

# Wisconsin Standards for Social Studies

## What is social studies education?

Social studies is the integrated study of economics, geography, history, political science, and the behavioral sciences of psychology, sociology, and anthropology to promote civic competence. The standards outlined in this document provide an important foundation to prepare students to become engaged, informed participants committed to the ideas and values of our democratic republic, able to apply the skills of inquiry, collaboration, decision-making, and problem-solving (adapted from the National Council for the Social Studies definition).

The *Vision for Wisconsin Social Studies* was written in 2015 by the State Superintendent's K-12 Social Studies Advisory Committee:

*Wisconsin students will become civically-engaged problem-solvers who critically examine their roles in local, regional, state, national, and global communities. Through the study and application of the individual disciplines of social studies (behavioral sciences, economics, geography, history, and political science), students become lifelong learners able to collaborate and thrive in our interdependent world.*

## Wisconsin's approach to standards in social studies

The *Wisconsin Standards for Social Studies* were written by a committee of educators, professors, and business people from across the state. This team was tasked with outlining what content, practices, and ways of thinking are critical for Wisconsin students to be college, career, and community ready upon high school graduation.

The foundational documents and supports for this group include:

- *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (National Council for the Social Studies, 2013);
- *National Curriculum Standards for Social Studies* (National Council for the Social Studies, 2010);
- Specific content standards from national organizations, including: *Geography for Life: National Geography Standards* (Geography Education National Implementation Project, 2012), *National Standards for High School Psychology Curricula* (American Psychological Association, 2011), *National Standards for History* (National Center for History in the Schools, 1996), and *Voluntary National Content Standards in Economics* (Council for Economic Education, 2010); and
- State Social Studies Standards, including *Wisconsin's Model Academic Standards for Social Studies* (1998), *Academic Standards K-12 Social Studies* (Arizona Department of Education, 2017 draft), *Delaware State Standards for Social Studies* (2016), *Social Science Learning Standards* (Illinois State Board of Education, 2016).

# Standards Structure

Discipline: Social Studies

Content Area (Strand): History

**Standard:** Broad statement that tells what students are expected to know or be able to do

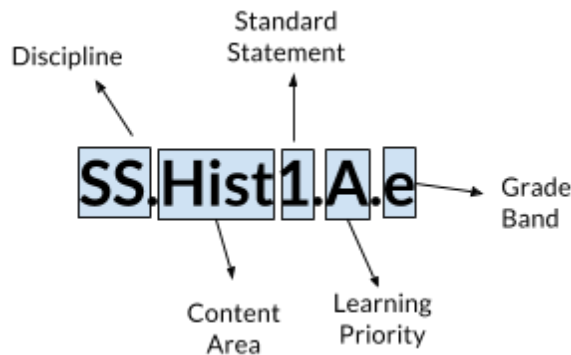
**Learning Priority:** Breaks down the broad statement into manageable learning pieces

**Performance Indicator by Grade**

**Band:** Measurable degree to which a standard has been developed and/or met

Discipline: Social Studies				
Content Area: History (Hist)				
Standard SS.Hist1: Wisconsin students will use historical content for determining cause and effect.				
Learning Priority	Performance Indicators (By Grade Band)			
	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
Hist1.a: Cause	SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.	SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.	SS.Hist1.a.h Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals were affected by various causes.
Hist1.b: Effect	SS.Hist1.b.e Identify one or more effects of an event, issue, or problem.	SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.	SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.	SS.Hist1.b.h Evaluate multiple intended and unintended, long- and short-term effects and evaluate how different groups were affected in different ways.

How to read the standards codes for a performance indicator:



“Content areas” for Social Studies in this code structure include:

- Inq - Inquiry
- BH - Behavioral Sciences
- Econ - Economics
- Geog - Geography
- Hist - History
- PS - Poli Sci

All new Wisconsin standards are formatted to a common template to support educators in reading and interpreting them.

## Grade Bands

Grade bands of K-2, 3-5, 6-8, and 9-12 align to typical elementary (e), intermediate (i), middle (m), and high school (h) levels. Each row of learning priorities shows a progression of indicators across the grade bands.

Each performance indicator is associated with a suggested grade level within the elementary and intermediate grade bands; the code for the performance indicator notes the appropriate grade level at the end. For example, **SS.Econ1.a.1** refers to the developmentally appropriate understanding of economic decision-making for the K-2 grade band, and it is suggested that this content be learned in grade 1. These grade levels are recommended to offer guidance and assistance to districts, and to support consistency across the state, state standardized assessment preparation, and student transfers between districts. With local control, districts can assign performance indicators to elementary grade levels that best fit their needs. If an indicator uses the term “e” or “i”, it is appropriate to use at all grade levels in a band.

Performance indicators at the middle and high school grade bands are not associated with suggested grade levels, so the codes are simply “m” for middle school, and “h” for high school.

Some performance indicator boxes are intentionally left blank where it is not developmentally appropriate to teach a particular social studies topic at that grade band level.

## Definitions

The use of “i.e.” and “e.g.” in the indicators is in the manner of the original Latin. The abbreviation “i.e.”, from the Latin *id est*, means “that is”, and is used as a definition (required information). The abbreviation “e.g.” is from the Latin *exempli gratia*, and means “for example” (suggested information).

**Inquiry:** A systematic investigation with five distinct parts: questioning, research, analysis, communication of results, and civic engagement.

**Technology:** The sum of the ways in which social groups provide themselves with the material objects of their civilization.

## Social Studies Strands

**“Nobody works harder at learning than a curious kid.”**  
Thomas Friedman (*The World is Flat: A Brief History of the Twenty-First Century*)



### **Inquiry Strand**

Advances in human knowledge come about not because people can memorize factoids or were great at filling out worksheets in school; rather, they come about when people ask questions and pursue those questions in reasoned self-critical ways. This is the essence of inquiry, beginning with questions to be answered and the work needed to begin to answer them, and is the reason that the social studies C3 document, developed by 15 professional social studies and content area associations, is built around the “inquiry arc” (developing questions/students learning to use disciplinary tools and concepts/evaluating sources and using evidence/communicating conclusions).\*

Teaching our social studies content incorporating the inquiry arc offers students the opportunity to investigate questions in a deep and engaging manner, and offers our students the opportunity to work collaboratively, as well as individually, on significant questions within the social studies disciplines. Inquiry can and should be used within all social studies disciplines and, as such, is an “umbrella strand” covering all content strands.

Teaching with the inquiry arc is a process that can move from teacher-structured inquiries to guided individual inquiry. The proper use of the inquiry arc and within our classrooms, along with other thoughtful social studies strategies, will help our students build the intellectual habits of mind that will be with them long after the content is forgotten; that can create in our students the confidence in their own skills to make sense of an increasingly complex world.

\**Social Studies For the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, National Council for the Social Studies, 2013.

### **Behavioral Sciences Strand**



Learning about the behavioral sciences helps students understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual’s uniqueness is essential to understanding the influence on self and on others.



### **Economics Strand**

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens.



### **Geography Strand**

Students gain geographical perspectives of the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments.



### **History Strand**

Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future.



### **Political Science Strand**

Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact.



# Wisconsin Standards for Social Studies

## *At-A-Glance: Wisconsin Standards for Social Studies*

### **Wisconsin students will...**

#### **Inquiry**

1. Construct meaningful questions that initiate an inquiry.
2. Gather and evaluate sources.
3. Develop claims using evidence to support reasoning.
4. Communicate and critique conclusions.
5. Be civically engaged.

#### **Behavioral Science**

1. Examine individual cognition, perception, behavior, and identity (Psychology).
2. Investigate interactions between individuals and groups (Sociology).
3. Assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).
4. Examine the progression of the influence of technology.

#### **Economics**

1. Use economic reasoning to understand issues.
2. Analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
3. Analyze how an economy functions as a whole (Macroeconomics).
4. Evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).
5. Assess economic interdependence of regions and countries through trade.

#### **Geography**

1. Use geographic tools and ways of thinking to analyze the world.
2. Analyze human movement and population patterns.
3. Examine the impacts of global interconnections and relationships.
4. Evaluate the relationship between identity and place.
5. Evaluate the relationship between humans and the environment.

#### **History**

1. Use historical content for determining cause and effect.
2. Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
3. Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.
4. Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

#### **Political Science**

1. Identify and analyze democratic principles and ideals.
2. Examine and interpret rights, privileges, and responsibilities in society.
3. Analyze and evaluate the structures and purposes of political and civic institutions.
4. Analyze, apply, and evaluate political and civic processes.
5. Develop and employ skills for civic literacy.

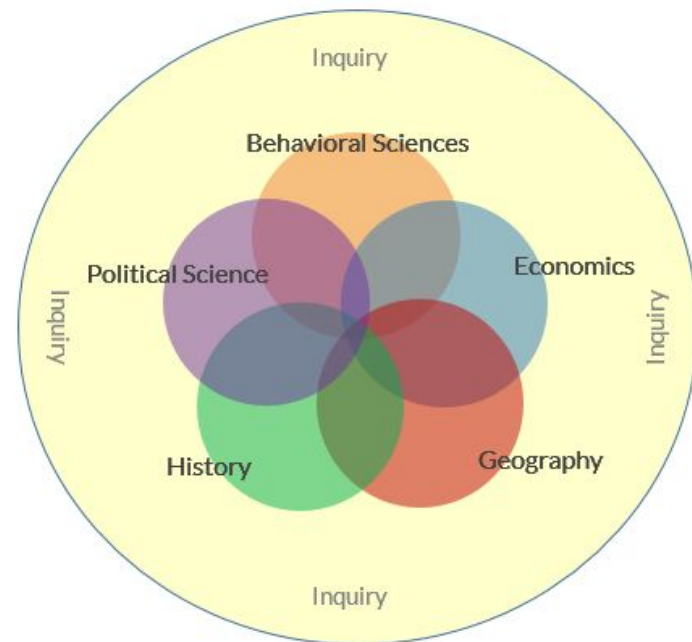
## Standards, Learning Priorities, and Performance Indicators for Social Studies

The Wisconsin Standards for Social Studies outline what students should know and be able to do upon graduation from a Wisconsin public high school to prepare for college, career, and community life. The standards are divided into six strands: Inquiry, Behavioral Sciences, Economics, Geography, History, and Political Science. Each strand has four or five standard statements which are divided into learning priorities and performance indicators which progress across the grade bands.

The strands in social studies are meant to be used together; for example, although trade and movement of goods and services is an important aspect to the study of human geography, indicators on trade will mostly be found in the economics strand. It will be helpful to educators and districts conducting a curriculum review to unpack the standards in **every** strand to see where they are best met in the local district. Research in social studies education supports this; studies have shown that students recall and understand themes and topics better if the social studies strands are integrated and not taught in isolation.

The inquiry strand provides a key aspect of social studies teaching and learning. It emphasizes how students should be engaging in accessing all courses and strands of social studies, and is supported by the work of the *College, Career, and Civic Life Ready Framework for State Social Studies Standards*, published by the National Council for the Social Studies in 2013.

The visual shows how the strands of social studies should be integrated into the curriculum and how the inquiry arc surrounds the content.



# Inquiry



Inquiry can and should be used within all social studies disciplines and, as such, is an “umbrella strand” covering all content strands.

Discipline: Social Studies				
Content Area: Inquiry (Inq)				
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.				
	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>Inq1.a: Develop questions based on a topic</b>	SS.Inq1.a.e Explain why/how a provided question is important to understanding the world around us.	SS.Inq1.a.i Develop list of open- and closed-ended questions on a topic or issue.	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.	SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.
<b>Inq1.b: Plan inquiry</b>	SS.Inq1.b.e When provided with a question, determine what other questions are needed to support the	SS.Inq1.b.i Develop list of questions that support the research through discussion and	SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the	SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research



	research (i.e., “What more do we need to know?”).	investigation to guide inquiry.	inquiry.	proposal.
<b>Standard SS.Inq2: Wisconsin students will gather and evaluate sources.</b>				
<b>Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry</b>	SS.Inq2.a.e Determine what resources would be valuable for a given inquiry.	SS.Inq2.a.i Sort a variety of student- and teacher-provided resource options from various sources into helpful categories to guide the inquiry.	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through personal research.	SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.
<b>Inq2.b: Evaluate sources</b>	SS.Inq2.b.e Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.	SS.Inq2.b.i Evaluate resources to determine which best support the inquiry and supporting questions.	SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.	SS.Inq2.b.h Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.
<b>Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.</b>				
<b>Inq3.a: Develop claims to answer inquiry question</b>	SS.Inq3.a.e With prompting and support, state a claim to answer a question that the class is considering.	SS.Inq3.a.i Create a thesis statement based on evidence found in sources to make a claim.	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.	SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.
<b>Inq3.b: Cite evidence from multiple sources to support claim</b>	SS.Inq3.b.e Determine which evidence in teacher-provided sources support a claim that answers a compelling question.	SS.Inq3.b.i Select appropriate evidence from sources to support a claim.	SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).	SS.Inq3.b.h Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

<b>Inq3.c: Elaborate how evidence supports claim</b>	SS.Inq3.c.e Explain how evidence supports a claim for a class inquiry.	SS.Inq3.c.i Assess how evidence supports a claim.	SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.	SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.
<b>Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.</b>				
<b>Inq4.a: Communicate conclusions</b>	SS.Inq4.a.e Present claims that elaborate student discoveries.	SS.Inq4.a.i Communicate claims and generate conclusions from a variety of teacher-provided presentation options.	SS.Inq4.a.m Present claims and findings from a choice of a variety of media (i.e., video or online documentaries, exhibits, research papers, or web pages).	SS.Inq4.a.h Communicate a claim while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.
<b>Inq4.b: Critique conclusions</b>	SS.Inq4.b.e Respond effectively to questions about their inquiry.	SS.Inq4.b.i Evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.	SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.	SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.
<b>Standard SS.Inq5: Wisconsin students will be civically engaged.</b>				
<b>Inq5.a: Civic engagement</b>	SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	SS.Inq5.a.i Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	SS.Inq5.a.m Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

# Behavioral Sciences



Discipline: Social Studies

Content Area: Behavioral Sciences (BH)

Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).

	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>BH1.a: Individual cognition, perception, and behavior</b>	SS.BH1.a.2 Evaluate why an adult might react differently than a child to a situation.	SS.BH1.a.4 Describe how the way a person reacts to something is affected by their family, school, and culture.	SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.	SS.BH1.a.h Analyze biological, psychological, and sociocultural factors that influence a person's cognition, perception, and behavior.  Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.  Using scientific practices, conduct research related to a problem or

				issue affecting individuals and/or society.
<b>BH1.b: Personal identity and empathy</b>	SS.BH1.b.2 Explain why one person could be curious and another nervous in the same situation.	SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, and social class can affect someone's life.	SS.BH1.b.m Examine the effects of ethnic and/or gender discrimination on identity.	SS.BH1.b.h Examine the development of ethnic and/or gender identity in a person.  Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.
<b>Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).</b>				
<b>BH2.a: Relationship of people and groups</b>	SS.BH2.a.K-1 Describe how groups of people are alike and different.	SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	SS.BH2.a.m Summarize the role culture plays in personal and group behavior.  Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).	SS.BH2.a.h Investigate how language and culture can unify a group of people.  Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).
<b>BH2.b: Cultural patterns</b>	SS.BH2.b.1 Infer ways people change and adapt to new situations in places and within a family.	SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.	SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.	SS.BH2.b.h Critique interpretations of how different cultures interact with their environment.

**Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).**

<p><b>BH3.a: Social Interactions</b></p>	<p>SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?).</p>	<p>SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.</p>	<p>SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p>	<p>SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.  Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p>
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**Standard SS.BH4: Students will examine the progression of specific forms of technology and their influence within various societies.**

<p><b>BH4.a: Progression of technology</b></p>	<p>SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.</p>	<p>SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).</p>	<p>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p>	<p>SS.BH4.a.h Evaluate the purpose for which a technology is created, and analyze the consequences (intended and unintended) to different cultures.</p>
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# Economics



<b>Discipline: Social Studies</b>				
<b>Content Area: Economics (Econ)</b>				
<b>Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.</b>				
	<b>Performance Indicators (By Grade Band)</b>			
<b>Learning Priority</b>	<b>K-2 (e)</b>	<b>3-5 (i)</b>	<b>6-8 (m)</b>	<b>9-12 (h)</b>
<b>Econ1.a: Choices and Decision-Making</b>	<p>SS.Econ1.a.1 Differentiate between a “want” and a “need”.</p> <p>Describe resources that are important or useful to you, your family, community, and country.</p>	<p>SS.Econ1.a.3 Use economic thinking to compare and contrast the costs and benefits of a decision.</p> <p>Categorize different limited resources (e.g., money, materials, time, labor).</p>	<p>SS.Econ1.a.m Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations.</p> <p>Assess how limited resources impact the choices of individuals, households, communities, businesses, and countries.</p>	<p>SS.Econ1.a.h Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.</p>

<b>Econ1.b: Incentives</b>	SS.Econ1.b.2 Predict a person's change in behavior in response to different potential rewards.	SS.Econ1.b.4 Given a real-world situation, infer potential incentives.	SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.	SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.
<b>Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).</b>				
<b>Econ2.a: Consumers, Producers, and Markets</b>	SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).	SS.Econ2.a.3-4 Compare two markets found in the local community.  Differentiate between goods and services.	SS.Econ2.a.m Analyze the role of consumers and producers in product markets.  Provide examples of how individuals and households are both consumers and producers.	SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.  Analyze the roles of the market for goods and services and the market for factors of production.
<b>Econ2.b: Supply, Demand, and Competition</b>	SS.Econ2.b.2 Define market and categorize prices of products in a local market.	SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.	SS.Econ2.b.m Investigate what determines market clearing (i.e., equilibrium) price and the dual relationship between price and supply or demand.  Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.	SS.Econ2.b.h Differentiate between supply and demand and the resulting impact on equilibrium outcomes.  Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.
<b>Econ2.c: Firm/Business Behavior and Costs of Production</b>	SS.Econ2.c.2 Predict how producers use resources to make goods, deliver services, and earn profits.	SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services.	SS.Econ2.c.m Categorize factors of production and how they are combined to make goods and deliver services.	SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.

		Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.	Evaluate how profits influence sellers in markets.	Differentiate between and calculate revenue and profit for a given firm.
<b>Standard SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).</b>				
<b>Econ3.a: Economic Indicators</b>	SS.Econ3.a.1 Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).	SS.Econ3.a.4 Investigate how the cost of things changes over time.	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.	SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices.  Analyze why unemployment rates differ for people of different ages, races, and genders.  Use economic indicators to analyze the current and future state of the economy.
<b>Econ3.b: Money</b>	SS.Econ3.b.1 Categorize types of money (e.g., coins, bills), and explain why money is used.  Formulate reasons why people save.	SS.Econ3.b.5 Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.	SS.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).  Assess how interest rates influence borrowing and investing.	SS.Econ3.b.h Evaluate the structure and functions of money in the United States, including the role of interest rates.
<b>Econ 3.c: Economic Fluctuations and Business Cycles</b>			SS.Econ3.c.m Critique the use of Gross Domestic Product (GDP) to assess the "health" of an economy.	SS.Econ3.c.h Connect the components of Gross Domestic Product (GDP) to different parts of an economy, and differentiate between real and nominal GDP.  Compare and contrast the parts of a business cycle of an economy



				(i.e., expansion/prosperity, peak, contraction/recession, trough).
<b>Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).</b>				
<b>Econ4.a: Economic Systems and Allocation of Resources</b>	SS.Econ4.a.2 Hypothesize how a good gets to the local community market.	SS.Econ4.a.3 Trace the chain of supply for a needed product (e.g., food, shelter).	SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).	SS.Econ4.a.h Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems, and analyze how they have been affected by specific political and social systems and important events.  Analyze how the allocation of resources can impact the distribution of wealth and income equality/inequality.
<b>Econ4.b: Institutions</b>	SS.Econ4.b.1 Classify different jobs people have and how these jobs help others.  Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.	SS.Econ4.b.4-5 Assess the role of economic institutions (e.g., banks, government) in helping individuals and society.  Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).	SS.Econ4.b.m Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.  Assess rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).	SS.Econ4.b.h Analyze the impact economic institutions (such as the Federal Reserve, property rights, legal systems/rule of law, corporations, minimum wage, regulations) have on our nation.  Assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).

<b>Econ4.c: Role of Government</b>	SS.Econ4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.	SS.Econ4.c.5 Predict reasons a government taxes people.	SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.	SS.Econ4.c.h Evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid).  Justify the selection of fiscal and monetary policies in expanding or contracting the economy.
<b>Econ4.d: Impact of Government Interventions</b>	SS.Econ4.d.1 Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).	SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.	SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.	SS.Econ4.d.h Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living.  Analyze the effectiveness of how people, government, policies and economic systems have attempted to address income inequality and working conditions both now and in the past
<b>Standard SS.Econ5: Wisconsin students will assess economic interdependence of regions and countries through trade.</b>				
<b>Econ5.a: Specialization, Trade, and Interdependence</b>	SS.Econ5.a.2 Investigate how people can benefit themselves and others by developing special skills and strengths.  Hypothesize why people in one country trade goods with people in another country.	SS.Econ5.a.3 Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America).  Identify examples of U.S. exports and imports.	SS.Econ5.a.m Summarize the role of specialization on trade and cost of goods/services.  Summarize the benefits and costs of trade policies to individuals, businesses, society, and trade among countries.	SS.Econ5.a.h Draw conclusions of the effect of specialization and trade on production and consumption.  Critique the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.

				<p>Analyze the role of comparative advantage in international trade of goods and services.</p> <p>Evaluate trade agreements that restrict and/or enhance trade among countries, including the United States.</p>
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# Geography



**Discipline: Social Studies**

**Content Area: Geography (Geog)**

**Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.**

	<b>Performance Indicators (By Grade Band)</b>			
<b>Learning Priority</b>	<b>K-2 (e)</b>	<b>3-5 (i)</b>	<b>6-8 (m)</b>	<b>9-12 (h)</b>
<b>Geog1.a: Tools of Geography</b>	<p>SS.Geog1.a.1 Recognize the difference between maps and globes, and why someone might choose one over the other for a given task.</p>	<p>SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment.</p>	<p>SS.Geog1.a.m Draw maps, charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation) to ask and answer geographic questions (e.g., Where? Why there? So what?).</p> <p>Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).</p>	<p>SS.Geog1.a.h Analyze printed and digital maps to ask and answer geographic questions (e.g., Where? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real world problems.</p> <p>Identify how current geospatial technologies (e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.</p>

<p><b>Geog1.b: Spatial Thinking (map interpretation)</b></p>	<p>SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.</p>	<p>SS.Geog1.b.i Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>	<p>SS.Geog1.b.m Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.</p>	<p>SS.Geog1.b.h Interpret maps and images (e.g., political, physical, relief, thematic, virtual/electronic) to analyze geographic problems and changes over time.</p>
<p><b>Geog1.c: Mental Mapping/Maps from Memory</b></p>	<p>SS.Geog1.c.1 Draw a map of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.</p>	<p>SS.Geog1.c.4-5 Create and label a map of the local community, state, tribal lands, and country, including both physical (e.g., water and land formations) and human (e.g., roads, buildings) characteristics.</p> <p>Identify and draw regions in the Wisconsin and the United States.</p>	<p>SS.Geog1.c.m Locate regions, and physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</p> <p>Compare mental maps shaped by individual perceptions of people, places, regions, and environments.</p>	<p>SS.Geog1.c.h Compare and contrast a mental map before and after an event to see if perception reshaped their perspectives.</p> <p>Explain how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region</p>
<p><b>Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.</b></p>				
<p><b>Geog2.a: Population and Place</b></p>	<p>SS.Geog2.a.K-1 Analyze where and why people live in certain places.</p> <p>Classify the local community as rural, suburban, urban, or tribal.</p>	<p>SS.Geog2.a.3 Categorize the populations of people living in their state and country.</p> <p>Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth</p>	<p>SS.Geog2.a.m Analyze why populations increase or decrease in a given place.</p> <p>Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).</p>	<p>SS.Geog2.a.h Evaluate population policies by analyzing how governments affect population change.</p> <p>Analyze population compositions (e.g., age, sex, ethnicity) and the different implications for a country.</p>

		(e.g.,community, state, region, country/nation).		
<b>Geog2.b: Reasons People Move</b>	SS.Geog2.b.2 Identify why people have moved to and away from their community.	SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world.	SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.	SS.Geog2.b.h Evaluate the impact of major international migrations on physical and human systems.
<b>Geog2.c: Impact of Movement</b>	SS.Geog2.c.2 Describe population changes in their community over time.	SS.Geog2.c.5 Describe population changes in their state, and country over time.	SS.Geog2.c.m Analyze the role of population shifts in why places change over time.  Evaluate the impact of migration on the place of origin and the place of settlement.	SS.Geog2.c.h Analyze the social impact of movement of people to different locations.
<b>Geog2d. Urbanization</b>	SS.Geog2.d.1 Identify differences between rural and urban areas.	SS.Geog2.d.4-5 Summarize positive and negative factors of cities.  Identify the location and patterns of cities within our state and country.	SS.Geog2.d.m Investigate the impact of rural decline and the growth of cities on a place.  Analyze patterns of urbanization around the world.	SS.Geog2.d.h Create a plan to support or decrease the impact of rural decline and the growth of cities on a place.  Evaluate the impact of spatial inequality as a result of urbanization.
<b>Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.</b>				
<b>Geog3.a: Distribution of Resources</b>	SS.Geog3.a.1 Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?)	SS.Geog3.a.5 Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.	SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement.	SS.Geog3.a.h Evaluate how the prospect of gaining access to resources in contested zones creates competition among countries.  Assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.

<b>Geog3.b: Networks</b>	SS.Geog3.b.2 Compare and contrast the different modes of transportation and communication used by families in work and daily lives.	SS.Geog3.b.4 Classify various ways that people and countries depend on one another.  Summarize how transportation and communication have changed economic activities over time.	SS.Geog3.b.m Analyze spatial patterns of social and economic development.  Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).	SS.Geog3.b.h Analyze how and why trade has changed over time.
<b>Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.</b>				
<b>Geog4.a: Characteristics of Place</b>	SS.Geog4.a.2 Categorize characteristics of the local community.	SS.Geog4.a.4-5 Interpret patterns of physical and human characteristics (e.g., landforms, water, roads, buildings) of a place.	SS.Geog4.a.m Explain the ways cultures can change places over time.	SS.Geog4.a.h Evaluate the effect of culture on a place over time.
<b>Geog4.b: Identity and Place</b>	SS.Geog4.b.K Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).	SS.Geog4.b.4-5 Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States.	SS.Geog4.b.m Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place.	SS.Geog4.b.h Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture.
<b>Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.</b>				
<b>Geog5.a: Human Environment Interaction</b>	SS.Geog5.a.1 Provide examples of human changes to the physical environment surrounding the school or neighborhood.	SS.Geog5.a.3-4 Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.	SS.Geog5.a.m Analyze the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.	SS.Geog5.a.h Analyze the intentional and unintentional spatial consequences of human activities at the local, state, tribal, regional, country, and world levels.

<b>Geog5.b: Interdependence</b>	SS.Geog5.b.2 Identify natural resources of a place and provide examples of how those resources are used.	SS.Geog5.b.5 Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).	SS.Geog5.b.m Analyze how distribution of natural resources (renewable and nonrenewable) creates systems of commerce between groups.	SS.Geog5.b.h Hypothesize how changes in human behavior can result in changes that have effects on a global scale.
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# History



## Historical Eras and Themes

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world.

### When teaching Wisconsin, United States, and/or World History, the following are topics for exploration:

1. Historically marginalized groups (i.e., groups defined by race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income\*);
2. Human and civil rights, including suffrage, the Universal Declaration of Human Rights, and current and historic genocide;
3. Movement of people, goods, and services, including immigration (e.g. historical, such as by Scandinavians, Germans, and recent, such as by Hmong and Latinos), and trade;
4. The history of organized labor and the collective bargaining process [Wisc. Stat. sec. 115.28(55)];
5. The history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state [Wisc. Stat. sec.121.02(1)(L)4] (WI 1989 Act 31);
6. Stewardship, sustainability, and civic responsibility related to the environment and natural resources [Wis. Admin. Code sec. PI 8.01(2)(k)6.b];
7. Wisconsin and Federal Observance days, weeks, and months.

\*From *Leading for Equity: Opportunities for State Education Chiefs*, Council of State School Officers, 2017

Some eras may overlap; this is due to the nature of that specific named era.

**K-12 students studying Wisconsin history will focus on:**

Before 1634	First People and Nations
Before 1800	Early European Explorers and Arrivals
1787 - 1848	Territory to Statehood
1848 - 1877	Early Statehood, the Civil War, and Reconstruction
1877 - 1900	Industrialization, Agriculture, Urbanization, and Labor
1900 - 1918	The Wisconsin Idea, the Progressive Era, and World War I
1918 - 1939	Economic Growth, the Great Depression, and the New Deal
1922 - 1945	Fascism, Communism, and World War II
1945 - 1954	Post-War Wisconsin and the Early Cold War
1954 - 1975	Civil Rights, the Later Cold War, and the Vietnam War Era
1975 - Present	The Modern Era

**K-12 students studying United States history will focus on:**

Before 1607	First People and Nations
1607 - 1754	Meeting of Peoples and Cultures
1754 - 1800	American Revolution and Early National Period
1800 - 1861	Nationalism, and the Growth and Expansion of Slavery in an Expanding Country
1861 - 1877	Civil War and Reconstruction

1870 - 1930	Industrialization, Urbanization, Labor, and Immigration
1890 - 1945	The Progressive Era , Prosperity and Depression, and World Wars
1945 -1980	Post-War Economic and Population Growth, Suburbanization, the Cold War, and Civil Rights
1980 - Present	The Modern Era

\*Eras and themes for U.S. History adapted from the College Board Advanced Placement United States History Eras

**Study of World History includes the Great Civilizations from China and the Far East; Southern, Southeast, and Southwest Asia and the Middle East; Africa; and Mesoamerica in addition to Europe and North America.**

**K-12 students studying World History will focus on:**

To 600 BC	Technological and Environmental Transformations
600 BC - 600 AD	Organization and Reorganization of Human Societies
600 AD - 1450	Regional and Interregional Interactions
1450 -1750	Global Interactions
1750 - 1900	Industrialization and Global Integration
1900 - Present	Accelerating Global Change and Realignment

\*Eras and themes for World History adapted from the College Board Advanced Placement World History Eras

**Discipline: Social Studies**

**Content Area: History (Hist)**

**Standard SS.Hist1: Wisconsin students will use historical content for determining cause and effect.**

	<b>Performance Indicators (By Grade Band)</b>			
<b>Learning Priority</b>	<b>K-2 (e)</b>	<b>3-5 (i)</b>	<b>6-8 (m)</b>	<b>9-12 (h)</b>
<b>Hist1.a: Cause</b>	SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.	SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.	SS.Hist1.a.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.
<b>Hist1.b: Effect</b>	SS.Hist1.b.e Identify one or more effects of an event, issue, or problem.	SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.	SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.	SS.Hist1.b.h Evaluate multiple intended and unintended long- and short-term effects, and evaluate how different groups were affected in different ways.

**Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.**

<b>Hist2.a: Patterns of historical themes stay the same over a period of time</b>	SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time.	SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.	SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.	SS.Hist2.a.h Evaluate a variety of sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the forces of continuity in the community, the state, the United States and the world.
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<b>Hist2.b: Patterns of historical themes change over a period of time</b>	SS.Hist2.b.e Identify patterns of change to self, family, and community over time.	SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.	SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.	SS.Hist2.b.h Evaluate a variety of sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the forces of change in the community, the state, the United States and the world.
<b>Hist2.c: Contextualization</b>	SS.Hist2.c.e Explain how something happening outside of your home can affect your family.	SS.Hist2.b.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.	SS.Hist2.b.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.	SS.Hist2.b.h Evaluate how the historical context influenced the process or nature of the continuity or change that took place.
<b>Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</b>				
<b>Hist3.a: Connections</b>	SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.	SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.	SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.
<b>Hist3.b: Perspective</b>	SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.	SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.	SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.	SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events.
<b>Hist3.c: Current Implications</b>	SS.Hist3.c.e Explain how something from the past can affect your life now.	SS.Hist3.c.i Explain how historical events have possible implications on the present.	SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.	SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

**Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).**

<b>Hist4.a: Historical Context</b>	SS.Hist4.a.e Describe what was happening in your life last week when you completed a piece of homework.	SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.	SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source.	SS.Hist4.a.h Analyze how the historical context (situation) influences a primary or secondary source.
<b>Hist4.b: Intended Audience</b>	SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.	SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.	SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.	SS.Hist4.b.h Analyze how the intended audience influences a primary or secondary source.
<b>Hist4.c: Purpose</b>	SS.Hist4.c.e Create one primary source about your life.	SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.	SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.	SS.Hist4.c.h Analyze the intended purpose of a specific primary or secondary source.
<b>Hist4.d: Point of View (POV)</b>	SS.Hist4.d.e Identify the POV of your own primary or secondary source.	SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.	SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.	SS.Hist4.d.h Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.

# Political Science



Discipline: Social Studies				
Content Area: Political Science				
Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.				
	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>PS1.a: Values &amp; Principles of American Constitutional Democracy</b>	<p>SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country.</p> <p>Assess the importance of rules and laws at home, in school, and in the community.</p>	<p>SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic).</p> <p>Hypothesize why laws and constitutions exist.</p>	<p>SS.PS1.a.m Investigate the components of responsible citizenship.</p> <p>Summarize the importance of rule of law.</p>	<p>SS.PS1.a.h Analyze how constitutionalism preserves fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.</p> <p>Analyze sources of governmental authority.</p>
<b>PS1.b: Origins &amp; Foundation of the Government of the United States</b>	<p>SS.PS1.b.1-2 Compare contributions of two or more influential people related to the</p>	<p>SS.PS1.b.4-5 Summarize the contributions of historically significant</p>	<p>SS.PS1.b.m Hypothesize and defend why a specific historically significant person's</p>	<p>SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the</p>

	<p>founding of the United States.</p>	<p>people during the period of early United States history to the development of our political culture.</p> <p>Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.</p> <p>Apply key elements of the Wisconsin Constitution to the local community.</p>	<p>contribution to the development of the political culture of the United States was important.</p> <p>Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.</p> <p>Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.</p>	<p>founding principles of the United States.</p> <p>Analyze the foundational ideas of United States government which are embedded in founding era documents.</p> <p>Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare.</p> <p>Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.</p>
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**Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.**

<p><b>PS2.a: Civil Rights and Civil Liberties</b></p>	<p>SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community.</p>	<p>SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world.</p>	<p>SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights.</p>	<p>SS.PS2.a.h Critique the struggle for suffrage and citizenship since the founding period.</p>
	<p>Classify basic rights that all humans have (i.e., life, liberty, safety).</p>	<p>Summarize the actions of</p>	<p>Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.</p>	<p>Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights-</p> <p>Assess the impact of individuals, groups, and movements on the</p>



		<p>people and groups that have advanced civil rights for individuals.</p> <p>Identify and describe basic human liberties (i.e., thought, expression, privacy).</p>	<p>Predict how collective action movements work to extend equal rights to groups and individuals.</p>	<p>development of civil rights for different groups.</p>
<b>PS2.c: Fundamentals of Citizenship</b>	<p>SS.PS2.c.2 Summarize situations where individuals have rights, freedoms, and equality.</p> <p>Develop an opinion about an issue in your school or community.</p>	<p>SS.PS2.c.5 Compare and contrast being a citizen of a country to the principles of good citizenship.</p> <p>Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).</p>	<p>SS.PS2.c.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws).</p> <p>Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).</p>	<p>SS.PS2.c.h Assess the difference in constitutional and legal protections for citizens vs. noncitizens.</p> <p>Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).</p>
<b>PS2.d: Asserting and Reaffirming of Human Rights</b>	<p>SS.PS2.d.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher).</p> <p>Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p>	<p>SS.PS2.d.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances.</p> <p>Summarize ways people, working together in their communities, state, country, or world, can impact their rights.</p>	<p>SS.PS2.d.m Compare and contrast the political, social, and economic status of minority groups both historically and in the present, both in the United States and worldwide.</p> <p>Investigate how groups (e.g., women, minority groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>	<p>SS.PS2.d.h Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.</p> <p>Evaluate different goals and methods of groups who have advocated for access to greater rights.</p> <p>Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as the United Nations and World Health Organization) in how human rights have been addressed in</p>

				different countries.
<b>Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.</b>				
<b>PS3.a: Political Participation and Socialization</b>	<p>SS.PS3.a.1 Describe and explain the effect an action has on members of a group.</p> <p>Express an opinion and vote on a topic in their lives.</p>	<p>SS.PS3.a.4-5 Investigate reasons why citizens participate in elections.</p> <p>Identify their role in government at the local, state, tribal, and federal levels.</p>	<p>SS.PS3.a.m Assess voter participation in elections.</p> <p>Explain their role in government at the local, state, tribal, and federal levels.</p>	<p>SS.PS3.a.h Create and evaluate solutions to increase voter participation.</p> <p>Evaluate their role in government at the local, state, tribal, and federal levels.</p>
<b>PS3.b: Linkage Institutions</b>	<p>SS.PS3.b.e Identify different types of media and sources.</p> <p>Explain why we have elections.</p> <p>Summarize basic roles of civic institutions (e.g., school, home, family, community).</p>	<p>SS.PS3.b.3-4 Provide examples of how various types of media are used in elections and government.</p> <p>Compare and contrast the multiple roles people play in elections.</p> <p>Analyze the roles civic institutions play in their lives, their community and beyond (e.g., schools, community groups, religious institutions).</p>	<p>SS.PS3.b.m Analyze the role of various types of media in elections and functions of government.</p> <p>Analyze how elections and political parties in the United States connect the people to government.</p> <p>Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).</p>	<p>SS.PS3.b.h Evaluate the role of various types of media in elections and functions of government.</p> <p>Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting.</p> <p>Evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, special interest groups).</p>
<b>PS3.c: Power in Government</b>	<p>SS.PS3.c.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g.,</p>	<p>SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.</p>	<p>SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.</p>	<p>SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.</p> <p>Evaluate the purpose of political institutions at the local, state, tribal, national, global, and</p>

	make laws, create order).			supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.
<b>PS3.d: Public Policy</b>	SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.	SS.PS3.d.5 Provide examples of how different governments solve problems.	SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.	SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.
<b>Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.</b>				
<b>PS4.a: Argumentation</b>	SS.PS4.a.e Compare and contrast perspectives on the same topic.	SS.PS4.a.i Compile relevant information to form a political argument and taking other points of view into account.	SS.PS4.a.m Assemble an argument utilizing multiple sources of information.	SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims.
<b>PS4.b: Compromise, Diplomacy, and Consensus Building</b>	SS.PS4.b.2 Give an example of a compromise.	SS.PS4.b.5 Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.	SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).	SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.



