

WISCONSIN BIOGRAPHIES

Standards Addressed

Wisconsin Model Academic Standards for Social Studies

For Grade 4:

Standard B: History

- 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.4.2 Use a timeline to select, organize, and sequence information describing eras in 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.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.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice
- 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.4.7 Identify and describe important events and famous people in Wisconsin and United States history
- B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations

Standard E: Behavioral Sciences

- E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens
- E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters

Common Core State Standards for English Language Arts

English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: Grade 4

Reading: Informational Text

- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.



WISCONSIN BIOGRAPHIES

- RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.

Writing

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic
- W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- SL.4.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Common Core State Standards for Literacy in All Subjects

Literacy in All Subjects: Grades 6-12

Reading for Literacy in Science and Technical Subjects

- RST.6-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–12 texts and topics.



WISCONSIN BIOGRAPHIES

Wisconsin's Model Academic Standards for Art and Design Education

For Grade 8:

Standard C: Visual Design and Production

C.8.3 Know how the design of art changes its meaning

Standard F: Visual Media and Technology

F.8.5 Understand the effects of production techniques on viewers' perceptions

Standard G: Art and Design Criticism

G.8.1 Know that visual images are important tools for thinking and communicating

G.8.2 Know how to find the meanings in artwork

G.8.3 Analyze the meanings of artworks and design

Standard J: Cultural and Aesthetic Understanding

J.8.5 Explore their own ideas about the purposes and meanings of art

J.8.10 Develop the ability to reflect and talk about works of art

For Grade 12:

Standard F: Visual Media and Technology

F.12.5 Understand the effects of production techniques on viewers' perceptions

Standard G: Art and Design Criticism

G.12.2 Know how to find the meanings in artwork

G.12.3 Interpret more complex meanings in challenging works of art, including media

Standard J: Cultural and Aesthetic Understanding

J.12.5 Understand their own ideas about the purposes and meanings of art

J.12.10 Reflect and talk about works of art

