### Appendix C
#### GEOG 342

<table>
<thead>
<tr>
<th>Content standard</th>
<th>Assessment tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Social Studies teachers shall demonstrate knowledge and skill in:</strong></td>
<td></td>
</tr>
<tr>
<td>1. The history, organization, conceptual framework, modes of inquiry, ethics, and current research and methodologies of the disciplines within the Wisconsin model Academic Standards</td>
<td>Essay and short answer exams and a research paper will document knowledge required by the Wisconsin Academic Standards.</td>
</tr>
<tr>
<td>2. The major themes, basic principles, philosophic bases, ethics, assumptions, perspectives and schools of thought of the disciplines</td>
<td>Themes, principles, philosophy, ethics, assumptions, perspectives and schools of thought will be demonstrated through discussions, written questions, and research paper.</td>
</tr>
<tr>
<td>3. The practical applications of the methodology appropriate to the disciplines</td>
<td>Methods appropriate to the discipline will demonstrated through discussion, written exams, and research paper.</td>
</tr>
<tr>
<td>4. The application of knowledge of each discipline to past and present economic, social, cultural, and political events and situation.</td>
<td>The present situation is analyzed in terms from a spatio-temporal perspective and will be demonstrated through discussions and written exam questions.</td>
</tr>
<tr>
<td>5. The skills associated with the discipline including:</td>
<td>Written exam questions and research paper will address a number of these issues and serve as the means of assessment for this standard.</td>
</tr>
<tr>
<td>- Communication.</td>
<td></td>
</tr>
<tr>
<td>- Data-gathering.</td>
<td></td>
</tr>
<tr>
<td>- Model building.</td>
<td></td>
</tr>
<tr>
<td>- Problem solving.</td>
<td></td>
</tr>
<tr>
<td>- Policy making.</td>
<td></td>
</tr>
<tr>
<td>- Narrative explanation.</td>
<td></td>
</tr>
<tr>
<td>- Decision-making.</td>
<td></td>
</tr>
<tr>
<td>- Scenario building.</td>
<td></td>
</tr>
<tr>
<td>- Identification of multiple perspectives.</td>
<td></td>
</tr>
<tr>
<td>- The ability to observe, organize, interpret, infer, analyze, question, evaluate, synthesize, form hypotheses, recognize bias, weigh alternative and develop participatory skills.</td>
<td></td>
</tr>
<tr>
<td>6. The interdisciplinary nature and integrative aspects of the disciplines in social studies and their connections with disciplines other than social studies.</td>
<td>Since geography is an integrative science that draws on all of these areas, these will be assessed in written exams, class discussions, and research paper.</td>
</tr>
<tr>
<td>7. The strategies for conducting investigations and research using multiple primary and secondary sources.</td>
<td>The research paper will serve as the major method for assessment of use and applicability of primary and secondary data.</td>
</tr>
<tr>
<td>8. The Wisconsin Model Academic Standards for Social Studies in order to assess the evidence or assessment of student understanding and develop curriculum.</td>
<td></td>
</tr>
<tr>
<td>9. Professional organizations, publications, and resources in social studies.</td>
<td>The research paper will assess mastery of this standard.</td>
</tr>
<tr>
<td>10. State and national laws and current leadership initiatives in the discipline.</td>
<td></td>
</tr>
<tr>
<td>Geography Content Standards</td>
<td>Assessment Tool</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1. Constructing, using and refining mental map of locales, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape</td>
<td>Mapping exercise and map quiz will be employed to assess student’s performance for this standard.</td>
</tr>
<tr>
<td>2. Creating, interpreting, using and distinguishing various representation of Earth such as maps, globes, and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, images and three dimensional models.</td>
<td>Mapping exercise and map use tasks throughout the class will have students working with a variety of representations of the earth, mastery of the understanding of these will performed in quizzes, exercises, written exam questions, and research paper.</td>
</tr>
<tr>
<td>3. Estimating and calculating distance, scale, area and density to distinguish spatial distribution patterns</td>
<td>Mapping exercise, exam questions, and research paper will assess student’s understanding of these concepts.</td>
</tr>
<tr>
<td>4. Locating, distinguishing, describing the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate and natural resources</td>
<td>Exam questions will serve as the assessment tool for this standard.</td>
</tr>
<tr>
<td>5. Physical system changes and their impacts on humans both locally and globally</td>
<td>Exam questions and class discussions will provide the assessment tool for this standard.</td>
</tr>
<tr>
<td>6. How people create places from the interplay of culture, human needs, systems of values and ideals, and government policies.</td>
<td>Exam questions and class discussions will provide the assessment tool for this standard.</td>
</tr>
<tr>
<td>7. Examining, interpreting and analyzing the interaction of human beings and their physical environments</td>
<td>Exam questions, mapping exercises, and class discussions will provide the assessment tool for this standard.</td>
</tr>
<tr>
<td>8. The ways Earth’s physical features have changed over time; and describe and assess the ways historical events have influenced and have been influenced by physical and human geographic features.</td>
<td>Exam questions and discussions will serve as the primary assessment tool for this standard.</td>
</tr>
<tr>
<td>9. Analyzing social and economic effects of environmental changes and crises</td>
<td>Exam questions and discussions will serve as the primary assessment tool for this standard.</td>
</tr>
<tr>
<td>10. Comparing, and evaluating existing alternative uses of resources and land use in communities, regions, nations, and the world</td>
<td>Exam questions, mapping exercises, and class discussions will provide the assessment tool for this standard.</td>
</tr>
<tr>
<td>11. The changes caused by past decisions which have altered the spatial arrangement of their local communities and to speculate about the impacts of current discussion which may cause change to the community.</td>
<td>Exam questions, mapping exercises, and class discussions will provide the assessment tool for this standard.</td>
</tr>
</tbody>
</table>
### History Content Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tracing and analyzing chronological periods and identifying the relationships of significant social, political, and economic themes and key concepts including multiple perspectives and historical and contemporary viewpoints in United States history and western and non-western history from antiquity to modern times as identified in the Wisconsin Model Academic Standards for Social Studies</td>
<td>Exam questions and class discussions will provide the assessment tool for this standard.</td>
</tr>
<tr>
<td>2. Conducting historical research and analysis using primary and secondary sources and historiographic themes to construct historical arguments</td>
<td></td>
</tr>
<tr>
<td>3. Applying historical knowledge to current issues, situations, and events in the world</td>
<td>Exam questions and class discussions will provide the assessment tool for this standard.</td>
</tr>
<tr>
<td>4. The role of change brought about by technological, philosophic, religious, cultural, political, and economic forces.</td>
<td>Exam questions and class discussions will provide the assessment tool for this standard.</td>
</tr>
<tr>
<td>5. The interaction of global and national interests in the modern world.</td>
<td>Exam questions and class discussions will provide the assessment tool for this standard.</td>
</tr>
<tr>
<td>6. How historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions asked and the evidence used.</td>
<td></td>
</tr>
</tbody>
</table>

### Economics Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The principles of microeconomics including fundamental concepts and the characteristics of economic system including market, tradition,</td>
<td></td>
</tr>
<tr>
<td>2. The principles of macroeconomics including the role of government, fiscal policy, and monetary policy.</td>
<td></td>
</tr>
<tr>
<td>3. The principles of money and banking including central banks, financial markets, savings, investing, and personal finance.</td>
<td></td>
</tr>
<tr>
<td>4. The American economic systems, its institutions and its historical development.</td>
<td></td>
</tr>
<tr>
<td>5. Analyzing persistent economic problems including market and government failures and the application of economic principles to other social sciences</td>
<td>Exam questions and class discussions will provide the assessment tool for this standard.</td>
</tr>
<tr>
<td>6. The principles of international economics including trade, interdependence, international economic organizations and international exchange</td>
<td>Exam questions and class discussions will provide the assessment tool for this standard.</td>
</tr>
</tbody>
</table>
## Anthropology Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describing and analyzing the major components that make up a culture.</td>
<td>Exam questions and class discussions will provide the assessment tool for this standard.</td>
</tr>
<tr>
<td>2. The major cultural areas of the world and representative societies from each of the areas.</td>
<td></td>
</tr>
<tr>
<td>3. How people from various cultural perspectives and frames of reference may interpret data and experiences.</td>
<td></td>
</tr>
<tr>
<td>4. The factors that lead to conflict and cooperation between cultures, how conflicts are resolved and how cooperation is sustained.</td>
<td></td>
</tr>
<tr>
<td>5. The cultures of American Indian tribes and bands in Wisconsin.</td>
<td></td>
</tr>
</tbody>
</table>

## Sociology Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describing and applying each of the sociological perspectives (functionalist, conflict, and interactionist) methods of social research and the</td>
<td>Exam questions and class discussions will provide the assessment tool for this standard.</td>
</tr>
<tr>
<td>2. The key concepts of culture and/or society, socialization and the self and social structure.</td>
<td></td>
</tr>
<tr>
<td>3. Distinguishing between primary and secondary groups; peer and primary groups; and recognizing characteristics of informal and formal structures within an organization</td>
<td></td>
</tr>
<tr>
<td>4. Methods of social control and differentiate between deviance and crime.</td>
<td></td>
</tr>
<tr>
<td>5. Social stratification and social inequality and its relation to race, ethnicity, gender and age and their relationship to interactions between individuals, groups and institutions in society.</td>
<td>Exam questions and class discussions will provide the assessment tool for this standard.</td>
</tr>
<tr>
<td>6. Analyzing the function of the social institutions of family, the economy, politics, religion, education, science/technology and arts and entertainment and how they further both continuity and change, meet individual needs, and promote the common good in contemporary and historical settings.</td>
<td></td>
</tr>
<tr>
<td>7. Comparing and contrasting the functionalist and conflict perspectives of these institutions.</td>
<td></td>
</tr>
<tr>
<td>8. The demographic concepts which influence changes in population such as migration, industrialization, urbanization and suburbanization.</td>
<td>Exam questions and class discussions will provide the assessment tool for this standard.</td>
</tr>
<tr>
<td>9. The theories and types of collective behavior, social movements and social change.</td>
<td></td>
</tr>
</tbody>
</table>