.8.7	Explain* their data and conclusions in ways that allow an audience to understand the questions they selected for investigation* and the answers they have developed				X											X
Science	C.8.9	Evaluate*, explain*, and defend the validity of questions, hypotheses, and conclusions to their investigations*						X									
Science	C.8.11	Raise further questions which still need to be answered															X
Science	E.8.4	Using the science themes*, analyze* the influence living organisms have had on the earth's systems, including their impact on the composition of the atmosphere and the weathering of rocks										X					
Science	E.8.6	Describe* through investigations the use of the earth's resources by humans in both past and current cultures, particularly how changes in the resources used for the past 100 years are the basis for efforts to conserve and recycle renewable and non-renewable resources															
Science	F.4.1	Discover* how each organism meets its basic needs for water, nutrients, protection, and energy* in order to survive				X											
Science	F.4.4	Using the science themes*, develop explanations* for the connections among living and non-living things in various environments				X		X	X	X	X				X	X	
Science	F.8.2	Show* how organisms have adapted structures to match their functions*, providing means of encouraging individual and group survival within specific environments				X		X	X	X	X						X
Science	F.8.7	Understand* that an organism's behavior evolves through adaptation to its environment						X	X	X	X	X					X
Science	F.8.9	Explain* how some of the changes* on the earth are contributing to changes in the balance of life and affecting the survival or population growth of certain species											X	X			
Science	F.8.10	Project how current trends in human resource use and population growth will influence the natural environment, and show how current policies affect those trends.															
Science	G.8.5	Investigate* a specific local problem to which there has been a scientific or technological solution, including proposals for alternative courses of action, the choices that were made, reasons for the choices, any new problems created, and subsequent community satisfaction												X			X
Science	H.8.1	Evaluate* the scientific evidence* used in various media (for example, television, radio, Internet, popular press, and scientific journals) to address a social issue, using criteria of accuracy, logic, bias, relevance of data, and credibility of sources												X			X

2. Sand Dunes

Category	Number	Standard	1	2	3	4	5	6	8	7	9	10	11	12	13	14	15	
Science	H.8.2	Present a scientific solution to a problem involving the earth and space, life and environmental, or physical sciences and participate in a consensus-building discussion to arrive at a group decision																X
Social Studies	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											X					
Social Studies	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												X				X
Social Studies	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												X				
Social Studies	D.8.11	Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment											X					
Social Studies	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											X					
Social Studies	E.8.4	Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community											X					X

3. Wetlands

Great Lakes in My World Unit: Wetlands

www.greatlakes.org

Wisconsin Model

Academic

Standards: Science
and Social Studies

Category	Number	Standard	Activities													
			1	2	3	4	5	6	7	8	9	10	11	12	13	
Science	A.4.2	When faced with a science-related problem, decide what evidence*, models*, or explanations* previously studied can be used to better understand* what is happening now												X		
Science	B.4.1	Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations	X							X		X				
Science	C.4.1	Use the vocabulary of the unifying themes* to ask questions about objects, organisms, and events being studied	X							X		X				
Science	C.4.2	Use the science content being learned to ask questions, plan investigations*, make observations*, make predictions,* and offer explanations.*						X						X	X	
Science	C.4.3	Select multiple sources of information to help answer questions selected for classroom investigations*	X							X		X				
Science	C.4.4	Use simple science equipment safely and effectively, including rulers, balances, graduated cylinders, hand lenses, thermometers, and computers, to collect data relevant to questions and investigations*								X						
Science	C.4.5	Use data they have collected to develop explanations* and answer questions generated by investigations*						X	X						X	
Science	C.4.6	Communicate the results of their investigations* in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means, to display their answers						X				X	X			
Science	C.8.3	Design and safely conduct investigations* that provide reliable quantitative or qualitative data, as appropriate, to answer their questions									X					
Science	C.8.4	Use inferences* to help decide possible results of their investigations, use observations to check their inferences						X								
Science	C.8.5	Use accepted scientific knowledge, models*, and theories* to explain* their results and to raise further questions about their investigations*												X		
Science	C.8.10	Discuss the importance of their results and implications of their work with peers, teachers, and other adults													X	X
Science	C.8.11	Raise further questions which still need to be answered													X	X

3. Wetlands

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13
Science	F.4.2	Investigate* how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment)						X							
Science	F.4.3	Illustrate* the different ways that organisms grow through life stages and survive to produce new members of their type								X					
Science	F.4.4	Using the science themes*, develop explanations* for the connections among living and non-living things in various environments					X	X							
Science	F.8.2	Show* how organisms have adapted structures to match their functions*, providing means of encouraging individual and group survival within specific environments								X					
Science	G.8.4	Propose a design (or re-design) of an applied science model or a machine that will have an impact in the community or elsewhere in the world and show* how the design (or re-design) might work, including potential side-effects												X	
Science	H.4.3	Show* how science has contributed to meeting personal needs, including hygiene, nutrition, exercise, safety, and health care												X	
Science	H.4.4	Develop* a list of issues that citizens must make decisions about and describe* a strategy for becoming informed about the science behind these issues													X
Science	H.8.1	Evaluate* the scientific evidence* used in various media (for example, television, radio, Internet, popular press, and scientific journals) to address a social issue, using criteria of accuracy, logic, bias, relevance of data, and credibility of sources													X
Science	H.8.2	Present a scientific solution to a problem involving the earth and space, life and environmental, or physical sciences and participate in a consensus-building discussion to arrive at a group decision													X
Social Studies	A.4.5	Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world				X									
Social Studies	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				X									
Social Studies	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													X
Social Studies	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													X

4. Human Communities

Great Lakes in My World **Unit: Human Communities**

www.greatlakes.org
Wisconsin Model Academic Standards:
 Science and Social Studies

Category	Number	Standard	Activities												
			4-8 1	3-6 2	K-4 3	K-4 4	4-8 5	3-6 6	4-8 7	4-8 8	4-8 9	4-8 10	K-3 11	4-8 12	
Science	C.8.1	Identify* questions they can investigate* using resources and equipment they have available								X		X	X		
Science	C.8.7	Explain* their data and conclusions in ways that allow an audience to understand the questions they selected for investigation* and the answers they have developed								X		X	X		
Science	C.8.10	Discuss the importance of their results and implications of their work with peers, teachers, and other adults								X	X	X	X		X
Science	C.8.11	Raise further questions which still need to be answered								X		X			
Science	F.4.1	Discover* how each organism meets its basic needs for water, nutrients, protection, and energy* in order to survive			X	X								X	
Science	F.4.4	Using the science themes*, develop explanations* for the connections among living and non-living things in various environments				X		X						X	
Science	F.8.8	Show *through investigations* how organisms both depend on and contribute to the balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system* of life on the planet										X			X
Science	F.8.10	Project how current trends in human resource use and population growth will influence the natural environment, and show how current policies affect those trends.													X
Social Studies	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												X	
Social Studies	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					X								
Social Studies	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					X								X

4. Human Communities

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12
Social Studies	A.8.10	Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment												X

Great Lakes Unit: in My World History

www.greatlakes.org
**Wisconsin Model
 Academic Standards:**
 Science and Social
 Studies

Category	Number	Standard	Activities											
			4-8 1	3-6 2	K-4 3	3-6 4	4-8 5	3-6 6	4-8 7	6-8 8	6-8 9	K-3 10	4-8 11	
Science	A.4.5	When studying a science-related problem, decide what changes* over time are occurring or have occurred			X									
Science	E.4.5	Describe* the weather commonly found in Wisconsin in terms of clouds, temperature, humidity, and forms of precipitation, and the changes* that occur over time, including seasonal changes				X								
Science	F.4.4	Using the science themes*, develop explanations* for the connections among living and non-living things in various environments			X									
Science	F.8.8	Show* through investigations* how organisms both depend on and contribute to the balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system* of life on the planet	X								X	X		X
Science	F.8.9	Explain* how some of the changes* on the earth are contributing to changes in the balance of life and affecting the survival or population growth of certain species	X						X	X	X			X
Science	F.8.10	Project how current trends in human resource use and population growth will influence the natural environment, and show how current policies affect those trends.								X	X			
Social Studies	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	X	X	X	X		X					X	
Social Studies	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				X								
Social Studies	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					X							
Social Studies	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	X						X	X	X			X
Social Studies	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	X	X			X	X	X	X	X			X
Social Studies	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											X	

5. History

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11
Social Studies	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				X							
Social Studies	B.4.10	Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin				X			X				
Social Studies	B.8.4	Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians					X		X				X
Social Studies	B.8.10	Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations	X				X		X	X	X		X
Social Studies	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				X	X		X				
Social Studies	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	X					X		X	X		X

6. Geology and Water Flow

Great Lakes in My World Unit:
Geology and Water Flow

www.greatlakes.org
Wisconsin Model
Academic Standards:
Science and Social
Studies

Category	Number	Standard	Activities											
			4-8 Timelines	K-8 Looking at Landscape	4-8 Water, Water Everywhere	K-3 Follow the water	4-8 Water Flow	4-8 Landscape Changes	3-6 Rock Songs	4-8 Water in Motion	6-8 Whose Water?	6-8 Climate Change	K-3 Geology of My Home	4-8 Shaped By Geology
			1	2	3	4	5	6	7	8	9	10	11	12
Science	A.4.2	When faced with a science-related problem, decide what evidence*, models*, or explanations* previously studied can be used to better understand* what is happening now						X		X				
Science	A.4.3	When investigating* a science-related problem, decide what data can be collected to determine the most useful explanations*								X				X
Science	A.4.5	When studying a science-related problem, decide what changes* over time are occurring or have occurred						X		X		X	X	
Science	A.8.1	Develop their understanding of the science themes* by using the themes to frame questions about science-related issues and problems							X	X				X
Science	A.8.3	Defend explanations* and models* by collecting and organizing evidence* that supports them and critique explanations and models by collecting and organizing evidence that conflicts with them							X	X				X
Science	A.8.6	Use models* and explanations* to predict* actions and events in the natural world						X		X		X		
Science	A.8.7	Design real or thought investigations* to test the usefulness and limitations of a model*			X			X		X				
Science	A.8.8.	Use the themes* of evolution*, equilibrium*, and energy* to predict* future events or changes* in the natural world									X	X		
Science	B.4.1	Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources, to help answer science-related questions and plan investigations							X		X		X	X
Science	B.8.2	Identify* and describe* major changes that have occurred over in conceptual models* and explanations* in the earth and space, life and environmental, and physical sciences and identify* the people, cultures, and conditions that led to these developments						X		X				
Science	C.4.2	Use the science content being learned to ask questions, plan investigations*, make observations*, make predictions*, and offer explanations*		X			X	X	X	X				X
Science	C.4.3	Select multiple sources of information to help answer questions selected for classroom investigations*							X				X	X

6. Geology and Water Flow

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12
Science	C.4.5	Use data they have collected to develop explanations* and answer questions generated by investigations*						X	X			X		X
Science	C.4.6	Communicate the results of their investigations* in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means, to display their answers							X	X			X	X
Science	C.4.7	Support their conclusions with logical arguments								X	X			
Science	C.4.8	Ask additional questions that might help focus or further an investigation*	X						X	X				X
Science	C.8.1	Identify* questions they can investigate* using resources and equipment they have available			X				X					X
Science	C.8.2	Identify* data and locate sources of information including their own records to answer the questions being investigated			X				X					X
Science	C.8.3	Design and safely conduct investigations* that provide reliable quantitative or qualitative data, as appropriate, to answer their questions			X					X				
Science	C.8.4	Use inferences* to help decide possible results of their investigations, use observations to check their inferences			X									
Science	C.8.5	Use accepted scientific knowledge, models*, and theories* to explain* their results and to raise further questions about their investigations*			X				X					
Science	C.8.6	State what they have learned from investigations*, relating their inferences* to scientific knowledge and to data they have collected			X					X				
Science	C.8.7	Explain* their data and conclusions in ways that allow an audience to understand the questions they selected for investigation* and the answers they have developed			X				X	X				X
Science	C.8.8	Use computer software and other technologies to organize, process, and present their data												X
Science	C.8.9	Evaluate*, explain*, and defend the validity of questions, hypotheses, and conclusions to their investigations*								X		X		
Science	C.8.10	Discuss the importance of their results and implications of their work with peers, teachers, and other adults		X	X					X	X	X		
Science	C.8.11	Raise further questions which still need to be answered	X						X					
Science	E.4.1	Investigate* that earth materials are composed of rocks and soils and correctly use the vocabulary for rocks, minerals, and soils during these investigations												
Science	E.4.2	Show* that earth materials have different physical and chemical properties, including the properties of soils found in Wisconsin						X						
Science	E.4.3	Develop descriptions* of the land and water masses of the earth and of Wisconsin's rocks and minerals, using the common vocabulary of earth and space science		X									X	
Science	E.4.6	Using the science themes*, find patterns and cycles in the earth's daily, yearly, and long-term changes*				X								
Science	E.8.1	Using the science themes*, explain* and predict* changes* in major features of land, water, and atmospheric systems	X				X	X	X	X		X	X	X

6. Geology and Water Flow

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12
Science	E.8.3	Using the science themes* during the process of investigation*, describe* climate, weather, ocean currents, soil movements and changes* in the forces acting on the earth						X						
Science	E.8.5	Analyze* the geologic and life history of the earth, including change* over time, using various forms of scientific evidence		X										X
Science	F.8.8	Show* through investigations* how organisms both depend on and contribute to the balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system* of life on the planet			X									
Science	F.8.10	Project how current trends in human resource use and population growth will influence the natural environment, and show how current policies affect those trends.			X						X	X		
Science	H.8.1	Evaluate* the scientific evidence* used in various media (for example, television, radio, Internet, popular press, and scientific journals) to address a social issue, using criteria of accuracy, logic, bias, relevance of data, and credibility of sources												X
Science	H.8.2	Present a scientific solution to a problem involving the earth and space, life and environmental, or physical sciences and participate in a consensus-building discussion to arrive at a group decision										X		
Social Studies	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		X		X	X							
Social Studies	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		X									X	
Social Studies	A.4.5	Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world						X						
Social Studies	A.4.7	Identify connections between the local community and other places in Wisconsin, the United States, and the world				X				X				
Social Studies	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					X							
Social Studies	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 glaciation	X					X		X				X
Social Studies	A.8.7	Describe the movement of people, ideas, diseases, and products throughout the world												
Social Studies	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		X										
Social Studies	A.8.10	Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment										X		

6. Geology and Water Flow

Category	Number	Standard	1	2	3	4	5	6	7	8	9	10	11	12
Social Studies	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			X					X	X	X		
Social Studies	B.4.2	Use a timeline to select, organize, and sequence information describing eras in history	X										X	
Social Studies	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						X						
Social Studies	B.8.9	Explain the need for laws and policies to regulate science and technology									X	X		
Social Studies	B.8.10	Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations												
Social Studies	C.8.2	Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system			X									
Social Studies	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									X	X		
Social Studies	D.8.3	Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets									X			
Social Studies	D.8.11	Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment			X					X	X	X		X
Social Studies	E.8.15	Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis												